ANDERSON SCHOOL OF MANAGEMENT

The University of New Mexico

Academic Program Review

Anderson School of Management

Spring 2020

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Introduction: Anderson since 2014 (its last APR)

The last six years have been years of constant change at both the university and the Anderson School of Management. Anderson was successfully reaccredited in 2016, as detailed in this self-study. From 2016-2020, the university has seen four people serve in the Provost role, replaced its most of its senior leadership team (SVP for Finance, VPs for Enrollment Management and Diversity and Inclusion, Athletic Director, and CEO of UNM Foundation). In March 2018, Dr. Garnett Stokes was installed as UNM's President. The consequence of this turnover for Anderson was instability at the school, as Dean Craig White was asked to serve as both Interim Provost (2017) and Interim SVP for Finance (January-June 2019). This meant that Anderson had to have Interim Deans while Dean White served these roles in university administration. For the three academic years from 2016-17 to 2018-19 Anderson did not have the same dean for the entire academic year.

Anderson was fortunate to open a new building, the McKinnon Center for Management (MCM) in May 2018. This building is equipped with state-of-the-art technology in its classrooms. It also allows for much more "third space", giving students space to study and meet in groups. The building has transformed the way Anderson students feel connected to the school.

Anderson was able to start new programs and initiatives during this time of instability. Two key initiatives are aimed at diversifying Anderson's revenue streams. Both involved direct tuition revenue flow negotiated with the Provost Office such that 65 % of tuition flowed directly to Anderson, while 35 % was captured centrally. The first initiative was Anderson's entry into the UNM Managed Online Program (MOP). Anderson launched the Bachelor of Business Administration (BBA) as a MOP in spring 2018. In five semesters the BBA has become the biggest MOP at UNM. The other initiative was to initiate partnerships with Chinese universities for a variety of agreements (primarily 2+2 and 3+1+1 agreements) involving Chinese students studying at Anderson. This program was incentivized by the same 65/35 tuition split. While the program has grown more slowly that desired, it is anticipated that 200 Chinese students will study at Anderson each year.

There are many other programmatic initiatives started during this time such as the Anderson Sales Center, the NM for Good program (research and teaching centered around B Corps), new graduate certificate programs, a new MS in Project Management (which is still awaiting state approval), and the expansion of the Anderson Behavioral Lab. The Anderson Dean's Office has been reorganized matching roles to responsibilities, as well as integrating several new staff.

In 2019, Anderson's MBA program was ranked #74 part-time MBA programs by *U.S. News and World Report*. This ranking meant that Anderson's program was 3rd in the southwest (AZ, NM, West Texas, Southern Colorado, Southern Utah, and Southern Nevada), and first in in the Mountain West, ahead of both SDSU and UNLV. The undergraduate program was ranked #128 by *U.S. News.* In line with the mission of inclusion at UNM, the Anderson BBA was able to increase its percentage of Hispanic students 33 % to 37 % since 2014, even as enrollment was under pressure at the university.

Anderson is currently searching for its next dean. Amid the opportunity showcased in this self-study, the new dean can move Anderson forward in very meaningful ways. As this self-study shows, Anderson has great opportunities.

Criterion 1. Introductory Section & Background Information

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

1A: Summary *An Executive Summary that provides a one to two-page summary/abstract of the information contained within the Self-Study Report.*

What follows is the Anderson School of Management Academic Program Review self-study. While we highlight a tremendous number of areas of excellence, there are a few areas that need improvement and will be our strategic focus moving forward over the next few semesters. The document that follows highlights strong programs at both the graduate and undergraduate levels with capacity for growth at the graduate level. The Anderson School of Management holds AACSB accreditation in both business and accounting and has addressed the deficiencies in assurance of learning identified by the review team in 2016. Significant progress has been made since the review team visited in 2016 (our next accreditation visit will be in early 2021).

Specifically, the Anderson School has:

- Completely redesigned the assurance of learning processes lead by newly appointed assurance of learning coordinators. This has allowed the school to engage in continuous improvements in curriculum.
- Transitioned Anderson accounting and budget functions to Fiscal Shared Services allowing greater transparency and departmental budgetary control.
- Developed programs vital to the economic development of the state including both Information Assurance and Project Management.
- Maintained and enhanced a strong internship program in accounting to provide opportunities for our students to obtain real-world experience and apply classroom knowledge.
- Continued to create opportunities for experiential learning based on evidence-based teaching approaches in all of our courses and programs.
- Advanced relationships with foreign schools in order to provide international opportunities for our students both abroad and in the Anderson classroom.
- Strengthened the relationships between Anderson and our community business partners, including co-sponsoring the UNM Economic Development Summit (Fall 2020).
- Completed and refined a new strategic plan and developed processes for tracking progress on strategic plan goal attainment.
- Introduced the Bachelor of Business Administration (BBA) into the Managed Online Program (MOP).
- Opened a new state of the art facility, the McKinnon Center for Management (MCM).

Given the success of the Anderson School, there are still areas that we will need to address in the coming years. These include:

- Alignment of financial resources with deployment of strategic student success initiatives.
- Continued outreach to other academic units within the University of New Mexico (UNM) to create meaningful interdisciplinary programs.

- The lack of consistent leadership within the School over the last four years creating instability in the Dean's office staff and the School's culture.

1B: History *A brief description of the history of each degree/certificate program offered by the unit.*

BBA, Undergraduate Program Description

The Anderson School of Management BBA program is a 120 hour program that students begin after completing pre-admission course work of about 40 credit hours; the specific requirements for degree completion are outlined at http://bba.mgt.unm.edu. The program offers 11 concentration options and fosters an exciting academic environment with expert academic and career advising, world renowned faculty, innovative learning practices, and a dedication to career development through a variety of programs including internships, resume reviews, mock interviews, and social media management.

MBA, Graduate Program Description

The Anderson School of Management MBA program is a 37-43 hour program. Within the MBA, there are 11 degree options; specific degree requirements and program information are outlined at http://mba.mgt.unm.edu/.
MBA students can receive a dual degree in the following areas: Law, Latin American Studies, Engineering and Pharmacy.

MACCT, Graduate Program Description

The School offers a 33-hour MACCT degree (Master of Accounting program). Specific degree requirements and program information are outlined at http://macct.mgt.unm.edu/.
MACCT students can receive a dual degree in Law.

MSISA, Graduate Program Description

The School offers a 33 hour MSISA degree (Master of Science in Information Systems and Assurance program). Specific degree requirements and program information are outlined at http://msisa.mgt.unm.edu/.

MSISA students can receive a dual degree with the MBA or MACCT programs.

3-2, Graduate Program Description

The Three-Two MBA Program permits a University of New Mexico undergraduate student to complete both a bachelor's degree in a field outside of management and an MBA degree in five (5) years. For the first three years of university studies, the student pursues a normal program of undergraduate work in any college excluding Anderson School of Management. During the second semester of the junior year, the student applies for admission to the MBA program at Anderson School of Management. The student is expected to meet regular MBA admission requirements.

Once admitted to the Three-Two Program, students will complete 18 hours of MBA courses during the senior year, which will constitute the student's minor course of study. In the fifth year

of study, the student will be admitted to graduate status for the MBA program and have a minimum of 19 hours left to complete MBA degree requirements. All MBA program degree requirements and academic regulations apply to students in the Three-Two program. Program specifics can be found at https://mba.mgt.unm.edu/3-2-program.asp.

EMBA, Graduate Program Description

The Anderson School of Management EMBA program is a 46 hour program. The Executive MBA Program is designed for business professionals. It is an intensive, 25 month course of study, cohort based, program that has features designed specifically for professionals who are further along in their careers. When compared to a traditional MBA program, the Executive MBA offers an extended focus on the practical application of management theory, a higher-level leadership and executive management module, and an integrated perspective on the global nature of business today. Additionally, the EMBA Program offers a flexible schedule with classes on Friday afternoons and Saturday mornings every other weekend. Program details are outlined at http://emba.mgt.unm.edu/default.asp.

MBA-ED, Graduate Program Description

The MBA in Education Leadership is a 40 credit hour program. It is an innovative and unique degree program designed for current and future leaders to make impactful and transformational change in education. The 25-month program is designed for working professionals and brings together a cohort of educators from public, private, and nonprofit educational hoping to make a difference in our New Mexico community.

Additionally, the program is an approved New Mexico Public Education Department program in which qualified graduates can obtain a K-12 administrative license to become principals in K-12 public schools throughout New Mexico. Program details are outlined at https://mbaed.mgt.unm.edu/ .

Graduate Certificate in Management Program

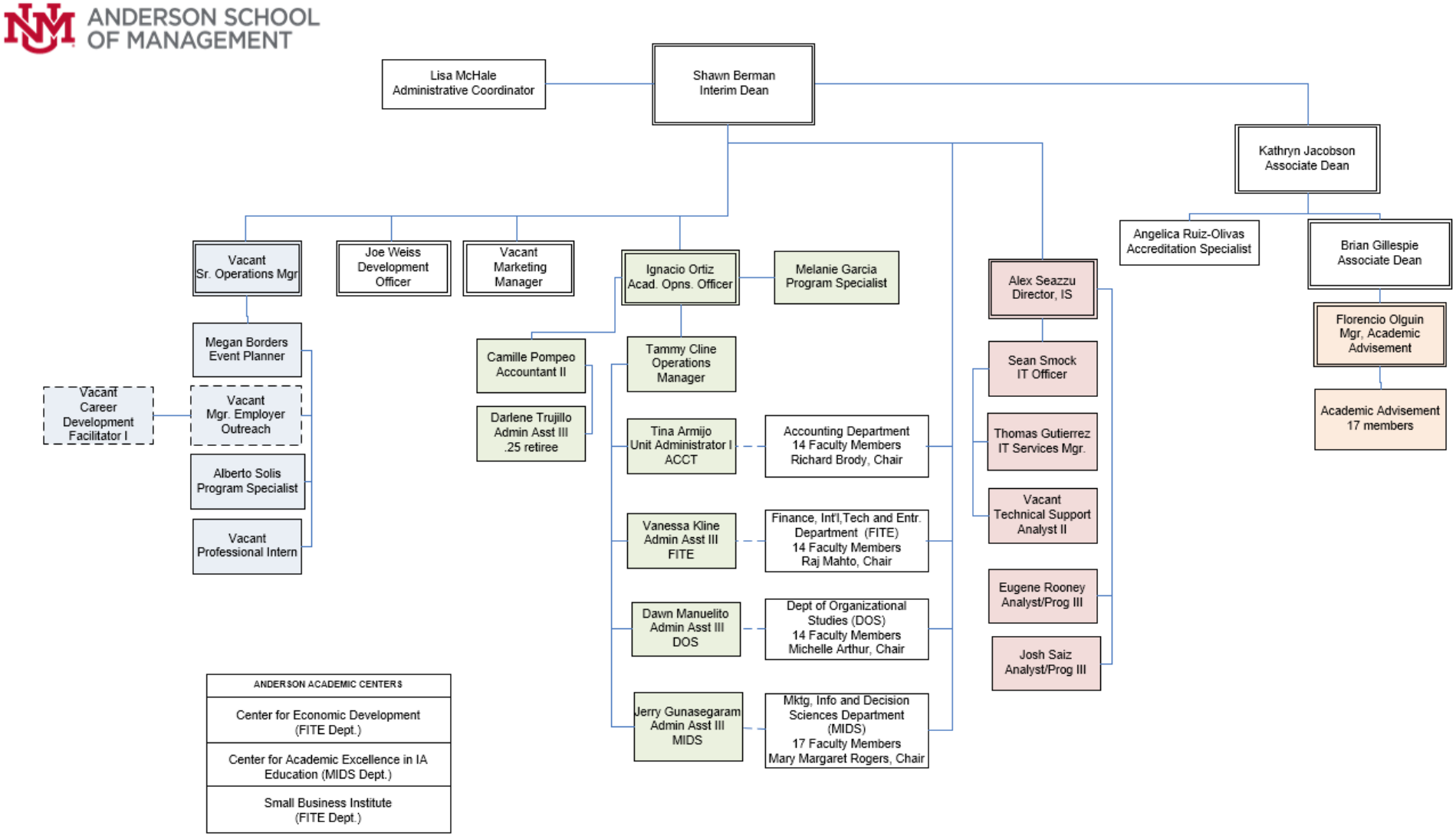
The Graduate Certificate in Management Program offered by the Anderson School of Management provides holders of a bachelor's degree an opportunity to further their professional management education through the regular graduate course offerings of the school.

The program consists of five courses (15 credit hours) to be selected by the student and approved by a faculty member at the time of admission. The courses must be completed within four years, and a 3.0 (B) average is required for the certificate.

Students must pursue a concentration in the following areas: Accounting, Finance, Information Assurance, International Management, International Management in Latin America, Management Information Systems, Management of Technology, Marketing Management, Operations Management, Organizational Behavior/Human Resources Management, Strategic Management & Policy, or Taxation. Students must file a plan of study approved by the graduate advisor for their chosen concentration.

1C: Organizational Structure *A brief description of the organizational structure and governance of the unit, including a diagram of the organizational structure.*

The Anderson School of Management is very "lean" organizationally with a limited number of academic administrators (1 Dean, 2 Associate Deans and 4 Department Heads). More detail about the reporting structure can be seen in the organizational chart below. Governance of the unit is guided by the UNM Faculty Handbook; the faculty participates in school governance through regular faculty meetings, a policy and planning committee and the undergraduate and graduate curriculum committees.



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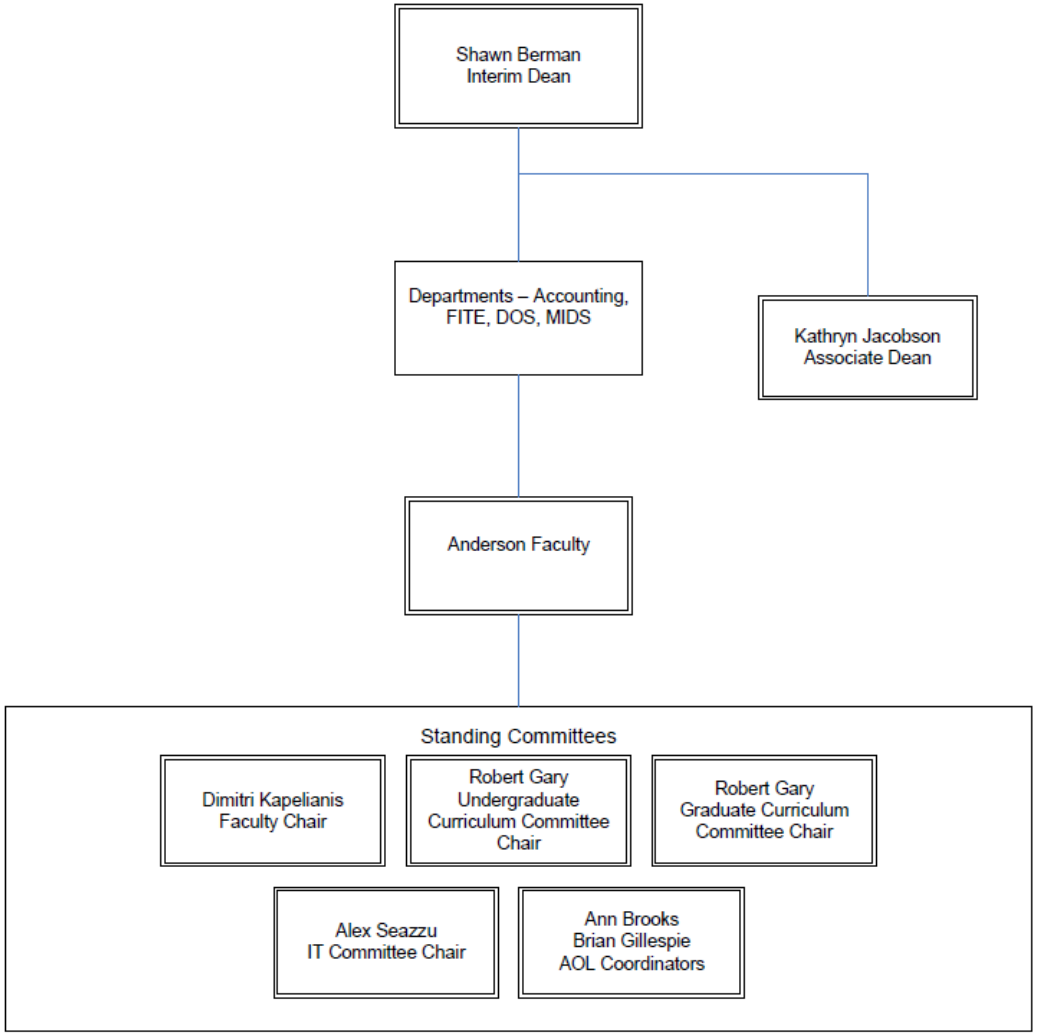

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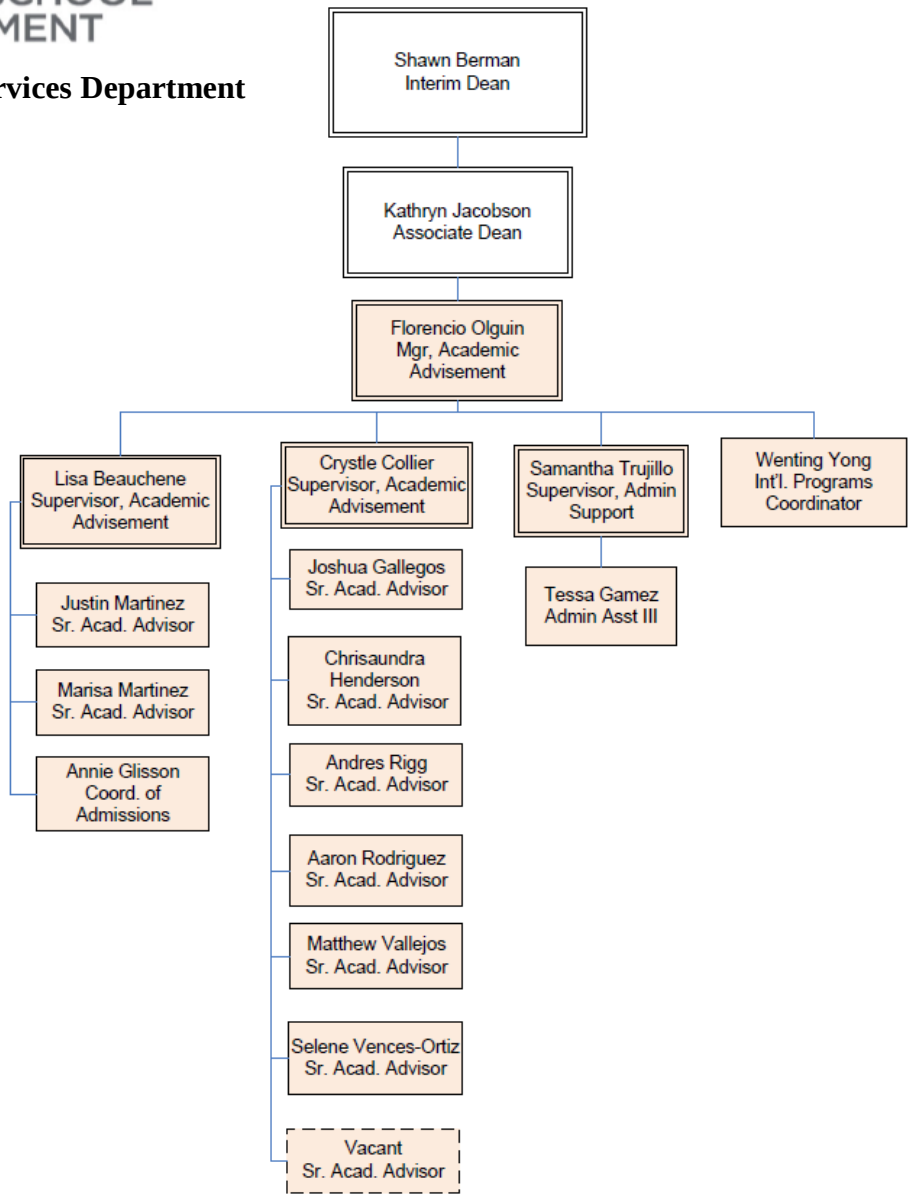
Academic Advisement & Career Services Department



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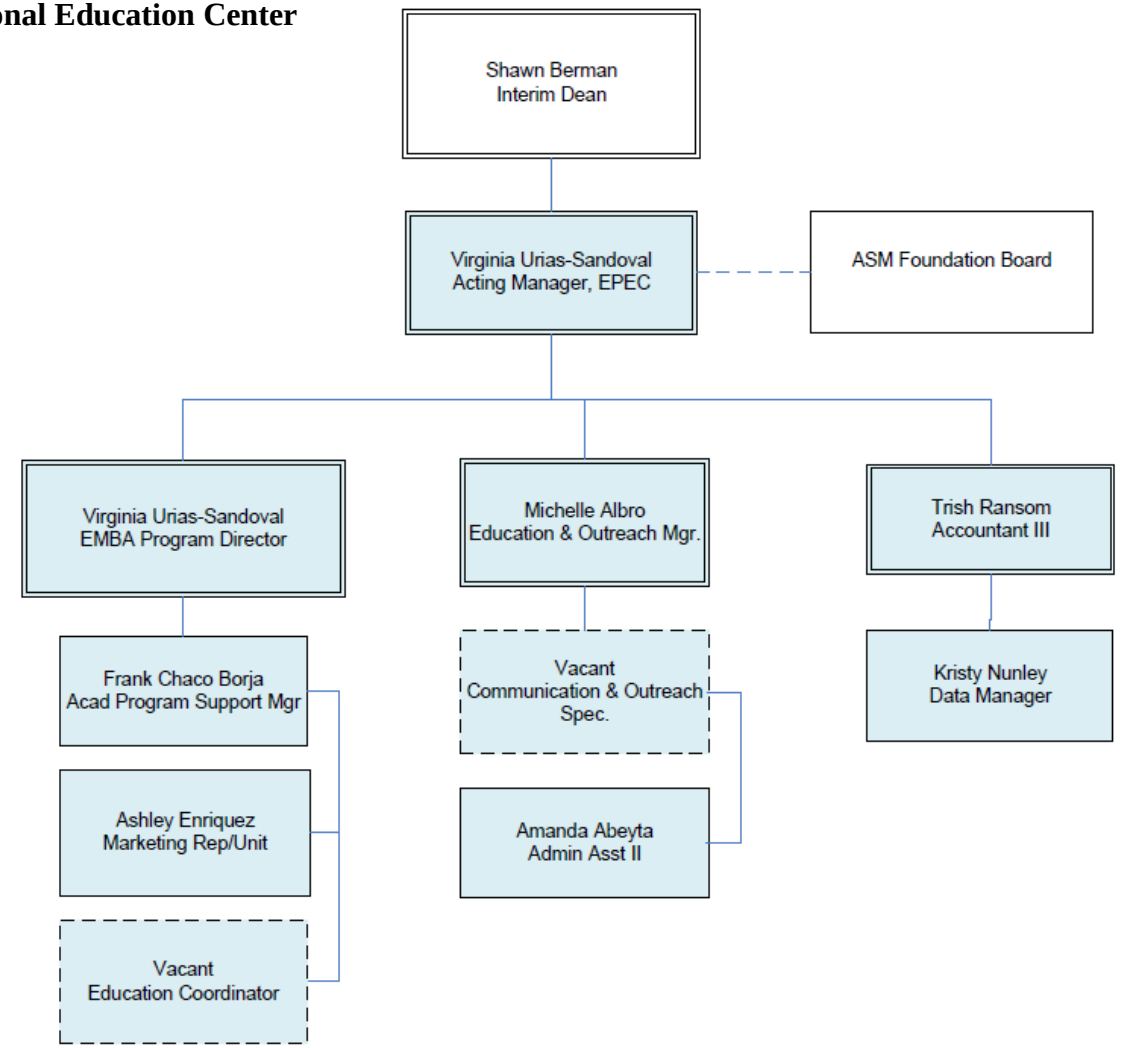
Executive and Professional Education Center



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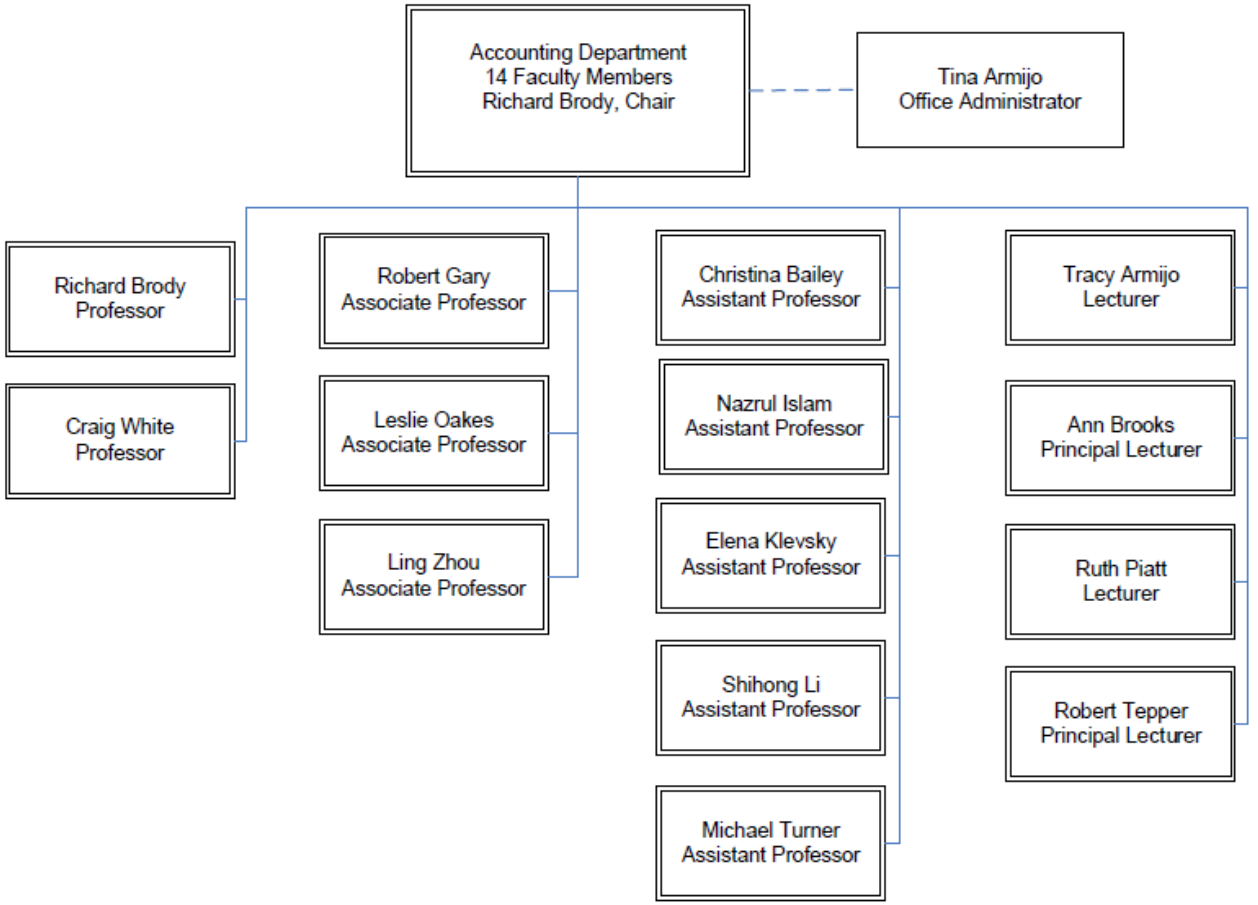
Department of Accounting



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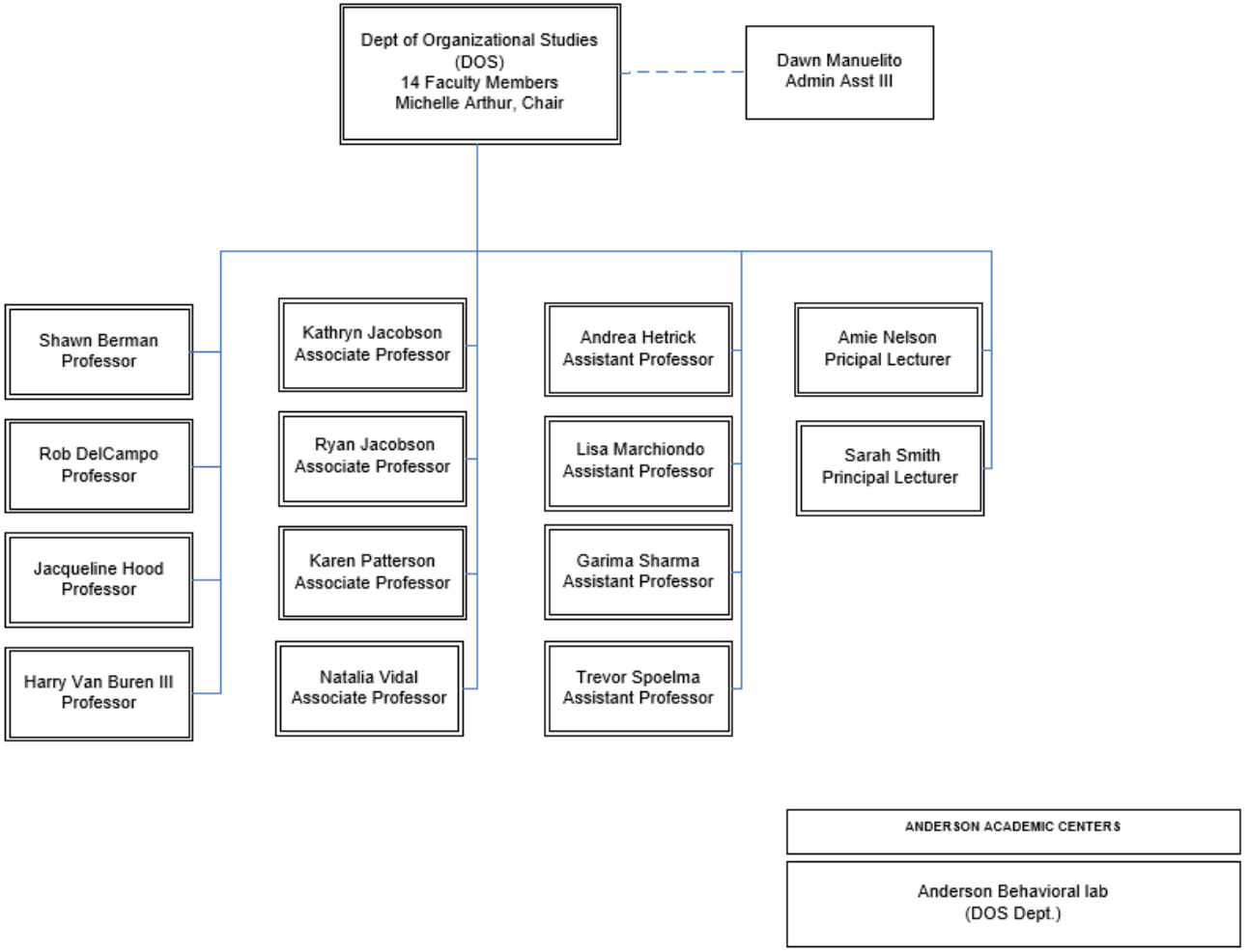
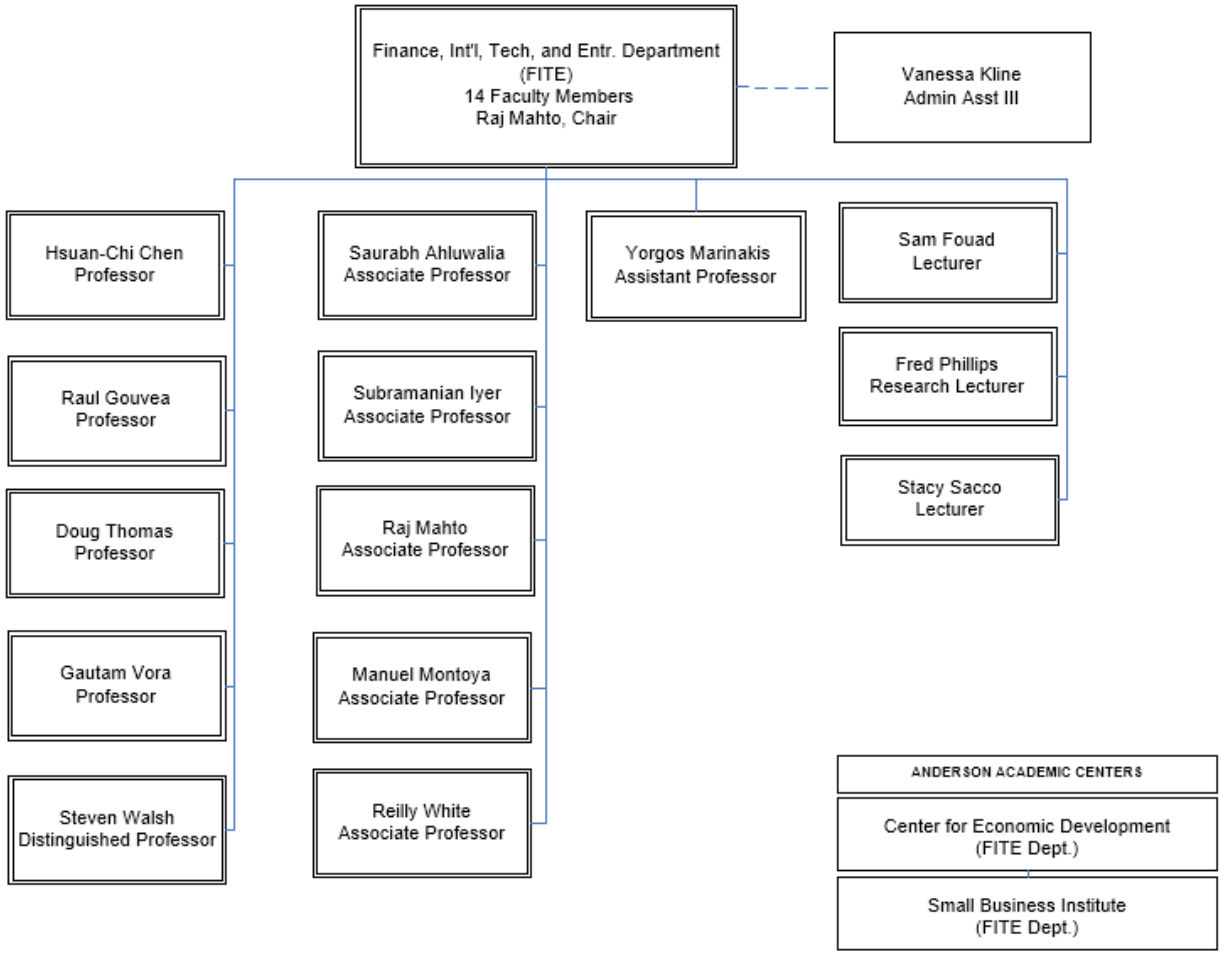
Department of Organizational Studies



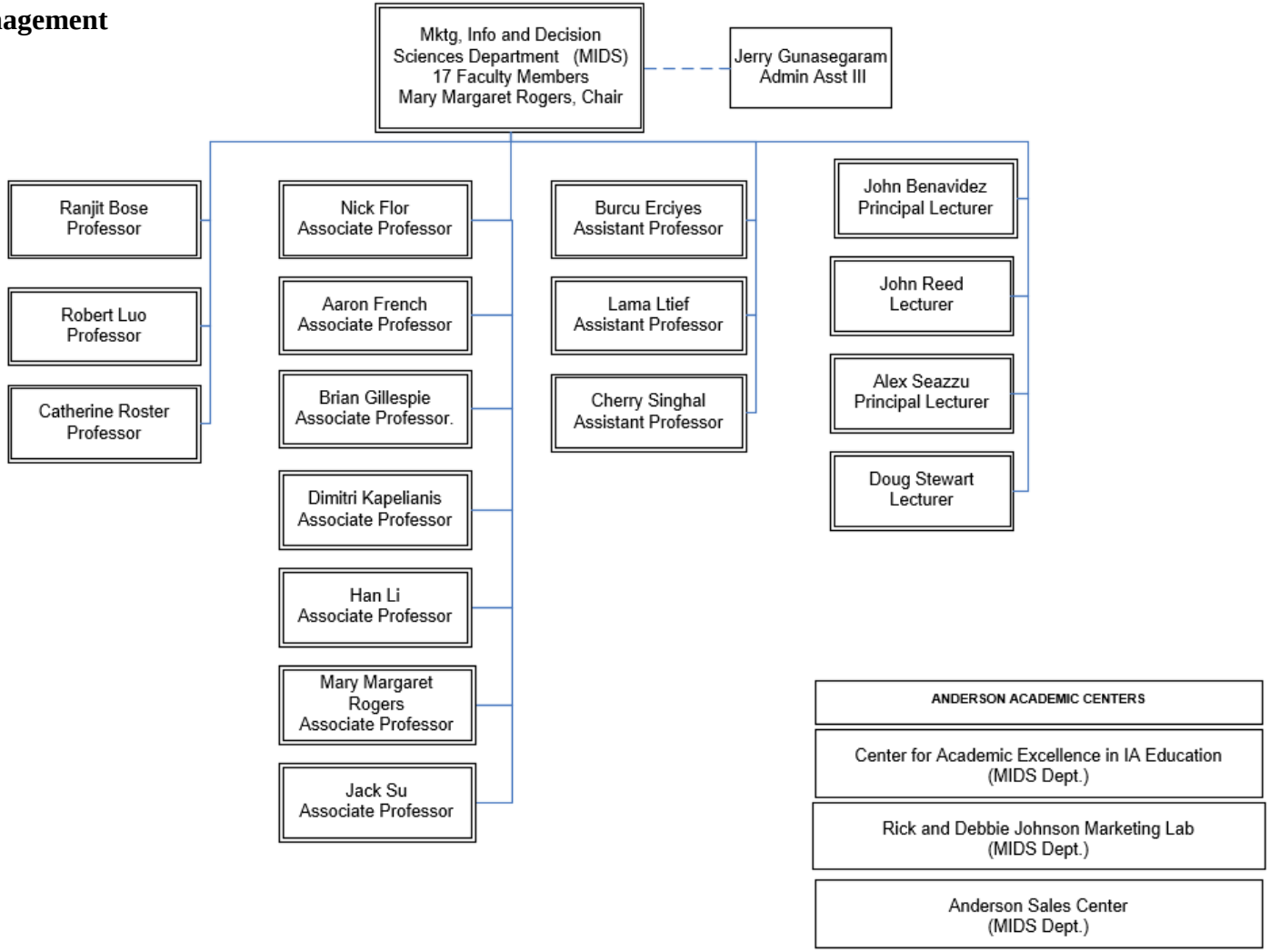
ANDERSON SCHOOL OF MANAGEMENT

Department of Finance, International, Technology and Entrepreneurship



ANDERSON SCHOOL OF MANAGEMENT

Department of Marketing, Information Systems, Information Assurance, and Operations Management



1D: Accreditation *Information regarding specialized/external program accreditation(s) associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).*

The Anderson School is accredited through the AACSB (The Association to Advance Collegiate Schools of Business). In 1916, AACSB International was established as a membership organization for business schools—a place where business schools could network and discuss issues that affected the business education industry and their institutions. In 1919, the first AACSB Accreditation Standards were adopted with the primary objective of improving collegiate business education. In 1980, an additional set of accreditation standards were developed for undergraduate and graduate-level degree programs in accounting to address the special needs of the profession. Throughout the years, both the AACSB Business and Accounting Accreditation Standards have been continually revised to reflect the ever-changing needs of business and its students.

Today, the AACSB Accreditation Standards are used as the basis to evaluate a business school's mission, operations, faculty qualifications and contributions, programs, and other critical areas. AACSB accreditation ensures students and parents that the business school is providing a top-quality education. It also ensures employers that AACSB-accredited business school graduates are ready to perform on day one. Additionally, AACSB accreditation provides many benefits to the faculty and staff at its accredited schools by attracting higher quality students, providing greater research opportunities, and allowing for global recognition.

Anderson's business school received initial accreditation in 1975. The Accounting program received a separate program AACSB accreditation in 1996. AACSB guidelines require each accredited school to complete a maintenance of accreditation visit every five years. Anderson's last accreditation visit was in February, 2016. The next visit will be in 2021.

In the 2016 maintenance visit, the team recommended that the accounting department's accreditation be extended for five years, while the business school was placed on sixth year review. The school addressed these issues and its accreditation was reaffirmed for the next four years in 2017, until the next continuous improvement review in 2021. The team identified the two key issues in the 2016 visit. The Peer Review Team reports from both the 2016 visit and the CIR2 process (sixth year review) are contained in Appendix A.

The Anderson School of Management was on sixth year review for two key issues:

1. AACSB Standard 10: Anderson was found to have been inconsistent in documenting faculty qualifications relative to AACSB classifications and with regard to professional development activities.

2. AACSB Standards 16, 18, and 19: All these deficiencies relate to assessment activities and documentation. There was also a clear deficiency noted in closing the loop activities and inconsistent assessment of learning goals.

On April 18, 2017 Anderson was notified by AACSB that its Board of Directors had concurred with the CIR2 review team that an extension of business accreditation should be granted since both issues had been addressed. The next AACSB continuous improvement review is scheduled for spring of 2021.

In reaffirming Anderson's Accounting accreditation, the Accounting review team identified only three opportunities for continuous improvement:

1. Increase internship opportunities for students. It was noted that less than 50% of Anderson Accounting students participated in internships. There was an opportunity seen for the department to work more closely with career services and professional accounting firms to increase this number.

2. Increase accounting-specific fundraising. One of the most promising areas identified was the promotion of scholarship opportunities to existing and potential donors.

3. Rethinking the viability of the tax concentration. This is a relatively small concentration and the peer review team questioned its long-term viability.

1E: Previous APR A brief description of the previous Academic Program Review Process for the unit. The description should:
note when the last review was conducted;
provide a summary of the findings from the Review Team Report;
indicate how the Unit Response Report and Initial Action Plan addressed the findings; and
provide a summary of actions taken in response to the previous APR.

Anderson's last APR was in 2014. The complete findings from that visit are contained in Appendix B. A summary of the findings follows.

The APR team in 2014 consisted of Drs. Ilene Kleinsorge, Larry Walther, and Tim Lowrey. As with the APR team constructed for the 2020 visit, Dr. Kleinsorge was the chair of Anderson's previous Association to Advance Colleges and Schools of Business (AACSB) reaccreditation visit. The team identified many strengths at Anderson, including:

- Then Dean Brown's fundraising to allow for a new building;
- A new development team in place focused on alumni outreach;
- Areas of strength in information assurance, technology entrepreneurship, and business ethics;
- Anderson's diverse student population;
- Dedicated IT support and Career Services; and
- The strength of initiatives such as the Rick and Debbie Johnson Marketing Center (now Lab), the Business Plan Competition (now Entrepreneurial Challenge), and the student run Regent Investment Portfolio.

The opportunities for improvement were identified as follows:

1. Improving Anderson's financial strength and diversification of revenue streams;
2. Updating the Anderson Strategic Plan;
3. Improving Anderson's pace of progress regarding the deficiencies identified in the 2011 AACSB visit (the team made a set of recommendations specific to AACSB criteria, this can be found at the end of their report in Appendix A; and
4. Clarifying and raising standards for research expectations.

Additionally, the areas within each criterion seen as not being met were:

- Faculty sufficiency relative to AACSB standards;
- Resources and Planning, in terms of using an external advisory board to assist with resource planning, resources and institutional support to achieve its mission, and staff composition and deployment; and
- Quality of facilities and adequate space for faculty and graduate students.

Additionally, a number of other areas were assessed as marginally met or "meet with concerns" Please refer to Appendix B for the entire report from the last APR visit.

The APR report from Anderson addressed each of the areas that were assessed as either "meets with concerns", "marginally met" or "not met." The full Anderson APR response can be found in Appendix B. The following is a summary of the steps Anderson has taken to address the major concerns of the 2014 APR report:

- **Inadequacy of Anderson's facilities, both to support faculty but also relative to student learning:** In the summer of 2018 Anderson moved into the 64,000 gsf McKinnon Center for Management. This building has transformed the student learning experience. By incorporating space designed for group meetings and providing student study spaces, the building has vastly improved the student experience and allowed students to develop a deeper connection to Anderson. MCM also houses the Anderson Behavioral Lab which has enabled all Anderson faculty using behavioral research techniques within their respective disciplines to have access to a state-of-the-art facility to conduct research. A further discussion of Anderson's facilities can be found in the discussion of Criterion 9.

- **A need to update the Anderson Strategic Plan:** A thorough strategic planning process was initiated in 2014 and completed in 2015. This involved using a professional strategic planning consultant to complete a new strategic plan. This plan has been continually reviewed and was modified during 2018. While the strategic plan continues to guide many decisions in Anderson, continuous transitions in the leadership of Anderson and discussions of the proper structure for Anderson's faculty governance did not allow the focus on the strategic plan to be sustained in 2019. As Anderson undergoes a dean search, one of the priorities for the new dean will be a renewal of focus on the strategic plan as Anderson heads into AACSB reaccreditation in spring 2021.

- **Improving the pace of progress in addressing the deficiencies identified in the 2011 AACSB visit:** It should be noted that the 2016 Peer Review Team report found that the

issues raised in 2011 had been addressed. The issues which led to Anderson being placed on sixth year review were not the issues identified during the 2011 AACSB visit. While the 2016 report raised concerns about faculty classifications, faculty sufficiency in Anderson's programs was not identified as a problem. Anderson continually reviews its faculty deployment relative to its curricula to ensure faculty sufficiency in each area.

- **Improving Anderson's financial strength:** Unfortunately, the University of New Mexico has undergone continued financial difficulties since 2014. As a result, Anderson's financial resources are not significantly stronger than they were in 2014, but Anderson has been able to diversify its revenue streams through two main initiatives; making the school marginally less reliant on its Instructional and General (state) allocations. The two initiatives are to increase outreach to international students, especially by developing relationships with Chinese universities, and the development and launch of its BBA as a Managed Online Program (MOP). Both of these programs have a 65-35 % revenue split for tuition with the Provost Office. In 2019-2020, Anderson has about 35 students from China studying as Anderson students and 10 more students from Chinese partner schools that are studying intensive English at the Center for English Language and Culture (CELAC) in the hope of attaining a TOEFL score that will allow them to study at Anderson. The Anderson MOP, now in its fifth semester, is the largest MOP at UNM, with over 200 students enrolled. Together, these programs will generate about $500,000 in revenue for Anderson (about 5 % of Anderson's I & G allocation).

- **Clarifying and raising standards for research expectations:** Since 2018, department chairs have been tasked with revising promotion and tenure standards, as well as annual evaluation and mentorship standards. After an extensive process, all four departments delivered these revised criteria in the fall of 2019. All these standards have been reviewed by the Senior Vice Provost and are currently in effect. Importantly, all of these standards promoted further discussions of research expectations as they relate to tenure and promotion. Relatedly, as a measure of research impact now required by the AACSB, the school coalesced around the Australian Dean's Business Council ranking of journals as a way to measure journal quality. As part of the same effort the faculty voted to adopt Cabell's Blacklist to identify journals seen as predatory and not counting toward annual evaluation research expectations. Anderson still has some steps to take relative to departments creating meaningful journal lists, but the last two years have seen great strides relative to research expectations.

- **Use of external advisory boards in resource planning:** Two of Anderson's external advisory boards were involved in Anderson's strategic planning efforts in 2014-2015. Additionally, the Anderson School of Management Foundation (ASMF) Board Finance and Executive Committees have been much more active in having input into the 2019-2020 budget for the ASMF, which directly impacts support faculty have for travel, professional association memberships, journal subscriptions and other research-related activities. Furthermore, 2019 saw a high level of turnover in Dean's Office staff. While this created short-term hardship relative to relationships with external boards, because some of the staff turnover was directly related to managing these relationships, it also allowed the Dean's Office to reconsider roles and responsibilities of Dean's Office staff.

This has included a decision to join Fiscal Shared Services and outsource accounting for the Anderson Foundation. Both of these moves should allow the ASMF board greater opportunity to participate in Anderson's short-term fiscal policy (e.g., annual budgeting process) and strategic resource planning.

1F: Vision & Mission *Provide a brief overview of the vision and mission of the unit and how each degree/certificate offered addresses this vision and mission. Describe the relationship of the unit's vision and mission to UNM's vision and mission. In other words, to assist the university in better showcasing your unit, please explain the importance of its contribution to the wellbeing of the university, including the impact of the unit's degree/certificate program(s) on relevant disciplines/fields, locally, regionally, nationally, and/or internationally?*

VISION

The vision of the Anderson School of Management is to be the destination for our region's students, scholars and business leaders seeking to expand their horizons, and to be the key knowledge and educational resource provider to New Mexico's for-profit businesses, non-profit organizations, tribal communities, and government entities.

Tagline: New Mexico business lives here.

MISSION

The mission of the Anderson School of Management is to serve as New Mexico's flagship institution of business education through demonstrated and growing excellence in teaching, research, and business and civic engagement. Anderson's ongoing commitment serves to:

- Educate and encourage students to develop the values, knowledge, leadership and business skills that they need to be engaged and well-informed citizens and successful business community members.
- Employ technological resources to make business education accessible to New Mexico's diverse and often underserved populations.
- Discover and disseminate new knowledge that enhances business practices and contributes to the well-being of the citizens of the State of New Mexico.
- Support community development and economic development to enhance the quality of life for all New Mexicans.

These values relate directly to the UNM mission of engaging students, faculty, and staff in its comprehensive educational, research, and service programs. Anderson has an important relationship with the business community in Albuquerque and New Mexico. Building off of UNM's mission of supplying our local and state economy with educational, research, and creative resources, Anderson focuses on providing services through programs and institutes (e.g., Small Business Institute and Anderson student organization Beta Alpha Psi's program to help prepare tax returns for low-income New Mexicans). The Anderson School provides quality educational and research knowledge to the future leaders of the Albuquerque and New Mexico economy by helping to inform the business operations workforce. Additionally, Anderson is

always striving to play a more direct role in discussions of economic development within the city and state.

The relationship of each degree program to the mission and vision is discussed below.

BBA

Anderson's undergraduate program connects to the Anderson mission by educating its students with the latest pedagogies and classroom technologies to address the challenges of the 21st century economy. Besides ensuring our graduates have the necessary quantitative skills, Anderson requires courses that challenge our students to explore their personal ethics and values (supported through our just renewed 5-year, $1.25 million gift from the Daniels Fund) in relation to business. UNM's diverse student body also allows for thoughtful discussions of the issues of discrimination, equity, and inclusion within the workplace. Further, Anderson is exploring avenues to strengthen its connection to local employers, ensuring that graduates understand the opportunities for a meaningful career in Albuquerque and New Mexico. At the same time, the education our graduates receive prepares them to compete nationally and internationally, as shown by the careers of our outstanding alumni such as Brad Preber (BBA '81) who was recently appointed as CEO of Grant, Thornton, a global provider of audit, tax and advisory services to companies, non-profit organizations and government entities.

MBA/MACCT/ MSISA

Since the last APR, Anderson has worked to redesign its MBA program, so that it is offered in a version that can be completed in 15 months, competing with the length of programs at peer institutions. Additionally, we have strengthened the rigor of the core curriculum. As we have seen enrollment challenges at the graduate level, we continue to explore how we're preparing graduate students to live the Anderson mission through impact on Albuquerque and the State. For example, while the MSISA was not covered in the previous APR given its newness as a program in 2014, the graduates of this program have impacted both Albuquerque and New Mexico through the demand for IS and IA skills, which is strong due to organizations' dependence on information technology and the need to secure information systems and data. Types of firms and organizations that hire MSISA graduates include law enforcement, national labs, financial services, Fortune 500 companies, educational and healthcare organizations, and Federal, state, local, and tribal governments. Placement for graduates of this program is particularly strong within the federal government and with the national labs, strengthening Anderson's already strong connection to Sandia National Laboratories (SNL) and Los Alamos National Laboratory (LANL). This new program is an example of how Anderson is continuously innovating curriculum to strengthen the Albuquerque and New Mexico workforce.

Executive MBA and non-credit certificate and custom training

The Executive MBA program is both a strength and an area for growth. As the only AACSB-accredited program focusing on Executives in the state of New Mexico, the graduates of this program make an instant impact through their high-level leadership in organizations and through entrepreneurial activities. An increasing number of employees from UNM-HSC (Health Sciences Center) are participants in the EMBA program, positively impacting the efficacy and efficiency of UNMH (UNM Hospitals) and patient care.

Criterion 2. Teaching & Learning: Curriculum

The unit should demonstrate the relevance and impact of the curriculum associated with each degree/certificate program. (Differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

2A: Curricula *Provide a detailed description of the curricula for each degree/certificate program within the unit. Include a description of the general education component required, including any contributions from the unit to general education, and program-specific components for both the undergraduate and graduate programs*.

Anderson does not provide any courses for the general education component.

BBA

The BBA program is a 120 credit hour program. Students are formally admitted to the BBA program after completing the following course work:
1. Communication: ENGL 1120 and (ENGL 2120 or ENGL 2210).
2. Mathematics and Statistics: MATH 1350 and MATH 1430.
3. Physical and Natural Sciences: 4 credit hours chosen from the General Education curriculum list.
4. Social Science and Behavioral Sciences: ECON 2110 and ECON 2120 and (PSYC 1110 or SOCI 1110).
5. Humanities: 3 credit hours chosen from the General Education curriculum list.
6. Second Language: 3 credit hours chosen from the General Education curriculum list.
7. Arts and Design: 3 credit hours chosen from the General Education curriculum list.
8. ACCT 2110 Principles of Accounting I.
9. BCIS 1110 Introduction to Information Systems. This course must be completed within 5 years of the semester in which the student is admissible to the B.B.A. program.
Pre-admission total: 40 credit hours

Students complete the following core courses and must achieve a "C-" or better in all core courses.

ACCT 2120 Principles of Accounting II - 3
MGMT 300 Operations Management - 3
MGMT 306 Organizational Behavior and Diversity - 3
MGMT 308 Ethical, Political and Social Environment - 3
MGMT 310 Legal Issues for Managers - 3
MGMT 322 Marketing Management - 3
MGMT 326 Financial Management - 3
MGMT 328 International Management - 3
MGMT 398 Career Management Skills - 1
MGMT 450 Computer-Based Information Systems - 3
MGMT 498 Strategic Management - 3
Total Anderson School Core - 31

To graduate with the degree of Bachelor of Business Administration, the student must meet the following requirements:

1. Completion of all pre-admission requirements and admission to the Anderson School of Management.
2. Completion of a minimum of 120 credit hours, excluding Business Education/Secretarial Science courses and Business Technology courses. A maximum of 1 credit hour of Physical Education may be applied toward the B.B.A. A grade of "C" or better is required in all pre-admission coursework. A minimum grade of "C-" is required in all Anderson School of Management core and concentration courses. A minimum grade of "C" (not "C-") is required in the upper-division Humanities course.
3. Completion of a minimum of 24 credit hours in residence at the Anderson School of Management.
4. Completion of the following course requirements:
Pre-admission coursework - 40
Anderson School of Management Core - 31
Upper-Division Humanities - 3
Concentration and Free Electives - 46
Degree Total – 120

In addition, a minimum of one-half of core and concentration requirements must be completed in residence at Anderson.

5. Apply for graduation upon receiving notification of "apply to graduate" academic hold.

The Anderson School offers 11 concentration options for BBA students. They are described in detail at http://catalog.unm.edu/catalogs/2019-2020/colleges/management/undergraduate-program/concentrations.html.

3-2 MBA Program

The Anderson School of Management's 3-2 Program allows students completing an undergraduate degree outside the Anderson School of Management to begin their M.B.A. studies early. It is recommended that students complete Business Calculus and Microeconomics before applying. For the first three years of university studies, the student pursues a normal program of undergraduate work. During the junior year of academic work, the student applies for admission to the M.B.A. program of the Anderson Graduate School. Students must not take any management classes prior to their acceptance into this program with the exception of BUSA 1110. In the senior year of academic work, the student begins the first year of the M.B.A. program and also completes the requirements for a bachelor's degree in the undergraduate field using their graduate work to complete a business minor. In the final year of study, the student completes the second-year requirements and electives of the M.B.A. program.
Additional details can be found at "The Shared-Credit Degrees Program", http://catalog.unm.edu/catalogs/2019-2020/colleges/management/graduate-program/master-business-admin.html

MBA

The minimum requirements for unconditional admission to the MBA are:

1. a grade point average of 3.0 for the last 60 credit hours of college coursework including any post-baccalaureate work;
2. a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School of Management Graduate Admissions office. The GMAT/GRE is waived for applicants who have a B.B.A. from an AACSB-accredited school with a minimum of 3.50 GPA in upper-division courses.

The MBA core is required of all MBA students and consists of 12 courses (31 credit hours), as follows:

MGMT 501	Data Driven Decision Making
MGMT 502	Financial Accounting and Analysis
MGMT 504	Managerial Economics
MGMT 506	Managing People in Organizations
MGMT 508	Business and Society
MGMT 511	Technology Commercialization and the Global Environment
MGMT 520	Operations Design and Decision Making
MGMT 522	Managerial Marketing
MGMT 526	Financial Decision Making
MGMT 598	The Strategic Management Process
MGMT 600	Perspectives on Management and Careers
MGMT 601	M.B.A. Knowledge Exam

Students who have recently completed a BBA from the Anderson School of Management or at a comparable AACSB-accredited program may request waivers of up to six credits for some core courses, with the exception of MGMT 598, which all students must take as a capstone course. All students, including those who have had some core courses waived, must complete a minimum of 37 graduate credit hours. Of these, 12 credit hours may be transferred from an approved graduate program offered by another university. Approved universities include AACSB-accredited business schools, as well as international business schools with which UNM has a current written exchange agreement.

Students are expected to maintain a 3.0 GPA and must have a 3.0 GPA at graduation. The MBA program may be completed on a full-time or part-time basis. For many students whose professional commitments preclude full-time study, pursuing an MBA on a part-time basis is a viable option.

Students can pursue the following dual degree options. For information on the J.D./MBA, MBA/M.A. in Latin American Studies, MBA/Engineering, and Pharm.D./MBA dual-degree programs see the MBA Graduate Admissions Office, and the Admissions Offices at the School of Law, the School of Engineering, the Latin American Studies, and the College of Pharmacy.

The Anderson School offers 11 concentration options for MBA students. They are described in detail at http://catalog.unm.edu/catalogs/2019-2020/colleges/management/graduate-program/master-business-admin.html.

MACCT

The minimum requirements for unconditional admission to the MACCT are:

1. a grade point average of 3.0 for the last 60 credit hours of college coursework including any post-baccalaureate work;
2. a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School of Management Graduate Admissions office.

Advanced, Tax and Information Assurance Concentrations

The minimum requirements for admission to the MACCT. concentration in either Advanced Accounting, Tax Accounting or Information Assurance are:

1. a bachelor's degree in accounting from an AACSB-accredited school;
2. a grade point average of 3.0 for the last 60 credit hours of college coursework including any post-baccalaureate work as well as an average of 3.0 for all accounting courses;
3. a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School of Management Graduate Admission office. The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of 3.25 GPA in both upper-division and accounting classes.

Professional Accounting Concentration

The minimum requirements for admission to the MACCT. concentration in Professional Accounting are:

1. a bachelor’s degree with a grade point average of 3.0 for the last 60 credit hours of college coursework including any post-baccalaureate work;
2. a score equal to or greater than 500 on the Graduate Management Admission Test (GMAT) or a Graduate Record Examination (GRE) score that is deemed to be greater than or equivalent to 500 on the GMAT using a conversion tool available from the Anderson School of Management Graduate Admissions office. The GMAT/GRE is waived for students who have a B.B.A. from an AACSB-accredited school with a minimum of 3.25 GPA in all upper-division coursework. Students granted the waiver must also attend the Anderson School of Management Writing Workshop.

The Professional Accounting concentration accepts applications for Fall, Spring, or Summer admission. However, the concentration primarily admits students to begin the program in the Fall Semester because of course scheduling. Students planning to apply for admission to the MACCT Professional Accounting concentration in the Spring or Summer must email the faculty advisor

prior to submission of the application to determine if course requirements necessary for consideration of a Spring or Summer admission are met.

MACCT Concentrations

The Master of Accounting offers four concentrations. All concentrations are a 33 credit hour program of study. Additional details regarding the MACCT programs can be found at: http://catalog.unm.edu/catalogs/2019-2020/colleges/management/graduate-program/master-acct-pgm.html

Advanced Accounting

The Advanced Accounting concentration is designed for individuals who have already earned a B.B.A. with a concentration in Accounting. This concentration consists of five core accounting courses, a minimum of four additional accounting courses and two approved accounting or business electives.

Course Requirements: Students must take the following 15 credit hours of accounting coursework: MGMT 546, 554, 555, 626 and one from the following tax courses: MGMT 547, 590, 591, 592, 593. At least 12 additional credit hours of accounting coursework can come from the following: MGMT 548, 553, 559, 594 (special topics in accounting only), 640, 643.

The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of a 3.25 GPA in both upper-division classes and accounting classes. Students must fulfill all other admission requirements.

Information Assurance

The Information Assurance concentration is designed for individuals who have already earned a B.B.A. with a concentration in Accounting, and who wish to pursue advanced studies in attesting to and ensuring the integrity of financial information. This concentration consists of a minimum of 24 credit hours of accounting coursework, with 9 credit hours of non-accounting coursework including a minimum of 3 credit hours in information assurance.

Course Requirements: 15 credit hours from the following accounting courses: MGMT 546, 554, 626, 641, 642; 3 additional credit hours of accounting coursework from the following courses: MGMT 551 or 552, 553, 555, 594 (special topics in accounting only); 3 credit hours of an accounting elective; and 3 credit hours from one from the following tax courses: MGMT 547, 590, 591, 592, 593. The following information assurance course is required: MGMT 636; and 6 credit hours of non-accounting coursework from the following recommended courses: MGMT 637, 646, 647, 648, 649. Other non-accounting courses may be substituted with the approval of the concentration advisor.

The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of a 3.25 GPA in both upper-division classes and accounting classes. Students must fulfill all other admission requirements.

Professional Accounting
The Professional Accounting concentration is designed for individuals who have a non-accounting undergraduate degree and wish to enter public accounting as a certified professional. The concentration requires the successful completion of two introductory courses consisting of a preliminary financial accounting course and a preliminary managerial accounting course taken prior to or after admission to the program and consists of 27 credit hours of specified accounting coursework, plus 6 credit hours of specified non-accounting coursework.

Course Requirements: Students may complete the two introductory courses by taking MGMT 502 and 503 at Anderson School of Management. Students not completing the introductory courses at ASM should consult with the accounting faculty advisor about other coursework that will fulfill the introductory course requirements prior to taking any courses. Students must complete the following courses: MGMT 540, 541, 542, 543, 544, 546, 549, (550 or 554), 559, 626, (640 or 643).

The GMAT/GRE is waived for students who have a B.B.A. from an AACSB-accredited school with a minimum of 3.25 GPA in all upper-division coursework. Students granted the waiver must also attend the Anderson School of Management Writing Workshop. Students must fulfill all other admission requirements.

Tax Accounting
The Tax Accounting concentration is designed for individuals who have already earned a B.B.A. with a concentration in Accounting wishing to pursue advanced studies in taxation. The concentration consists of five core accounting courses, a minimum of four tax accounting courses and two approved accounting or business electives.

Course Requirements: Students must take the following 15 credit hours of accounting coursework: MGMT 546, 554, 555, 626 and one from the following tax courses: MGMT 547, 590, 591, 592, 593. At least 12 additional credit hours of tax accounting coursework can come from the following: MGMT 542, 547, 590, 591, 592, 593.

MGMT 542 may not count towards the concentration if the student has taken the undergraduate equivalent.

The GMAT/GRE is waived for students who have an undergraduate major in accounting from an AACSB-accredited school with a minimum of a 3.25 GPA in both upper-division classes and accounting classes. Students must fulfill all other admission requirements.

MSISA
The Master of Science (M.S.) in Information Systems and Assurance is targeted to students holding a B.B.A. or similar degree with an accounting specialization, a B.B.A. or similar degree with a specialization in information systems or technology, or a B.S. in Computer Science or computer-related engineering. The degree prepares students for advanced positions in information system management, information system development, and information assurance.

Admission Requirements

• Completed bachelor's degree;
• At least 30 credit hours of undergraduate or graduate courses in management, accounting, information systems, computer science, computer-related engineering, or a combination thereof;
• Proficiency in English language professional communication demonstrated by undergraduate courses, professional experience, or both. Students who lack proficiency may be admitted provisionally with completion of one or two undergraduate professional communication courses selected by the faculty advisor or admission committee in the first two semesters. The courses must be completed with grades of "B" or better;
• A grade point average of 3.0 or higher for the last 60 credit hours of college coursework, including any post-baccalaureate work;
• A score equal to or greater than 500 on the Graduate Management Admission Test (GMAT), or a Graduate Record Examination (GRE) score that is equal to or greater than 500 on the quantitative section and a score equal to or greater than 500 on the verbal section.

Advisement and Plan of Study

Advisement prior to first-semester enrollment and a formal plan of study is mandatory. A faculty advisor or committee works cooperatively with each admission candidate to develop and approve a plan that includes specific courses that match the student's intended career path, complements his or her bachelor's degree and work experience, and ensures that each program graduate reflects positively on UNM, Anderson School of Management, and the M.S. in Information Systems and Assurance program. Modifications to the initial plan of study may be requested by the student at any time, but must be approved by the faculty advisor or committee. Each approved plan is a student-specific set of courses that must be successfully completed for that student to graduate.

Students must complete a minimum of 32 credit hours of courses within the following groups:

Core Group: 9 credit hours
Courses may be waived based on similar undergraduate/graduate courses or experience.
MGMT 631 Information System Project Management - 3
MGMT 636 Information Systems Security - 3
MGMT 637 Database Management Systems - 3

Management Group: 12 credit hours minimum
Up to 12 credit hours may be waived based on similar undergraduate/graduate courses or experience. Select from:
MGMT 501 Data Driven Decision Making - 3
MGMT 502 Financial Accounting and Analysis - 3
MGMT 503 Managerial-Cost Accounting - 3
MGMT 506 Managing People in Organizations - 3
MGMT 508 Business and Society - 3
MGMT 520 Operations Management - 3
MGMT 522 Managerial Marketing - 3
MGMT 526 Financial Decision Making - 3
MGMT 633 Vendor and Contract Management - 3

Technology Group: 11 credit hours minimum
Select from:
MGMT 551-552 Problems - 1-3
MGMT 553 Internal Auditing - 3
MGMT 594 Special Topics in Management - 3
MGMT 599 Master's Thesis - 1-6
MGMT 630 Management of Information Systems - 3
MGMT 632 Web Application Development - 3
MGMT 634 Information Systems Analysis and Design - 3
MGMT 635 Data Analytics - 3
MGMT 639 Advanced Topics in Management Information Systems - 3
MGMT 641 Forensic Accounting - 3
MGMT 642 Fraud Examination - 3
MGMT 644 Data Warehousing - 3
MGMT 645 Data Mining for Business Decisions - 3
MGMT 647 System and Network Administration - 3
MGMT 648 Advanced Information System Security - 3
MGMT 649 Information Assurance Project - 3
MGMT 697 Internship - 3
CS 521 Data Mining Techniques - 3
CS 544 Introduction to Cybersecurity* - 3
CS 565 Topics in Database Management* - 3
CS 567 Principles and Applications of Big Data - 3
CS 581 Fundamentals of Software Testing* - 3
CS 583 Object Oriented Testing - 3
ECE 525 Hardware-Oriented Security and Trust - 3
ECE 595 Special Topics* - 1-4
** And other graduate-level CS and ECE courses with advisor approval.*

The Master of Science in Information Systems and Assurance offers six concentrations. Additional details regarding the MSISA programs can be found at: https://msisa.mgt.unm.edu/areas-of-study/default.asp

EMBA

The Executive Master of Business Administration program (Executive M.B.A.) is an intensive, cohort-based, two-year course of study designed specifically for experienced business professionals who wish to enhance their managerial acumen, accelerate their career progression or pursue new opportunities. Because classes meet every other weekend, executives, professionals, middle managers and entrepreneurs are able to earn their master's degree without interrupting their careers. Classes are held every other weekend on Fridays from 1:00-6:00pm and Saturdays from 8:00am-1:00pm. Classes meet on the University of New Mexico's main campus.

Participants complete a lock-step curriculum consisting of 46 credit hours, with an emphasis on strategic management within the global economy. The curriculum is updated on a regular basis to reflect current business practices and is therefore subject to change. Faculty are drawn from

the senior ranks of the Anderson School and are selected for their ability to challenge adult students and to facilitate the exchange of ideas and interaction in the classroom. A variety of teaching formats are used including the case study method, group projects and peer learning through formal study teams. Executive M.B.A. classes are limited to Executive M.B.A. program participants.

The Executive M.B.A. program sets its own all-inclusive cost each year to include tuition, books and fees. In addition, the program provides parking, meals, refreshments and complete administrative support. Payments are prorated over the (7) seven semesters of the program; student loans are available. The only additional cost is for participation in the optional, 10-day residency abroad, where students pay a portion of the costs, including airfare.

The Executive M.B.A. program starts once each year in June with a mandatory, two-day orientation. Applications are accepted year-round on a rolling admissions process. Candidates must have at least five years of significant work experience (managerial, supervisory, budgetary or project management) and hold an undergraduate degree in any field.

For consideration, applicants must submit the following:

- Executive M.B.A. application form and fee
- Current resume,
- Statement of purpose,
- Official copies of all transcripts,
- Official GMAT/GRE score (taken within the last five years)
- Three letters of recommendation, including one from the sponsoring organization.
- Once all of these items have been received, an interview with the interview committee is scheduled prior to final review by the Anderson School's selection committee.

The best consideration deadline for the Executive M.B.A. program is April 6. The early admission deadline is January 13.

Coursework: Courses are the following:

MGMT 700 Management Perspectives/Orientation - 1
MGMT 701 Statistical Analysis for Management - 3
MGMT 702 Financial Accounting - 3
MGMT 703 Managerial Accounting - 3
MGMT 704 Economics for Managers - 3
MGMT 706 Organizational Behavior & Diversity - 3
MGMT 707 Executive Leadership - 2
MGMT 708 Ethical, Social, Political, & Legal Environment - 3
MGMT 711 Management of Technology & Innovation - 3
MGMT 712 Business Communication - 3
MGMT 720 Operations Management - 3
MGMT 722 Marketing Management - 3
MGMT 726 Financial Management - 3
MGMT 751 Practicum –International trip/Global Business Environment 3
MGMT 794 Special Topics - 2
MGMT 798 Strategic Management – 3

Course descriptions can be found at https://emba.mgt.unm.edu/program-features/course-descriptions.asp .

MBA-ED

The MBA in Education Leadership is an intensive, cohort-based, two-year business degree program designed to supplement the specialized knowledge of educational professionals. The curriculum synthesizes both academic theory and real-life scenarios to provide a relevant and cross-functional education. Importantly, this is the only MBA in the nation which qualifies its graduates for educational licensure, allowing them to begin work as principals and superintendent graduation. This allows students to implement business solutions across numerous functional units.

Coursework: Courses are the following:
MGMT 700 Management Perspectives/Orientation - 1
MGMT 701 Statistical Analysis for Management Decisions - 3
MGMT 702 Financial Reporting Systems - 3
MGMT 704 Economics for Managers - 3
MGMT 706 Organization Behavior & Diversity - 3
MGMT 707 Executive Leadership - 2
MGMT 708 Contemporary Ethical & Legal Issues for Organizations - 3
MGMT 711 Management of Technology & Innovation - 3
MGMT 720 Operations Management - 3
MGMT 722 Marketing Management - 3
MGMT 726 Financial Management - 3
MGMT 730 Education Law - 1
MGMT 751 Practicum - 6 (Taken over 2 semesters)
MGMT 798 Strategic Management - 3

Course descriptions can be found at https://mbaed.mgt.unm.edu/course-descriptions.asp

- *Discuss the unit's contributions to and/or collaboration with other internal units within UNM, such as common courses, courses that fulfill pre-requisites of other programs, courses that are electives in other programs, cross-listed courses, etc.*

Many undergraduate students from other units complete a minor in business and three tracks are available: Minor in Management (general business minor), Minor in Entrepreneurship, and Minor in International Management. Each of the programs are described at http://catalog.unm.edu/catalogs/2019-2020/colleges/management/undergraduate-program/minors.html.

The following undergraduate programs include Anderson courses as part of their curriculum:

Construction Management (B.S.CM.)
- ACCT 2110, ACCT 2120, MGMT 300, 310, and 1 management elective

Organization, Information, and Learning Sciences
- BUSA 1110

The following graduate programs include the courses below in their programs.

Public Administration (M.P.A.) – these are elective courses
- MGMT 506, 564, 663

Nanoscience and Microsystems Engineering (M.S., PhD)
- MGMT 513, 514, 516 and 519

Electrical and Computer Engineering with an Emphasis in Entrepreneurship and Technology Management (M.S.)
MGMT 512, 513, 515, 516, 514

2B: Mode of Delivery *Discuss the unit's mode(s) of delivery for teaching courses.*

Anderson faculty utilize a variety of methods for delivering courses based on the objectives and goals of each course. Faculty are progressive in their delivery methods including web enhancement, online delivery and other mixed models in addition to traditional face-to-face classroom interaction. Anderson faculty and chairs work together to assess the appropriate mix between online and face to face offerings.

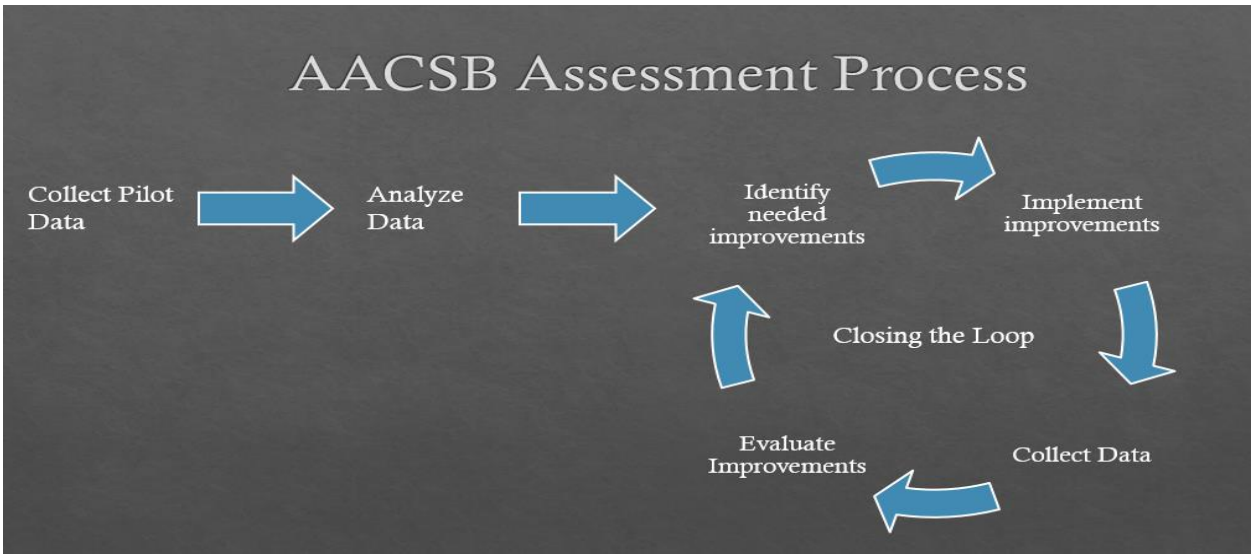
Criterion 3. Teaching & Learning: Assessment

The unit should demonstrate that it assesses student learning and uses assessment to make program improvements. In this section, the unit should reference and provide evidence of the program's assessment plan(s) and annual program assessment records/reports. (Differentiate for each undergraduate and graduate degree/certificate program and concentration offered by the unit.)

3A Assessment Plans *Provide current Assessment Plan for each degree and certificate program in the unit.*

Anderson Overall Assessment Plan

Anderson curriculum is driven by and aligned to Anderson's Mission and Strategic Goals. The Anderson Assessment Plan is managed through a well-defined process and set of procedures designed to ensure consistency and continuous improvement. In the time between our previous and current APRs, the Anderson School of Management has implemented the following AACSB Assessment Process and Schedule for our undergraduate and graduate programs:



ASSESSMENT SCHEDULE								
	Year 0	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
BBA	Pilot Data Collection	Data Collection	Data Collection & Analyze	Analyze & Implement		Data Collection	Analyze & Implement	
MBA	Pilot Data Collection	Data Collection	Analyze & Implement	Data Collection	Analyze & Implement		Data Collection	Analyze & Implement
MS/EMBA/MBA-Ed			Pilot Data Collection	Analyze & Implement		Data Collection	Analyze & Implement	
BBA- Accounting	Pilot Data Collection	Data Collection	Data Collection & Analyze		Data Collection	Analyze & Implement		Data Collection
MACCT	Pilot Data Collection	Data Collection	Data Collection & Analyze	Analyze & Implement		Data Collection	Analyze & Implement	

Over the past five-years, Anderson has rebuilt our Assessment process by:

- Developing a new set of learning goals and objectives for the BBA, MBA and MACCT programs (see Exhibit B).
- Establishing an Assurance of Learning (AOL) Committee which is comprised of Deans, Chairs, Undergraduate and Graduate Curriculum Committee, and the BBA, MBA and MACCT Assessment Coordinators
- Completing programmatic maps to ensure all learning objectives are covered across the core courses of these programs (see Exhibit C)
- Reorganizing our data collection procedures and processes by:
    - Implementation of exit exams to assess retention of Core knowledge for the BBA and MBA programs
    - Creation of a new MBA Core knowledge exam course Mgmt 601
    - Implementation of accounting capstone courses Mgmt 499 and Mgmt 544 to assess Core knowledge
    - Creation of new BBA and MBA rubrics to measure student success
    - Establishment of baseline and benchmarks goals to track programmatic success
- Implementing Faculty Assessment meetings to discuss the assessment process, to revise and approve assessment rubrics, to discuss assessment results and to development improvement plans with all Anderson faculty. The meetings were held May 2017, May 2018 and November 2019. As part of our closing the loop, Anderson invited Julie Sanchez from the UNM Office of Assessment & Academic Program Review to speak and participate in the Anderson Assessment meeting in November 2019.

An aggressive timeline was implemented to ensure not only the completion of this rebuild, but also to guarantee that we both opened and closed the loop across all BBA, MBA and MACCT goals and learning objectives by the end of the 2019-2020 academic year. This was only possible through the cooperation and assistance from a large majority of our faculty, strong administrative support, and the creation of two new faculty coordinator positions charged with overseeing the assessment process.

Currently, we are revising the questions included in the undergraduate and graduate knowledge exams, bringing the assessment systems online in the EMBA and MBA-ED programs, and formulizing the programmatic goals and learning outcomes for our new MS in Information Systems and Assurances degree. Future initiatives will focus on minor adjustments and modifications to our assessment processes. These include a reorganization of the programmatic goals for better evaluation and reporting, accounting for the degree to which each course incorporates the learning objectives into course materials (e.g., introduced vs. core learning concept), expanding assessment activities into elective courses, and creating an undergraduate knowledge exam course that mirrors the graduate knowledge exam course.

BBA Program

The BBA program is comprised of ten (10) common Core classes; Acct 2120 (formerly Mgmt 303), Mgmt 300, Mgmt 306, Mgmt 308, Mgmt 310, Mgmt 322, Mgmt 326, Mgmt 328, Mgmt 450 and Mgmt 498. Assessment is conducted on a four-year cycle, and ensures that the loop for each program is closed once every four years. The AOL Committee (comprised of Deans, Chairs, Undergraduate Curriculum Committee, and BBA Assessment Coordinator) work with faculty to ensure that the learning goals are consistent with Anderson's Mission and Strategic Goals.

BBA Goals and Objectives

Goal 1: Core (Discipline) Knowledge - Students will exhibit understanding of broad business concepts and principles from their Core Courses.

Objective: Students will be able to receive 60% on an Exit Exam that assesses retention of discipline concepts and terms.

Goal 1 Assessment Process: All students in Mgmt 498 are required to take an Exit Exam, which is comprised of one hundred (100) MC questions, ten (10) questions from each Core course to assess the student's ability to retain foundational core knowledge. To encourage students to take the Exit Exam seriously, the Exit Exam score is worth 10% of the student's Mgmt 498 grade. Anderson has conducted the Exit Exam every fall and spring semester, beginning with fall 2016 through spring 2019. At the end of each semester, results of the Exit Exam are emailed to the faculty who teach the respective Core course and discussed with all Anderson faculty at the Anderson Assessment meeting. Core faculty are currently evaluating the results from spring 2018 through spring 2019, so that they can make changes to curriculum or revise questions used on the Exit Exam in an effort to improve students' Core knowledge understanding and retention and better evaluate Core knowledge.

Goal 2: Critical Thinking - Students will exhibit critical thinking skills to address diverse business challenges and opportunities.

Objective: Students will be able to identify and analyze an issue or problem and provide recommendations.

Goal 2 Assessment Process: During the May 2017 Faculty Assessment meeting, faculty teaching Acct 2120 (formerly Mgmt 303), Mgmt 300, Mgmt 322, Mgmt 326, Mgmt 328 and Mgmt 450 recommended using one (1) rubric instead of using three (3) different rubrics to assess critical thinking learning objectives in an effort to consistently report results across Core classes. Evaluation of learning objectives occur at the student level through assessment of student assignments and/or projects. Faculty report the results to the assessment coordinator in aggregate form. An average of 2.0 score on each learning objective is required to be considered acceptable. A failing score for a learning objective automatically results in a programmatic review and process improvement for that learning objective. The improvement plan could include adding additional coverage of the topic in class or review, revising a homework or in-class problem or adding additional resources to help students better understand what is expected in a critical thinking scenario.

Goal 3: Professionalism and Communication - Students will model business professionalism and demonstrate effective written and oral communication skills.

Objective 3.1: Students will be able to effectively communicate management concepts, plans and decisions in oral presentations.
Objective 3.2: Students will be able to effectively communicate management concepts, plans and decisions in written reports.
Objective 3.3: Students will demonstrate professional conduct within team activities.

Goal 3 Assessment Process: During the May 2017 Faculty Assessment meeting, faculty teaching Mgmt 306, Mgmt 308 and Mgmt 498 approved the rubric to be used to assess (Goal 3.1) oral presentation learning objectives. A Presentation expert (e.g., Communication or English Ph.D. student) will assess student presentations using the approved rubric and report the results to the BBA Assessment Coordinator. The Assessment Coordinator will convert the scores to a 3-point scale prior to reporting results to the faculty. Faculty teaching Mgmt 306, Mgmt 308, Mgmt 310, Mgmt 328 and Mgmt 450 approved the rubric to be used to assess (Goal 3.2) written communication learning objectives. Writing experts will assess student writing and report the results to the Assessment Coordinator. Faculty teaching Mgmt 306, Mgmt 308 and Mgmt 498 approved the rubric to be used to assess (Goal 3.3) teamwork learning objectives. All faculty approved using a benchmark of 2.0 as meeting expectations.

An average of 2.0 score on each learning objective is required to be considered acceptable. A failing score for a learning objective automatically results in a programmatic review and process improvement for that learning objective. The improvement plan could include adding additional coverage of the topic in class or review, revising a homework or in-class problem or adding additional resources.

MBA Programs

The MBA program is comprised of twelve (12) common Core classes; Mgmt 501, Mgmt 502, Mgmt 504, Mgmt 506, Mgmt 508, Mgmt 511, Mgmt 520, Mgmt 522, Mgmt 526, Mgmt 598, Mgmt 600 and Mgmt 601. Mgmt 600 and 601 are a one-credit professional development course and a no-credit exit exam course, respectively and, therefore do not have a formal assessment. Assessment for the core is conducted on a four-year cycle, and ensures that the loop for each program is closed once every four years. The AOL Committee (comprised of Deans, Chairs, Graduate Curriculum Committee, and MBA Assessment Coordinator) work with faculty to ensure that the learning goals are consistent with Anderson's Mission and Strategic Goals.

Goal 1: Core (Discipline) Knowledge - Apply core concepts of business and managerial disciplines.

Objective 1.1: Students will use core concepts to identify strategic, tactical, and operational problems and develop proposed solutions.
Objective 1.2: Students will apply core concepts to analyze, initiate and implement managerial actions.

Goal 1 Assessment Process: Core course concepts (learning objectives 1.1 and 1.2) are assessed through a knowledge exam administered during students' final semester. For traditional MBA students this exam is transitioning from the capstone course (MGMT598) to a new course (MGMT601) taken concurrently with the capstone class. Because the EMBA and MBA-ED programs are offered through a cohort system, students complete the knowledge exam during a regularly scheduled class period at the end of their final semester. This data is collected on a semester basis.

Goal 2: Apply business and managerial skills across disciplines.

Objective 2.1: Students will demonstrate the ability to develop pertinent and logically structured arguments.
Objective 2.2: Students will demonstrate the written and oral presentation skills necessary for a management professional.
Objective 2.3: Students will demonstrate the ability to apply analytic techniques relevant to specific business problems and contexts.
Objective 2.4: Students will demonstrate the ability to work effectively in teams and to evaluate their performance.

Goal 3: Evaluate the consequences of managerial decisions in diverse business context.

Objective 3.1: Students will be able to evaluate managerial decisions in local, global, and international environments.
Objective 3.2: Students will be able to evaluate the effectiveness, competence, and ethical consequences of managerial decisions.

Goals 2 and 3 Assessment Process: Programmatic Goals 2 and 3 and their associated learning objectives are evaluated at the individual student level, but reported on aggregate. Rubrics were adopted for each learning objective and professors use class assignments and/or projects to score

student work. The exceptions are learning objective 2.2 (communication skills) and 2.4 (teamwork). Subject matter experts (e.g., Communication or English Ph.D. students) evaluate student work for learning objective 2.2, while students provide peer evaluation scores for learning objective 2.4. This data is on a staggered three-year cycle.

Scores are collected, compiled on aggregate and presented to the entire faculty for review at an all-faculty assessment meeting. Aggregated learning objective scores are ranked as either failing (below benchmark levels), acceptable (slightly above benchmark levels), or excelling (significantly above benchmark levels). To meet the benchmark level for the knowledge exam, the average score must be above 60%. To meet benchmark levels for the learning objectives, the average score must be above a 2 (on a 3-point scale). An average score between 2 and 2.4 for rubric based learning objectives is classified as acceptable, while an average score at or above 2.5 is classified as excelling. A failing score for a learning objective automatically results in programmatic reviews and process improvements for that learning objective.

A second round of data collection is conducted approximately a year and a half after analyses and programmatic changed are implemented, thus closing the previous loop while opening a new loop.

MS Programs in Information Systems and Assurances

Anderson School of Management currently offers an MS program in Information Systems and Assurances. This program is relatively new, and therefore the assessment structures are not fully established. Currently, the faculty (mostly MIS professors and instructors) involved with the MSISA have drafted and are refining a set of programmatic goals and learning objectives (see Exhibit B). The target is to approve these goals and objectives by the end of the 2019-2020 academic year, and collect pilot data in the 2020-2021 academic year.

Accounting Program (BBA and MACCT)

The Department of Accounting has had a rigorous assessment plan and process in place for over a decade. In 2016, the Department decided to revisit our Student Learning Outcomes and Goals to meet new AACSB accounting accreditation standards. The Department of Accounting transitioned from course goals and objectives to programmatic goals and objectives for all accounting programs, undergraduate and graduate. The faculty were divided into four (4) topic groups; Financial, Managerial, Information Assurance and Tax and asked to identify which courses in their group would address the learning objectives. After identifying the courses, the faculty identified the assessment method that would be used to assess the learning objective in each course, see Accounting Program Mapping, Exhibits C.3 – C.5. The Accounting Department reports Core Knowledge, Data Analytical Skills and Writing Skills based on percentages. Critical Thinking, Problem Solving, and Oral Presentation Skills are reported based on a 3 point scale. The Accounting Chair and Assessment Coordinator worked with the accounting faculty and the Accounting Advisory Board to ensure that the new learning goals for the BBA Accounting and MACCT programs were consistent with the Accounting Department's Mission and Strategic Goals as well as Anderson's Mission and Strategic Goals. To promote continuous improvement within the Department, a standing assessment item is on the agenda of all accounting faculty meetings. The Department uses the time for updates and discussions on assessment goals, objectives, training, outcomes, improvements and closing the loop.

BBA Accounting Program

The BBA program is comprised of seven Core courses; Mgmt 340, Mgmt 341, Mgmt 343, Mgmt 346, Mgmt 443, Mgmt 449, and Mgmt 499. In addition to meeting the BBA Goals and Objectives, the BBA Accounting concentration must meet the Goals and Objectives established by the Department of Accounting.

BBA Accounting Goals and Objectives

Goal 1: Graduates will be successfully in entry accounting positions that meet their diverse aspirations.

Objective 1: Students will demonstrate a strong foundation of accounting knowledge and skills.
Objective 2: Students will demonstrate basic data analytic skills with a focus on accounting software and excel.

Goal 1 Assessment Process: All Core Accounting courses assess foundational knowledge through exams and report the results to the Accounting Assessment Coordinator. The department requires an average score of 70% on Core questions in order to classify the outcome as acceptable. Any scores below 70% require an improvement plan. An average of 2.0 score on each learning objective is required to be considered acceptable. A failing score for a learning objective automatically results in a programmatic review and process improvement for that topic. The improvement plan could include adding additional coverage of the topic in class or review, revising a homework or in-class problem or adding additional resources. In spring 2018, the Department established a required 1-credit "capstone" course (Mgmt 499) to assess undergraduate students' retention of financial, managerial and data analytic Core knowledge. The course administers two (2) exams; financial and managerial focused exams. The focus of the class and exam problems are based on the results of surveying our Accounting Advisory Board and the accounting faculty during 2017. The department requires an average score of 70% - 75% on exam problems as acceptable, while an average score at or above 75% is classified as excelling. A failing score for a learning objective automatically results in programmatic reviews and process improvements for that learning objective. Any exam question receiving a score below 70% triggers a curriculum change in the course. The change could be more focus in the class discussion or review, revising a homework or in-class problem or adding additional resources.

Goal 2: Graduates are prepared to contribute to the accounting profession.

Objective 1: Students will exhibit strong general communication skills on accounting topics.
Objective 2: Students will show the ability to apply accounting knowledge to problems.

Goal 2 Assessment Process: Acct 2110 (Mgmt 202), Acct 2120 (Mgmt 303), Mgmt 340, Mgmt 341, Mgmt 343, Mgmt 346, Mgmt 443, Mgmt 449 and Mgmt 499 will assess students' written communication, critical thinking or data analytical skills as identified on the Accounting Program Maps, see Exhibits C.3 – C.5. The benchmark levels for the written and problem learning objectives must be above a 2.0 (on a 3-point scale). An average score of 2.0 to 2.2 is

classified as acceptable, while an average score at or above 2.2 is classified as excelling. A failing score below 2.0 for a learning objective automatically results in programmatic reviews and process improvements for the learning objective. The benchmark for data analytical skills learning objective is 80% - 85% on the Excel program in order to classify the outcome as acceptable, while an average score above 85% is classified as excelling. A failing score below 80% for the learning objective automatically results in programmatic reviews and process improvements for the learning objective.

MACCT Programs

The Department offers a Master of Accounting degree which has the following tracks; Professional, Advanced, Information Assurance, and Tax. The Anderson MACCT programs prepare students with or without accounting backgrounds in the accounting profession to be experts in areas such as taxation, information assurance, auditing, finance, fraud, and managerial accounting. All concentrations in the MACCT program are 33 credit hours and prepare students to take the CPA exam upon completion. The MACCT programs must meet the Goals and Objectives established by the Department of Accounting. In spring 2017, the Department decided to use the Professional Writing for Accountants course (Mgmt 554) as a "capstone" course to assess writing and general accounting skills at the graduate level. The course utilizes a comprehensive exam and a set of cases to assess the learning objectives.

MACCT Professional Goals and Objectives

Goal 1: Graduates will successfully obtain accounting positions that meet their diverse aspirations.

Objective 1: Students will demonstrate a strong foundation of accounting knowledge and skills.
Objective 2: Students will demonstrate data analytic skills with a focus on accounting software and Excel.

Goal 1 Assessment Process: All Core Accounting courses assess foundational knowledge through exams and report the results to the Accounting Assessment Coordinator. The department requires an average score between 75% -80% on each topic in order to classify the outcome as acceptable, while an average score above 80% is classified as excelling. A failing score below 75% for a learning topic automatically results in programmatic reviews and process improvements for that learning objective. The improvement plan could include adding additional coverage of the topic in class or review, revising a homework or in-class problem or adding additional resources. Beginning in spring 2017, all MACCT students were required to take Mgmt 554, where their Core knowledge was assessed.

Goal 2: Graduates become respected members of the accounting profession.

Objective 1: Students will communicate solutions to professionals in a wide variety of industries.
Objective 2: Students will exhibit the ability to think critically about accounting.

Goal 2 Assessment Process: Mgmt 540, Mgmt 541, Mgmt 542, Mgmt 543, Mgmt 546, Mgmt 549, Mgmt 550 and Mgmt 643 will assess the students' ability to critically and analytically think within an accounting issue or problem. Faculty assessed Goal 2 using a Problem Solving and Written Communication rubrics. An average score of 2.0 – 2.4 on the rubric is classified as acceptable, while an average score at or above 2.4 is classified as excelling. A failing score for a learning objective automatically results in programmatic reviews and process improvements for that learning objective. Beginning in spring 2017, all MACCT students were required to take Mgmt 554, where their writing and critical thinking skills were assessed.

Goal 3: Graduates succeed in obtaining certification (CPA, CMA, and CFE).

Objective: Graduates successfully pass entry level accounting certification exams.

Goal 3 Assessment Process: The Department began offering a CPA Prep Course, Mgmt 551, in fall 2019 in an effort to help students focus their preparation, organize their study habits, and improve their time management skills. The Department hopes that the course will help improve CPA pass rates as well as help students better understand how to approach other certification exams. The success of this effort will be based on improved passing rates of alumni obtained through alumni surveys and information obtained from contacting the NMSCPAs.

MACCT – Specialized (Advanced, Information Assurance, and Tax) Goals and Objectives

Goal 1: Graduates will become experts and leaders in the accounting field of their choice.

Objective 1: Students will demonstrate specialized knowledge in one or more areas of accounting.
Objective 2: Students will demonstrate intermediate data analytic skills with a focus on problem solving and information assurance.

Goal 1 Assessment Process: Advanced accounting knowledge is assessed through exams and the results are reported to the Accounting Assessment Coordinator. The department requires an average score of 80% -90% on each topic in order to classify the outcome as acceptable, while an average score above 90% is classified as excelling. A failing score below 80% for a learning topic automatically results in programmatic reviews and process improvements for that learning objective. The improvement plan could include adding additional coverage of the topic in class or review, revising a homework or in-class problem or adding additional resources. Beginning in spring 2017, all MACCT students were required to take Mgmt 554, where their Core knowledge was assessed.

Goal 2: Students engage in asking and answering accounting questions important to external constituents.

Objective 1: Students will communicate solutions to professionals in a wide variety of industries.
Objective 2: Students will exhibit the ability to think critically about accounting and its role in local and global settings.

Goal 2 Assessment Process: Mgmt 542, Mgmt 543, Mgmt 546, Mgmt 549, Mgmt 550, Mgmt 554, Mgmt 555, Mgmt 559, Mgmt 626, Mgmt 640, Mgmt 641, Mgmt 642 and Mgmt 643 will assess the students' ability to critically and analytically think within an accounting issue or problem. Faculty assessed Goal 2 using the Critical Thinking and the Written Communication rubrics. An average score of 2.2 – 2.5 on the rubric is classified as acceptable, while an average score at or above 2.5 is classified as excelling. A failing score for a learning objective automatically results in programmatic reviews and process improvements for that learning objective. Beginning in spring 2017, all MACCT students were required to take Mgmt 554, where their writing and critical thinking skills were assessed.

Goal 3: Graduates succeed in obtaining certification (CPA, CMA, and CFE).

	Sp 18	F18	Sp 19
Quantitative Focus Classes	59%	59%	61%
Qualitative Focus Classes	66%	69%	64%
Average	63%	64%	63%

Objective: Graduates successfully pass entry level accounting certification exams.

Goal 3 Assessment Process: The Department began offering a CPA Prep Course, Mgmt 551, in fall 2019 in an effort to help students focus their preparation, organize their study habits, and improve their time management skills. The Department hopes that the course will help improve CPA pass rates. The Department hopes that the course will help improve CPA pass rates as well as help students better understand how to approach other certification exams. The success of this effort will be based on improved passing rates of alumni obtained through alumni surveys and information obtained from contacting the NMSCPAs.

3B: Assessment Reports *Provide current Assessment Report for each degree and certificate program in the unit.*

BBA Program

Core Knowledge has been assessed since fall 2016. The loop for learning objective 1.0 has been closed twice. Core faculty are currently evaluating the results from spring 2018 through spring 2019, so that they can make changes to curriculum or revise questions used on the Exit Exam in an effort to improve students' Core Knowledge understanding and retention. The following table summarizes the results for the last three semesters:

Critical Thinking has been assessed and the loop closed by the courses identified on the BBA Program Map, see Exhibit C.1. At the November 2019 Assessment meeting, faculty discussed ways to improve outcomes, see table below. Faculty agreed on the following improvement plan; include rubric with assignment so that students understand how they will be assessed and add a practice assignment with feedback.

Critical Thinking Results	F16	F17	F18	Sp 19
Identifies Issue/Problem	2.77	2.76	2.27	2.38
Collects and Analyzes	2.72	2.69	2.25	2.18
Interpreting Findings and Presenting Alternatives	2.47	2.46	2.17	1.92
Recommendations	2.63	2.59	2.23	2.19
Average	2.65	2.62	2.23	2.16

Faculty need to implement improvement plan
Faculty need to reinforce learning objective in courses

Oral Presentations have been assessed using the classes identified on the BBA Program MAP, see Exhibit C.1, by a communication expert (PhD student) since fall 2017 and the loop has been closed. At the November 2019 Assessment meeting, faculty discussed ways to improve outcomes, see table below. Faculty assessing oral presentation skills will invite subject matter expert into the classroom to discuss common presentation mistakes as well as share tips on how to improve their presentations. The presentation expert will also create videos for use in online classes.

Oral Presentations	Sp18	F18	Sp19
Organization/Content	1.5	1.80	2.20
Delivery/Visual Aids	1.65	2.07	1.85
Group Cohesion	1.75	1.55	1.75
Average	1.63	1.81	1.93

Faculty need to implement improvement plan
Faculty need to reinforce learning objective in courses

Writing has been assessed using the classes identified on the BBA Program MAP, see Exhibit C.1, by a communication expert (PhD student) since spring 2015 and has been closed. The written communication expert in spring 2019 worked more closely with the BBA faculty assessing writing to provide more reviews of student work and guidelines for faculty and student use. See the table below for the most recent assessment results:

Written Communication	Sp18	F18	Sp19
Document Structure	2.07	1.62	2.36
Style & Mechanics	2.07	1.61	2.42
Average	2.07	1.62	2.39

Faculty need to implement improvement plan
Faculty need to reinforce learning objective in courses

Teamwork has been assessed in the class identified on the BBA Program MAP, see Exhibit C.1, since fall 2018. Students complete the teamwork rubric for each of their members and faculty submit the summarized results to the AOL Coordinator. See the table below for the most recent assessment results:

Teamwork	F18	Sp19
Participation and Contribution	2.61	2.89
Attitude	2.82	2.95
Assignment/Task Focus	2.75	2.92
Communication	2.83	2.89
Ability to Work with Others	2.60	2.90
Average	2.72	2.91

MBA Programs

The loops for learning objectives 1.1, 1.2, 2.1, 2.2, 2.3, and 2.4 are closed. The loops for learning objectives 3.1 and 3.2 remain open, but are scheduled to close by the end of the spring 2020 semester. We are also interested in assessing our EMBA and MBA-ED students as part of our larger MBA programmatic assessment, and as such, we are scheduled to collect an additional round of assessment data from our EMBA and MBA-ED cohorts in the spring of 2020.

Highlights of the assessment reports include:
The identification of failing areas in critical thinking and oral communication from the initial data collection. Upon closing the loop, however, the improvements that were implemented indicate acceptable levels of learning across both objectives, though some scores remain close to the benchmark for acceptable performance.

Several areas in which our students excel are analytic reasoning, teamwork, and global and ethical considerations.

Several areas in which our students' performance is currently acceptable, but should be closely monitored are core knowledge retention and written communication.

The following tables include a current report for each of our learning objectives.

1.1 and 1.2 Core Concepts

	Semester		
	Spring 2018	Fall 2018	Spring 2019
Quantitative Focus Classes	55.05%	55.02%	53.70%
Qualitative Focus Classes	63.61%	68.92%	66.34%
Average	59.33%	61.97%	60.02%

2.1 Critical Thinking

	Opening the Loop	Closing the Loop										
		Class Number										
	Average	1	2	3	4	5	6	7	8	9	10	
Breadth of Discussion	2.03	2.7	2.3	1.9	2	2.9	3					2.5
Depth of Discussion	1.55	2.4	2.1	2.1	1.8	2.9	2.8					2.3
Relevance	NA	2.4	2	2.5	2.5	2.7	2.8					2.5
Internal Consistency	2.21	2.9	2.2	2	2.4	2.6	2.6					2.5
Conclusions	2.21	2.6	2.1	2.7	2.8	2.6	2.6					2.6
		2.6	2.2	2.3	2.3	2.7	2.8					

2.2 Written and Oral Communication

	Opening the loop	Closing the Loop										
		Class Number										
	Average	1	2	3	4	5	6	7	8	9	10	
Document Structure*	3.5	3.1	3.4	2.7	3.4	3.8						3.3
Style & Mechanics*	3.5	3.3	3.5	3	3.2	4						3.4
Organization / Content**	.5						2.2	2.5				2.4
Delivery**	1.5						2.2	2.0				2.1
Group Cohesion**	1.17						2.0	2.3				2.2
		3.2	3.4	2.8	3.3	3.9						

* The written communication rubric was previously assessed on a 5 point scale. It has been changed to a 1-3 point scale.
** The oral communication rubric was previously assessed on a 0-3 point scale. Following it has been changed to a 1-3 point scale.

2.3 Analytic Reasoning

	Opening the Loop	Closing the loop										
		Class Number										
	Average	1	2	3	4	5	6	7	8	9	10	
Logic and Organization	2.23	3	3	2.8	3							2.9
Basic quantitative concepts and issues	2.85	2.8	2.6	2.8	3							2.8
Application of quantitative tools	2.85	2.7	2.6	3	2.8							2.8
Consistent conclusions	2.15	2.6	2.6	2.6	2.8							2.7
		2.7	2.6	2.8	2.8							

2.4 Teamwork Opening the Loop Closing the Loop

		Class Number										
	Average	1	2	3	4	5	6	7	8	9	10	
Preparation	2.4	2.6	2.7	2.7	2.9	3	2.8					2.8
Leadership	2.3	2.6	2.6	2.6	2.9	2.9	2.6					2.7
Participation	2.6	2.7	2.8	2.8	3	3	2.7					2.8
Level of Interest	2.5	2.7	2.8	2.7	2.9	3	2.7					2.8
Individual Contributions Outside of Team Meetings	2.5	2.6	2.7	2.7	2.9	3	2.8					2.8
		2.6	2.7	2.7	2.9	3	2.7					

3.1 Global Considerations*

	Student Number										
	1	2	3	4	5	6	7	8	9	10	
Identification of Global Factors	3	3									3
Analysis of Global Factors	3	2.8									2.9
Application of Analysis to Management Situation	3	2.8									2.9
	3	2.8									

3.2 Ethical Considerations*

	Class Number										
	1	2	3	4	5	6	7	8	9	10	
Identifies Dilemma	2.8	2.9	2.8								2.8
Considers Stakeholders	2.9	3	2.9								2.9
Analyzes Alternatives and Consequences	2.8	2.3	2.5								2.5
Chooses an Action	2.8	2.2	2.4								2.5
	2.8	2.6	2.6								

* The loops for global and ethical considerations are scheduled to close in spring 2020.

MS Programs in Information Systems and Assurances
An initial assessment data collection for the new MSISA program is scheduled for the 2020-2021 academic year, following the adoption and approval of the proposed MSISA programmatic goals and learning objectives.

BBA – Accounting Program
Core Knowledge was assessed in all BBA accounting courses in spring 2018, fall 2018 and spring 2019 per the BBA-Accounting Program Map, see Exhibit C.3. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester to develop improvement plans for each learning objective scoring below 2.0.

Data Analytical skills are assessed by the courses identified on the BBA-Accounting Program Map, See Exhibit C.3 assess. Data Analytic assessment focuses primarily on student's ability to use Excel to analyze accounting data. The Department has consistently assessed basic and intermediary Excel skills since fall 2016 and has closed the loop. Outcomes indicate students have strong (85% score or higher) cell referencing, and pivot table skills.

Writing has been assessed by several accounting courses per the BBA-Accounting Program Map, see Exhibit C.3, for a significant number of years, but needs to implement using the writing rubric to provide consistency in assessment. The Department will implement using the rubric and having the writing expert assess assignments for the 2020 academic year and close the loop in spring 2021.

Problem Solving was assessed in the BBA accounting courses in spring 2018, fall 2018 and spring 2019 per the BBA-Accounting Program Map, see Exhibit C.3. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester. The area identified as needing improvement (received a score below 2.0) in spring 2018 was interpreting results. The faculty which assess problem solving created an improvement plan that incorporated more practice of critical thinking in the class room to help students to better understand how to interpret results. Outcomes for the subsequent two semesters were assessed as acceptable.

MACCT Professional Track Program
Core Knowledge was assessed in all MACCT Professional courses in spring 2018, fall 2018 and spring 2019 per the MACCT Professional Track Program Map, see Exhibit C.4. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester to develop improvement plans for each learning objective scoring below 2.0.

Several courses as identified on the MACCT Professional Track Program Map, See Exhibit C.4 assess the students' data analytical skills. Data Analytic assessment in Professional Track courses primarily focus on the student's ability to use Excel to analyze accounting data. The

Department has consistently assessed and closed the loop on these Excel skills since fall 2016. Outcomes indicate students perform well when using Excel to analyze accounting data. Writing has been assessed by several accounting courses per the MACCT Professional Track Program Map, see Exhibit C.4, for a significant number of years, but needs to implement using the writing rubric to provide consistency in assessment. The Department will implement using the rubric and having the writing expert assess assignments for the 2020 academic year and close the loop in spring 2021.

Problem Solving was assessed in the MACCT Professional Track courses in spring 2018, fall 2018 and spring 2019 per the MACCT Professional Track Program Map, see Exhibit C.4. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester. All courses assessing problem solving reported results at or above the acceptable level of 2.0.

The Department is committed to helping their students be better prepared to pass professional certifications such as the CPA certification exam. In fall 2019, the accounting department began offering a CPA Prep Course, Mgmt 551, in an effort to help students focus their preparation, organize their study habits, and improve their time management skills. The course is offered in an 8-week format that focuses on a specific CPA exam part. Spring 2020 will complete the cycle of the 4 parts of the CPA Exams. The success of this effort will be based on improved passing rates of alumni obtained through alumni surveys and information obtained from contacting the NMSCPAs.

MACCT Specialized Track Program

Core Knowledge was assessed in all BBA accounting courses in spring 2018, fall 2018 and spring 2019 per the MACCT Professional Track Program Map, see Exhibit C.5. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester to develop improvement plans for each learning objective scoring below 2.0.

Several courses as identified on the MACCT Specialized Track Program Map, See Exhibit C.5 assess the students' data analytical skills. Data Analytic assessment in Specialized Track courses primarily focus on the student's ability to use Excel, Access, flow charts to analyze and summarize accounting data. The Department has consistently assessed and closed the loop on these Excel skills since spring 2017. Outcomes indicate students perform well using Data Analytics to analyze accounting data.

Writing has been assessed by several accounting courses per the MACCT Specialized Track Program Map, see Exhibit C.5, for a significant number of years, but needs to implement using the writing rubric to provide consistency in assessment. The Department will implement using the rubric and having the writing expert assess assignments for the 2020 academic year and close the loop in spring 2021.

Critical Thinking was assessed in MACCT courses in spring 2018, fall 2018 and spring 2019 per the MACCT Specialized Track Program Map, see Exhibit C.5. The Accounting Assessment Coordinator reports overall assessment results each semester at a Department meeting as well as meets with each Area Group Faculty (Financial, Managerial, Information Assurance and Tax) during the semester to develop improvement plans for each learning objective scoring below 2.0.

The Department is committed to helping its students be better prepared to pass professional certifications such as the CPA exams. In fall 2019, the accounting department began offering a CPA Prep Course, Mgmt 551, in an effort to help students focus their preparation, organize their study habits, and improve their time management skills. The course is offered in an 8-week format that focuses on a specific CPA exam part. Spring 2020 will complete the cycle of the 4 parts of the CPA Exam. The success of this effort will be based on improved passing rates of alumni obtained through alumni surveys and information obtained from contacting the NMSCPAs.

Exhibit A: Anderson Program Assessment Schedules

ASSESSMENT SCHEDULE								
	Year 0	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**
BBA	Pilot Data Collection	Data Collection	Data Collection & Analyze	Analyze & Implement		Data Collection	Analyze & Implement	
MBA	Pilot Data Collection	Data Collection	Analyze & Implement	Data Collection	Analyze & Implement		Data Collection	Analyze & Implement
MS/EMBA/MBA-Ed			Pilot Data Collection	Analyze & Implement		Data Collection	Analyze & Implement	
BBA- Accounting	Pilot Data Collection	Data Collection	Data Collection & Analyze		Data Collection	Analyze & Implement		Data Collection
MACCT	Pilot Data Collection	Data Collection	Data Collection & Analyze	Analyze & Implement		Data Collection	Analyze & Implement	

Exhibit B: Anderson Programmatic Goals and Learning Objectives

Exhibit B.1: BBA Programmatic Goals and Learning Objectives

Goal	Learning Objective	Description	Evaluative Metric	Evaluator
Goal 1: Students will exhibit understanding of broad business concepts and principles from their Core Courses.	1.0: Students will be able to receive 60% on an Exit Exam that assesses retention of discipline concepts and terms.	Core Application	Exit Exam	AOL Coordinator
Goal 2: Students will exhibit critical thinking skills to address diverse business challenges and opportunities.	2.1: Students will demonstrate the ability to develop pertinent and logically structured arguments.	Critical Thinking	Critical Thinking Rubric	Course Instructor
Goal 3: Students will model business professionalism and demonstrate effective written and orla communication skills.	3.1 Student will be able to effectively communicate management concepts, plans and decisions in oral presentations.	Oral Communication Skills	Oral Presentation Rubric	Presentation GA
	3.2 Students will be able to effectively communicate management concepts, plans and decisions, in written reports.	Written Communication Skills	Writing Rubric	Writing GA
	3.3 Students will demonstrate professional conduct within team activities.	Teamwork	Teamwork Rubric	Students

Exhibit B.2: MBA Programmatic Goals and Learning Objectives

Goal	Learning Objective	Description	Evaluative Metric	Evaluator
Goal 1: Apply core concepts of business and managerial disciplines.	1.1: Students will use core concepts to identify strategic, tactical, and operational problems and develop proposed solutions.	Core	Exit Exam	AOL Coordinator
	1.2: Students will apply core concepts to analyze, initiate and implement managerial actions.	Core	Exit Exam	AOL Coordinator
Goal 2: Apply business and managerial skills across disciplines.	2.1: Students will demonstrate the ability to develop pertinent and logically structured arguments.	Critical Thinking	Critical Thinking Rubric	Course Instructor
	2.2: Students will demonstrate the written and oral presentation skills necessary for a management professional.	Communication Skills	Writing Rubric or Oral Presentation Rubric	Writing GA or Presentation GA
	2.3: Students will demonstrate the ability to apply analytic techniques relevant to specific business problems and contexts.	Quant Skills	Analytic Reasoning Rubric	Course Instructor
	2.4: Students will demonstrate the ability to work effectively in teams and to evaluate their performance.	Teamwork	Teamwork Rubric	Students
Goal 3: Evaluate the consequences of managerial decisions in diverse business contexts.	3.1: Students will be able to evaluate managerial decisions in local, global, and international environments.	Global	Global Perspectives Rubric	Course Instructor
	3.2: Students will be able to evaluate the effectiveness, competence, and ethical consequences of managerial decisions.	Ethics	Ethical Considerations Rubric	Course Instructor

Exhibit B.3: MSISA Programmatic Goals and Learning Objectives (Draft)

Goal	Learning Objective	Description	Evaluative Metric	Evaluator
Goal 1: Have fundamental knowledge in information systems and assurance	1.1: Students will demonstrate an understanding of core concepts related to project management, data management, and security solutions.	Understand	Knowledge exam	MSISA assessment coordinator
Goal 2: Have analytical skills in information systems and assurance necessary to make effective decisions	2.1: Students will be able to critically identify and analyze issues related to information systems and assurance.	Analyze	Rubric	Faculty
Goal 3: Have technical skills in information systems and assurance necessary to solve business problems	3.1: Students will be able to design effective technical solutions that address issues across various business and management domains.	Design solutions	Rubric	Faculty
	3.2: Students will be able to build and implement information systems and assurance solutions for business problems.	Build solutions	Rubric	Faculty

Exhibit B.4: Accounting BBA Programmatic Goals and Learning Objectives

Goal	Learning Objective	Description	Evaluation Metric	Evaluator
Goal 1: Graduates will be successfully in entry accounting positions that meet their diverse aspirations.	1.1 Students will demonstrate a strong foundation of accounting knowledge and skills.	Core Application	Exams	Course Instructors and AOL Coordinator
	1.2 Students will demonstrate basic data analytic skills with a focus on accounting software and excel.	Analytical Reasoning	Excel	Course Instructor
Goal 2: Graduates are prepared to contribute to the accounting profession.	2.1 Students will exhibit strong general communication skills on accounting topics.	Communication Skills	Writing Rubric or Oral Presentation Rubric	Writing GA or Presentation GA
	2.2 Students will show the ability to apply accounting knowledge to problems.	Critical Thinking	Critical Thinking Rubric	Course Instructor

Exhibit B.5: MACCT – Professional Track Programmatic Goals and Learning Objectives

Goal	Learning Objective	Description	Evaluation Metric	Evaluator
Goal 1: Graduates will successfully obtain accounting positions that meet their diverse aspirations.	1.1 Students will demonstrate a strong foundation of accounting knowledge and skills.	Core Application	Exams	Course Instructors and AOL Coordinator
	1.2 Students will demonstrate data analytic skills with a focus on accounting software and excel.	Analytical Reasoning	Excel	Course Instructor
Goal 2: Graduates become respected members of the accounting profession.	2.1 Students will communicate solutions to professionals in a wide variety of industries.	Communication Skills	Writing Rubric or Oral Presentation Rubric	Writing GA or Presentation GA
	2.2 Students will exhibit the ability to think critically about accounting.	Critical Thinking	Critical Thinking Rubric	Course Instructor
Goal 3: Graduates succeed in obtaining certification (CPA, CMA, and CFE).	3.0 Graduates successfully pass entry level accounting certification exams.	Certifications	Professional Certifications	AICPA IMA ACFE

Exhibit B.6: MACCT – Specialized Tracks (Advanced, IA and Tax) Programmatic Goals and Learning Objectives

Goal	Learning Objective	Description	Evaluation Metric	Evaluator
Goal 1: Graduates will become experts and leaders in the accounting field of their choice.	1.1 Students will demonstrate specialized knowledge in one or more areas of accounting.	Core Application	Exams	Course Instructors and AOL Coordinator
	1.2 Students will demonstrate intermediate data analytic skills with a focus on problem solving and information assurance.	Analytical Reasoning	Excel SUA Access	Course Instructor
Goal 2: Students engage in asking and answering accounting questions important to external constituents.	2.1 Students will communicate solutions to professionals in a wide variety of industries.	Communication Skills	Writing Rubric or Oral Presentation Rubric	Writing GA or Presentation GA
	2.2 Students will exhibit the ability to think critically about accounting and its role in local and global settings.	Critical Thinking	Critical Thinking Rubric	Course Instructor
Goal 3: Graduates succeed in obtaining certification (CPA, CMA, and CFE).	3.0 Graduates successfully pass entry level accounting certification exams.	Certifications	Professional Certifications	AICPA IMA ACFE

Exhibit C: Anderson Program Mappings

Exhibit C.1: BBA Program Map

		Goal 1: Students will exhibit understanding of broad business concepts and principles	**Goal 2**: Students will exhibit critical thinking skills to address diverse business challenges and Opportunities.	**Goal 3**: Model business professionalism and demonstrate effective written and oral communications skills		
		1.0: Students will be able to receive 60% on an Exit Exam that assesses retention of discipline concepts and terms.	2.0: Students will be able to identify and analyze an issue or problem and provide recommendations.	3.1: Students will be able to effectively communicate management concepts, plans and decisions in oral presentations.	3.2: Students will be able to effectively communicate management concepts, plans and decisions in written reports.	3.3: Students will demonstrate professional conduct within any team activities.
Course #	Title	Core	Critical Thinking	Oral Communication	Written Communication	Teamwork
Acct 2120	Principles of Accounting II	X	X			
Mgmt 300	Operations Management	X				
Mgmt 306	Org Behavior & Diversity	X		X		X
Mgmt 308	Ethical Pol & Social Env	X				
Mgmt 310	Legal Issues for Managers	X				
Mgmt 322	Marketing Management	X	X			
Mgmt 326	Financial Management	X	X			
Mgmt 328	International Management	X	X			
Mgmt 450	Computer-Based Info Systems	X	X			
Mgmt 498	Strategic Management	X		X		X

Exhibit C.2: MBA Program Map

		Goal 1*:* Apply core concepts of business and managerial disciplines.		**Goal 2***:* Apply business and managerial skills across disciplines.				**Goal 3:** Evaluate the consequences of managerial decisions in diverse business contexts.	
		1.1: Students will use core concepts to identify strategic, tactical, and operational problems and develop proposed solutions.	**1.2**: Students will apply core concepts to analyze, initiate and implement managerial actions.	**2.1**: Students will demonstrate the ability to develop pertinent and logically structured arguments.	**2.2**: Students will demonstrate the written and oral presentation skills necessary for a management professional.	**2.3**: Students will demonstrate the ability to apply analytic techniques relevant to specific business problems and contexts.	**2.4**: Students will demonstrate the ability to work effectively in teams and to evaluate their performance.	**3.1**: Students will be able to evaluate managerial decisions in local, global, and international environments.	**3.2**: Students will be able to evaluate the effectiveness, competence, and ethical consequences of managerial decisions.
Course #	Title	Core	Core	Critical Thinking	Comm Skills	Quant Skills	Teamwork	Global	Ethics
501	Data Driven Decision Making	X	X	X		X	X		
502	Financial Accounting	X	X	X	X	X			
504	Managerial Economics	X	X						
506	Managing People in Org	X	X		X		X	X	
508	Business and Society	X	X	X	X		X		X
511	Tech Commerce and Global Env	X	X	X	X	X	X	X	X
520	Operations Design	X	X			X		X	
522	Managerial Marketing	X	X	X	X				
526	Financial Decision Making	X	X	X	X	X			
598	Strategic Management	X	X	X	X		X		

Exhibit C.3: BBA – Accounting Program Map

		Goal 1: Graduates will be successfully in entry accounting positions that meet their diverse aspirations.		**Goal 2:** Graduates are prepared to contribute to the accounting profession.	
		1.1: Students will demonstrate a strong foundation of accounting knowledge and skills.	**1.2:** Students will demonstrate basic data analytic skills with a focus on accounting software and excel.	**2.1:** Students will exhibit strong general communication skills on accounting topics.	**2.2:** Students will show the ability to apply accounting knowledge to problems.
Course	Course Title	Core Application	Analytical Reasoning	Communication	Problem Solving
Acct 2110	Principles of Accounting I	X			
Acct 2120	Principles of Accounting II	X	X		X
Mgmt 340	Financial Accounting I	X		X - Written	
Mgmt 341	Financial Accounting II	X	X	X - Written	X
Mgmt 342	Individual Taxation	X			X
Mgmt 343	Entity Taxation	X			X
Mgmt 346	Cost Accounting	X	X	X - Written	
Mgmt 443	Auditing	X			
Mgmt 449	Accounting Info Systems	X	X		
Mgmt 499	Accounting Senior Seminar	X	X		X

Exhibit C.4: MACCT Professional Track Program Map

		Goal 1: Graduates will successfully obtain accounting positions that meet their diverse aspirations.		**Goal 2:** Graduates become respected members of the accounting profession.		**Goal 3:** Graduates succeed in obtaining certification (CPA, CMA, and CFE).
		1.1: Students will demonstrate a strong foundation of accounting knowledge and skills.	**1.2:** Students will demonstrate data analytic skills with a focus on accounting software and excel.	**2.1:** Students will communicate solutions to professionals in a wide variety of industries.	**2.2:** Students will exhibit the ability to think critically about accounting.	**3.0:** Graduates successfully pass entry level accounting certification exams.
Course	Course Title	Core Application	Analytical Reasoning	Problem Solving	Communication	Certification
Mgmt 502	Financial Accounting & Analysis	X				
Mgmt 503	Managerial Cost Accounting	X	X	X		
Mgmt 540	Financial Accounting I	X		X	X - Written	
Mgmt 541	Financial Accounting II	X	X	X	X - Written	
Mgmt 542	Seminar in Personal Tax Planning	X		X	X - Written	
Mgmt 543	Seminar in Business Tax Planning	X		X	X - Written	
Mgmt 544	Assurance Services (Auditing)	X				
Mgmt 546	Financial Accounting III	X	X	X	X - Written	
Mgmt 550	Professional Accounting	X			X - Written & Oral	
Mgmt 549	Accounting Info & Control Sys	X	X			
Mgmt 554	Professional Writing for Accts	X	X	X	X - Written	X
Mgmt 559	Law for Accountants	X				
Mgmt 640	Accounting for Not for Profit Orgs	X			X - Written	
Mgmt 626	Accounting Data Analytics	X	X	X		
Mgmt 643	Governmental Accounting	X		X	X - Written	

Exhibit C.5: MACCT Specialized Track (Advanced/IA/Tax) Program Map

R - Required courses for the Accounting Track E - Elective courses for ALL Accounting Track				**Goal 1:** Graduates will successfully obtain accounting positions that meet their diverse aspirations.		**Goal 2:** Graduates become respected members of the accounting profession.		**Goal 3:** Graduates succeed in obtaining certification (CPA, CMA, and CFE).
ADV	TAX	IA		**1.1:** Students will demonstrate a strong foundation of accounting knowledge and skills.	**1.2:** Students will demonstrate data analytic skills with a focus on accounting software and excel.	**2.1:** Students will communicate solutions to professionals in a wide variety of industries.	**2.2:** Students will exhibit the ability to think critically about accounting.	**3.0:** Graduates successfully pass entry level accounting certification exams.
			Course Title	Core Application	Analytical Reasoning	Critical Thinking	Communication	Certification
R	R	R	547/590/591/593/593					
E	E	E	Seminar in Personal Tax Planning	X		X	X - Written	
R	R	R	Financial Accounting III	X	X	X	X - Written	
E	E	E	Tax Research Proc & Compliance			X	X - Written	
E	E	E	Seminar in International Accounting	X			X - Written	
E	E	R	Internal Auditing & Investigations	X	X			
R	R	R	Professional Writing for Accts	X	X	X	X	X
R	R	R	Advanced Auditing	X			X - Written & Oral	
E	E	E	Law for Accountants	X		X	X - Written	
E	E	E	Corporate Taxation				X - Written & Oral	
E	E	E	Estate & Gift Taxation	X			X - Written	
E	E	E	Partnership & LLC Taxation	X			X - Written	
E	E	E	Real Estate Taxation	X			X - Written	
E	E	E	Accounting for Not for Profit Orgs	X			X - Written	
R	R	R	Accounting Data Analytics	X	X	X		
E	E	R	Forensic Accounting	X			X - Written	
E	E	R	Fraud Examination	X			X - Oral	
E	E	E	Governmental Accounting	X		X	X - Written	

3C: **Primary Constituents** *Describe the unit's primary constituents and stakeholders. Include and explanation of how the student learning outcomes for each degree/certificate are communicated to students, constituents, and other stakeholders.*

The primary constituents and stakeholders are Anderson students, staff and faculty. Other primary stakeholders include employers that include the Albuquerque, statewide, national, and international business communities and the Albuquerque business community. The student learning outcomes for the BBA and all ASM graduate programs are communicated via a common communication strategy.

This includes clear and specific learning objectives housed under course syllabi in the Anderson ASM website https://www.mgt.unm.edu/assessment/goals-and-objectives/default.asp Annual faculty discussions surrounding learning outcomes occur in ASM assurance of learning assessment meetings. Additionally, employer focus group discussions with the Albuquerque business community help to communicate these outcomes and discuss curricular changes with this important constituent.

Criterion 4. Students (Undergraduate & Graduate)

The unit should have appropriate structures in place to recruit, and retain undergraduate and graduate students. (If applicable, differentiate for each degree and certificate program offered by the unit). Include specific measures and activities aimed at increasing equity and inclusion.

4A: Recruitment *Discuss the unit's proactive recruitment activities for both undergraduate and graduate programs.*

The Anderson School of Management's advisement team actively participates in recruitment efforts throughout the academic year. Examples of this outreach involve attendance to all university sponsored events including Meet UNM and the Graduate & Professional School Fair, as well as regional graduate school fairs. Additionally, advisors travel to all of UNM's branch campuses and community colleges to promote Anderson programs and provide advisement for prospective and current business students. Anderson also sends targeted emails to high achieving undergraduate students in other disciplines who may benefit from pursuing the School's shared credit 3/2 MBA program and our traditional graduate programs. Finally, our graduate advisement team hosts monthly information sessions and an annual open house.

The EMBA Director and the MBA-ED Program Manager host information sessions both onsite at Anderson and offsite locations including nearby school districts for the MBA-ED Program and various businesses in the Bernalillo and Sandoval county area, including the Los Alamos National Laboratory for the EMBA program. Additionally, they attend chamber events, networking events and business meetings to recruit working professionals into the programs. Perspective students are also targeted through emails captured in Anderson's CRM and digital marketing ads.

Given recent enrolment trends for UNM and Anderson, a number of new and refined enrollment management strategies and activities were implemented in 2019.

ENROLLMENT MANAGEMENT ACTIVITIES- FALL 2019

Graduate Advisement & Admissions

- New admission ambassador program
    - Graduate students serve as student recruiters and host recruitment events, including meetings, webinars and outreach to both prospective and admitted students.
- Web presence
    - Social media ads run December – April promoting Anderson graduate programs.
    - New viewbooks have been created for all graduate programs.
    - Current graduate student testimonials.
- Monthly communication plan
    - Three-point drip campaign via Customer Relationship Management system.
- Recruitment events
    - Regional graduate fairs six times per year
    - Monthly information sessions for each graduate program, including departmental sessions held across campus

    - Departmental information sessions
    - Employee information sessions and college fairs at local companies
    - Fall Graduate Programs Open House
- Retention efforts
    - Graduate Student Lounge held two-times per week sponsored by Association of Graduate Business Students (AGBS).
    - Optional in-person orientation for new graduate students.

Undergraduate Advisement

- CNM to UNM Anderson partnership
    - Co-advisement sessions, articulation resources, and an integrated transfer committee to ensure a seamless transition for BBA transfer students.
- Marketing and recruitment strategies established for Managed Online Program
    - Animated promotional video and student testimonials to inform and inspire prospective students.
    - Targeting former BBA students who have stopped-out.
    - Expanded electives in most popular concentrations are in development.
- #IamAnderson student engagement event on Oct. 3, 2019 in MCM Living Room
    - Intended to help build a sense of community among current and prospective Anderson students.

Strategic Pipeline Building

- Coordinated undergraduate/graduate efforts
    - Required transition workshop for new BBA students includes information about graduate school at Anderson.
- Newly chartered student organizations
    - Women in Management student organization – engagement and mentorship opportunities for undergraduate and graduate students.
        - Sponsored Women Entrepreneurship Week (WEW) event called *She Means Business: Built by Women* on Oct. 23.
    - Business Professionals of America – touchpoint for rural high-schoolers

4B: Admissions *Discuss the unit's admissions criteria and decision-making processes (including transfer articulation(s)) for both undergraduate and graduate programs. Evaluate the impact of these processes on enrollment.*

BBA Admission Requirements

- Must be a declared pre-business student
- Completion of pre-admission coursework (referenced above in section 2A).
- A minimum grade of "C" and an overall cumulative GPA of 2.5 on all required pre-admission coursework.
- An overall combined GPA of 2.5 on all University of New Mexico and transfer coursework.
- Students are considered for automatic admission and do not need to apply.

Business schools statewide participate in an articulation agreement that is revisited twice per year. Anderson has been a key contributor and details of the consortium and arrangements can be viewed at: https://www.mgt.unm.edu/nmcbac/

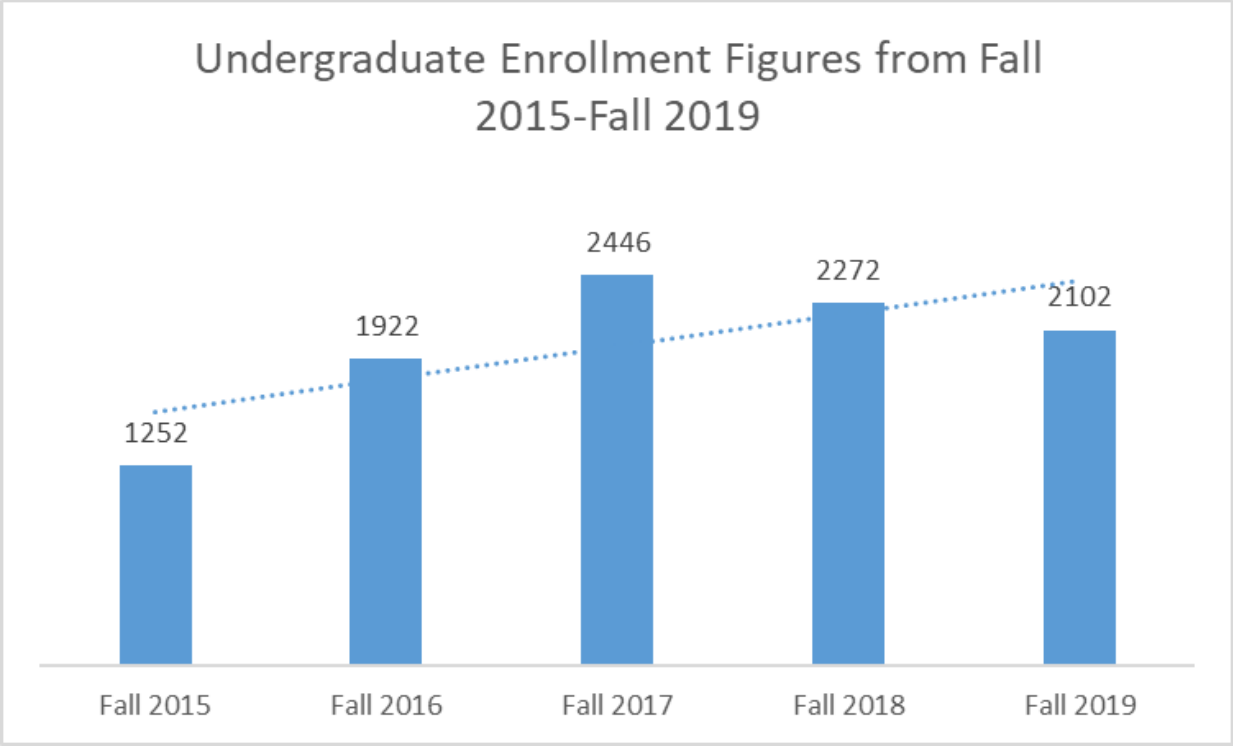
Graduate Admissions Process

All graduate programs at Anderson require a bachelor's degree and a GMAT or GRE exam score.
Minimum requirements are a 3.0 cumulative GPA and a 500 on the GMAT or GRE equivalent.
Additional requirements will depend on the individual degree program (detailed in section 2A).

4C: Data Provide *available data and an analysis of the unit's 1) enrollment, 2) retention, and 3) graduation (i.e. time to degree, graduation rates, etc.) trends. Include an explanation of the action steps or initiatives the unit has taken to address any significant challenges or issues highlighted in these trends. When possible, data should be obtained from a UNM source such as MyReports, IDI (the Provost's Dashboard), or OIA. The APR office will assist with identifying appropriate data sources.*

Undergraduate Official Enrollment

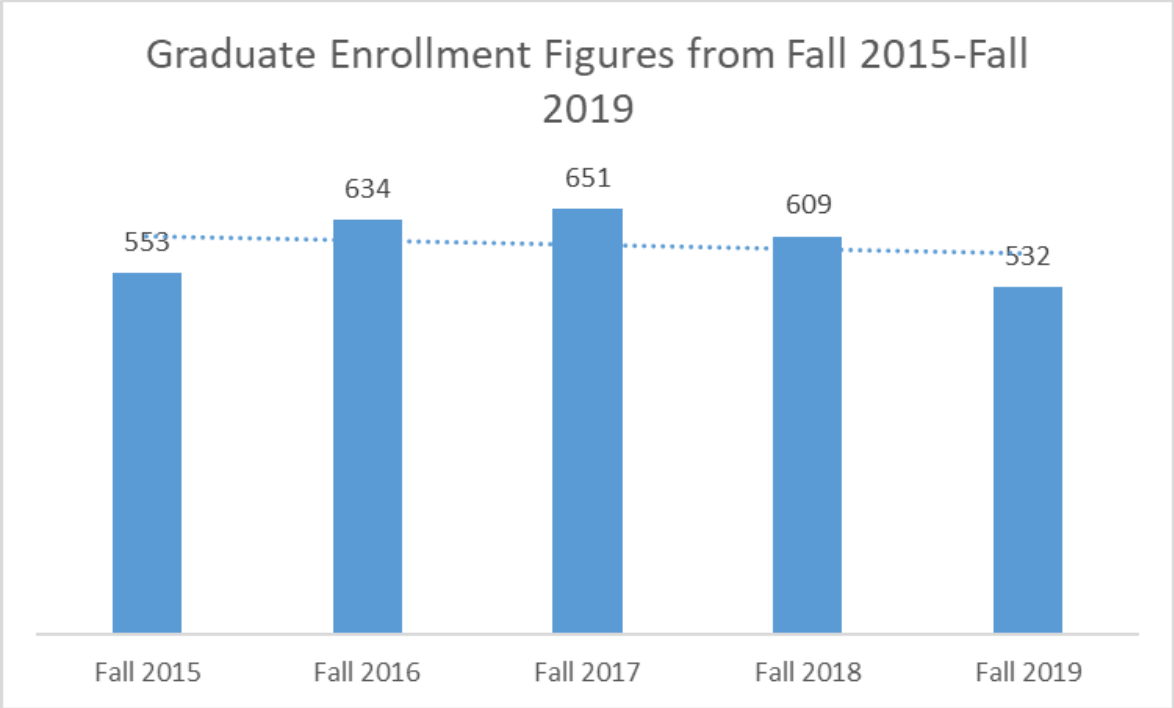
In last five years we can see that the number of students enrolled in the Anderson School of Managements undergraduate program reached its highest point in the Fall of 2017 with 2,446 students. Since 2017, the number of enrollments have steadily declined each year at an average rate of 7%. However, by comparison the number of enrollments in the fall of 2019 shows a 50% growth increase compared to the enrollments observed in the fall of 2015.



Source: http://oia.unm.edu/facts-and-figures/official-enrollment-by-major-dashboard.html

Graduate Official Enrollment

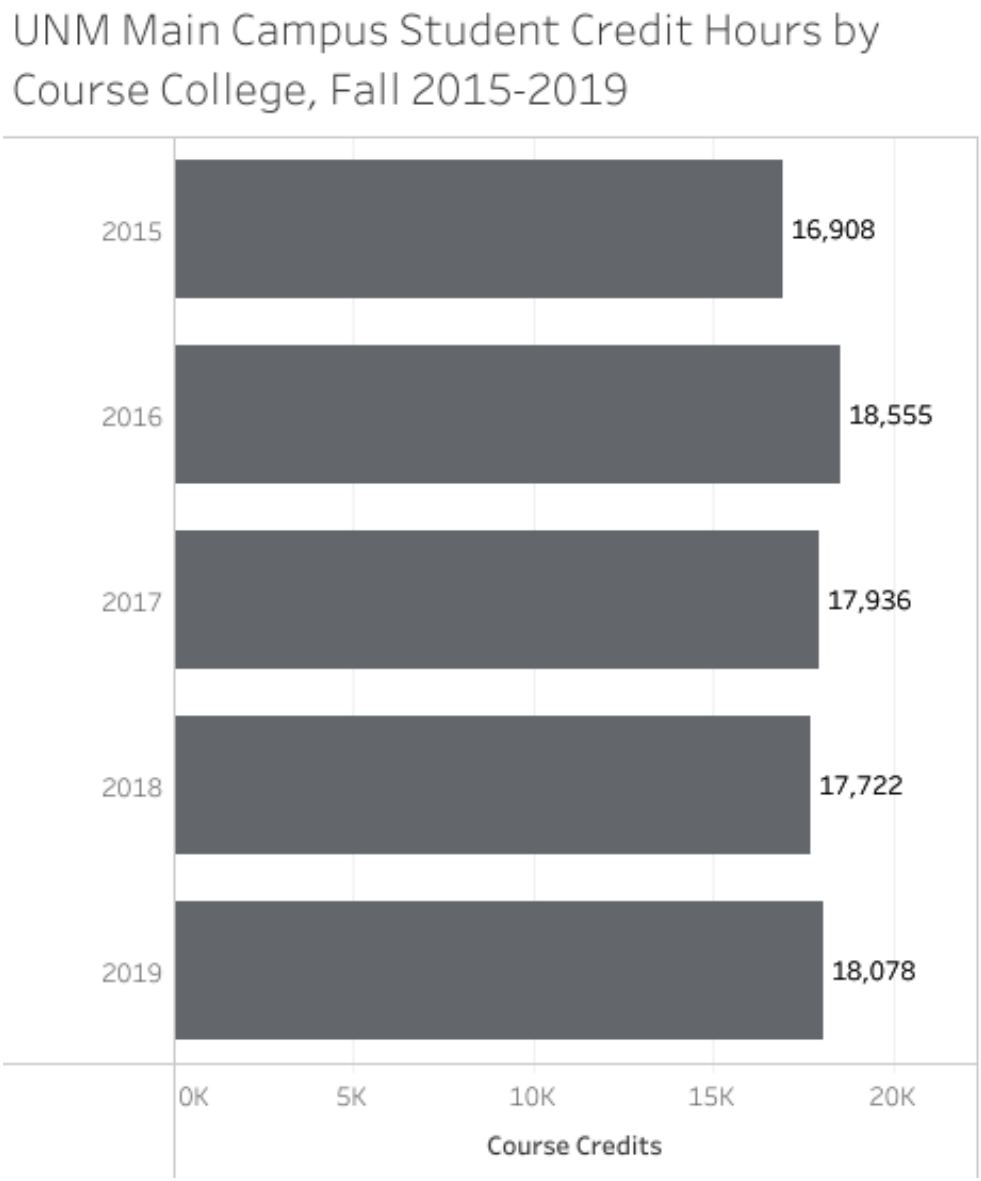
In last five years we can see that the number of students enrolled in the Anderson School of Managements Graduate programs reached its highest point in the Fall of 2017 with 651 students. Since 2017, the number of enrollments have steadily declined each year at an average rate of 9%.



Source: http://oia.unm.edu/facts-and-figures/official-enrollment-by-major-dashboard.html

Undergraduate Student Credit Hours

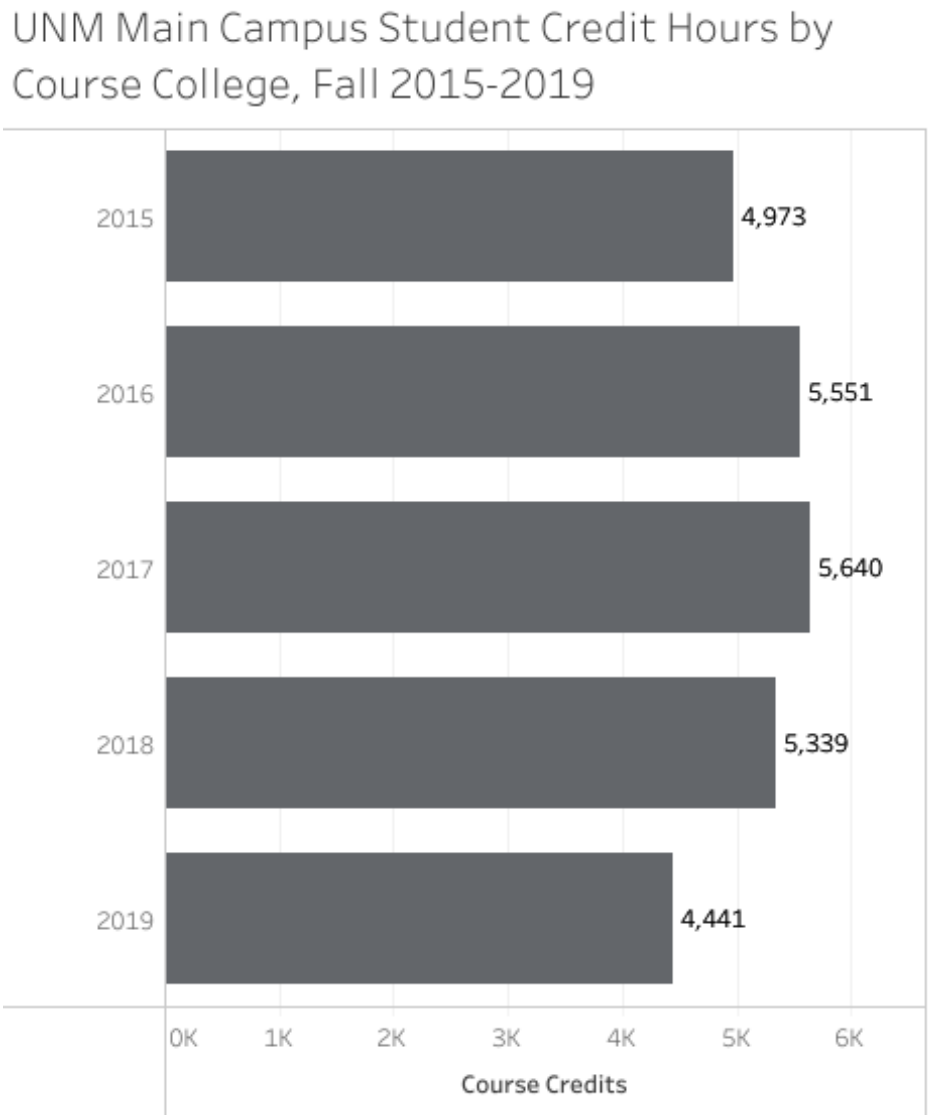
The graph below is the total number of student credit hours taken by undergraduate students at the Anderson School of Management during the fall semester from 2015-2019. From this data we have observed an increase in student credit hours which can be attributed to removal of program restrictions from the majority of the BBA core (25 credit hours), and a shift to new prerequisites that are in line with a business major's matriculation through the curriculum. This change, which went into effect in fall 2019, allows pre-business students, management minors, and other UNM students with the appropriate prerequisites to enroll in upper division management courses.



Source: http://oia.unm.edu/facts-and-figures/sch-by-course-college.html

Graduate Student Credit Hours

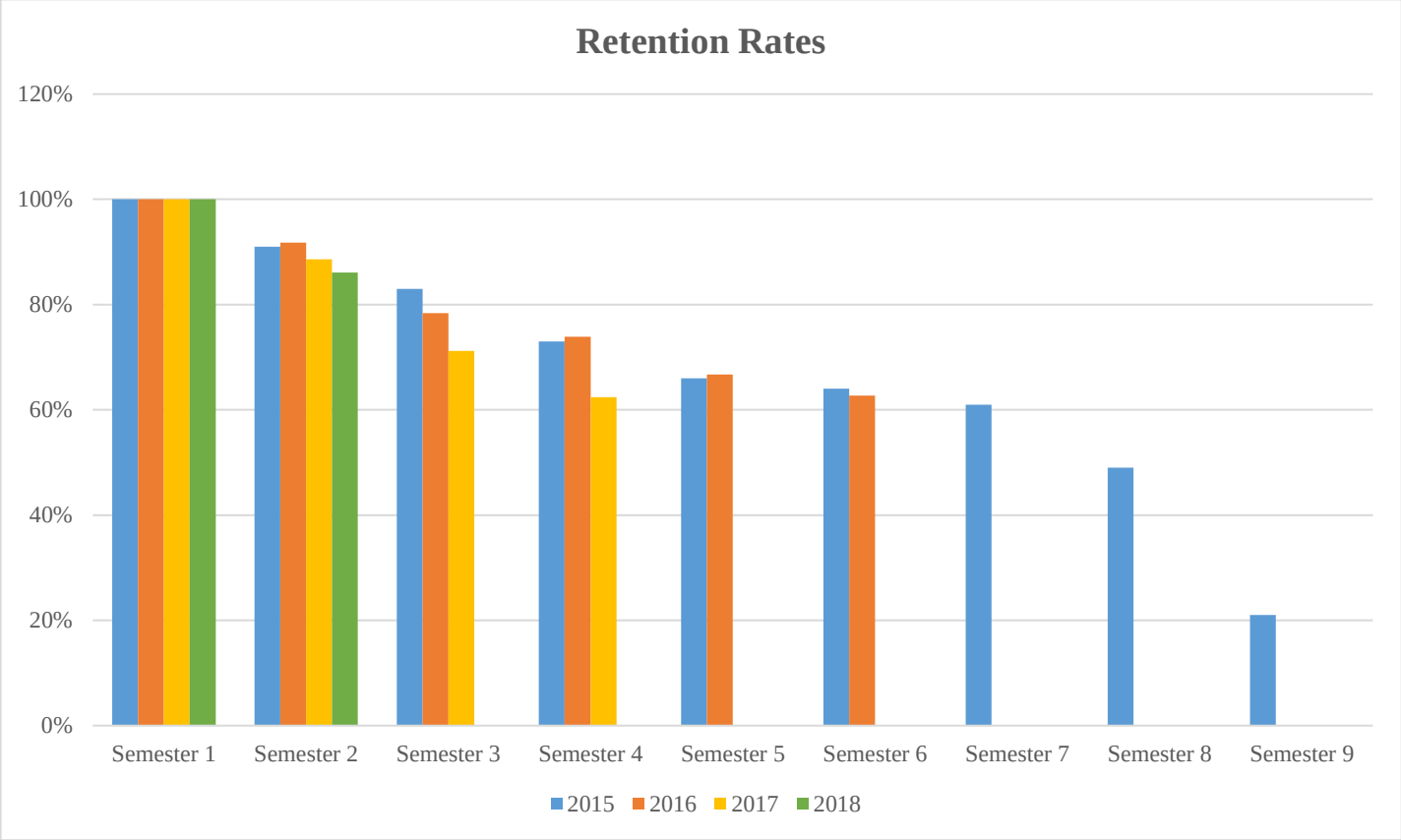
The graph below is the total number of student credit hours taken by graduate students at the Anderson School of Management during the fall semester from 2015-2019.



Source: http://oia.unm.edu/facts-and-figures/sch-by-course-college.html

Retention (First-Year Cohort Tracking Data)

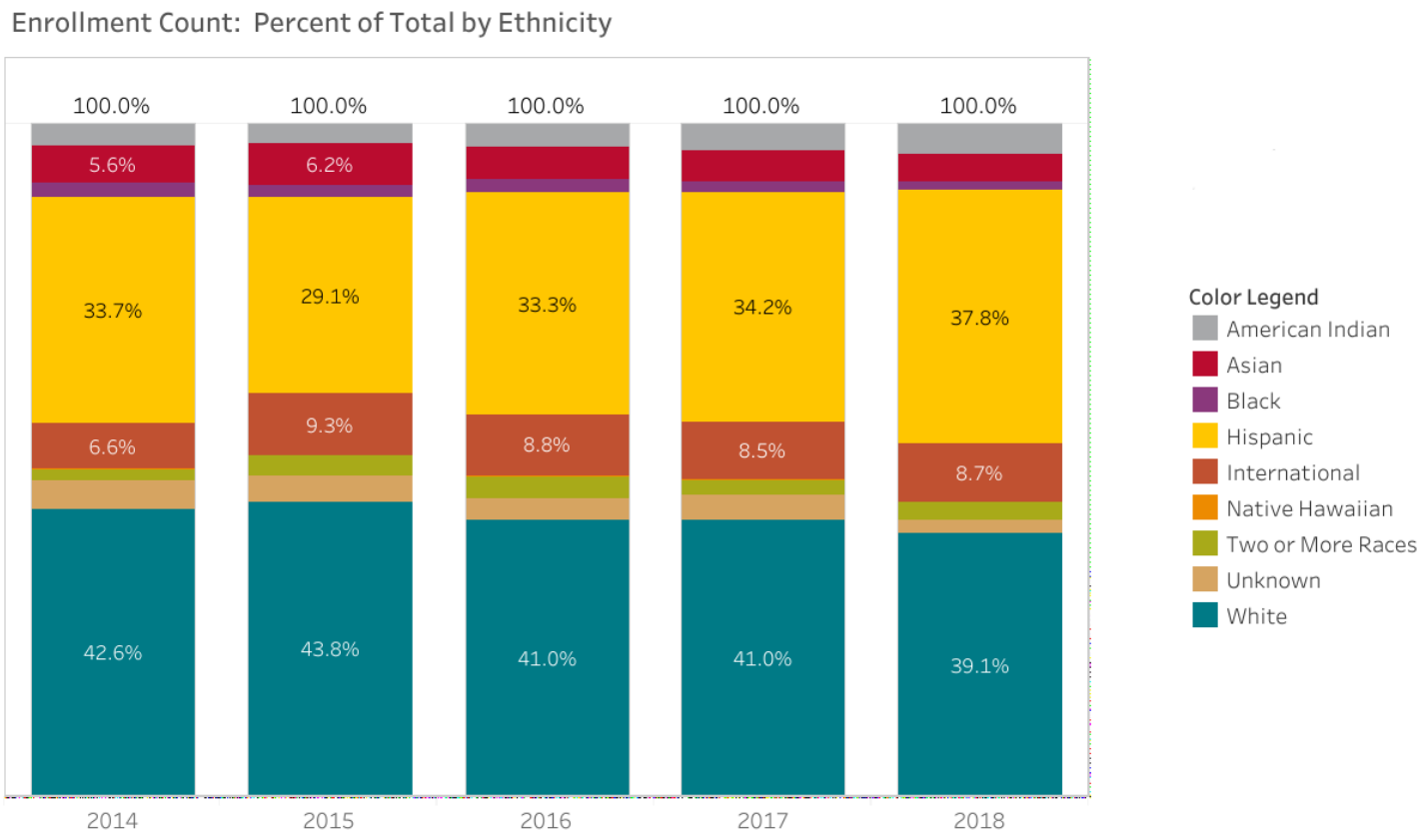
The graph below provides information on the percentage of retention for both graduate and undergraduate students who enter the Anderson School of Management during the fall semester as first-time first-year students. A shift to auto-admission of students to the BBA program using existing technology at UNM has resulted in a number of benefits for Anderson. Specifically, this innovative practice has led to improved efficiencies and effectiveness of advising services by allowing advisors to dedicate more time to meet with students and develop intervention strategies (i.e. specialized workshops for freshman, transfer students, and academically challenged students).



Source: [*http://oia.unm.edu/facts-and-figures/freshman-cohort-tracking-reports.html*](http://oia.unm.edu/facts-and-figures/freshman-cohort-tracking-reports.html)

Graduate Enrollment and Degrees Conferred, 2014-2019 (Ethnicity)

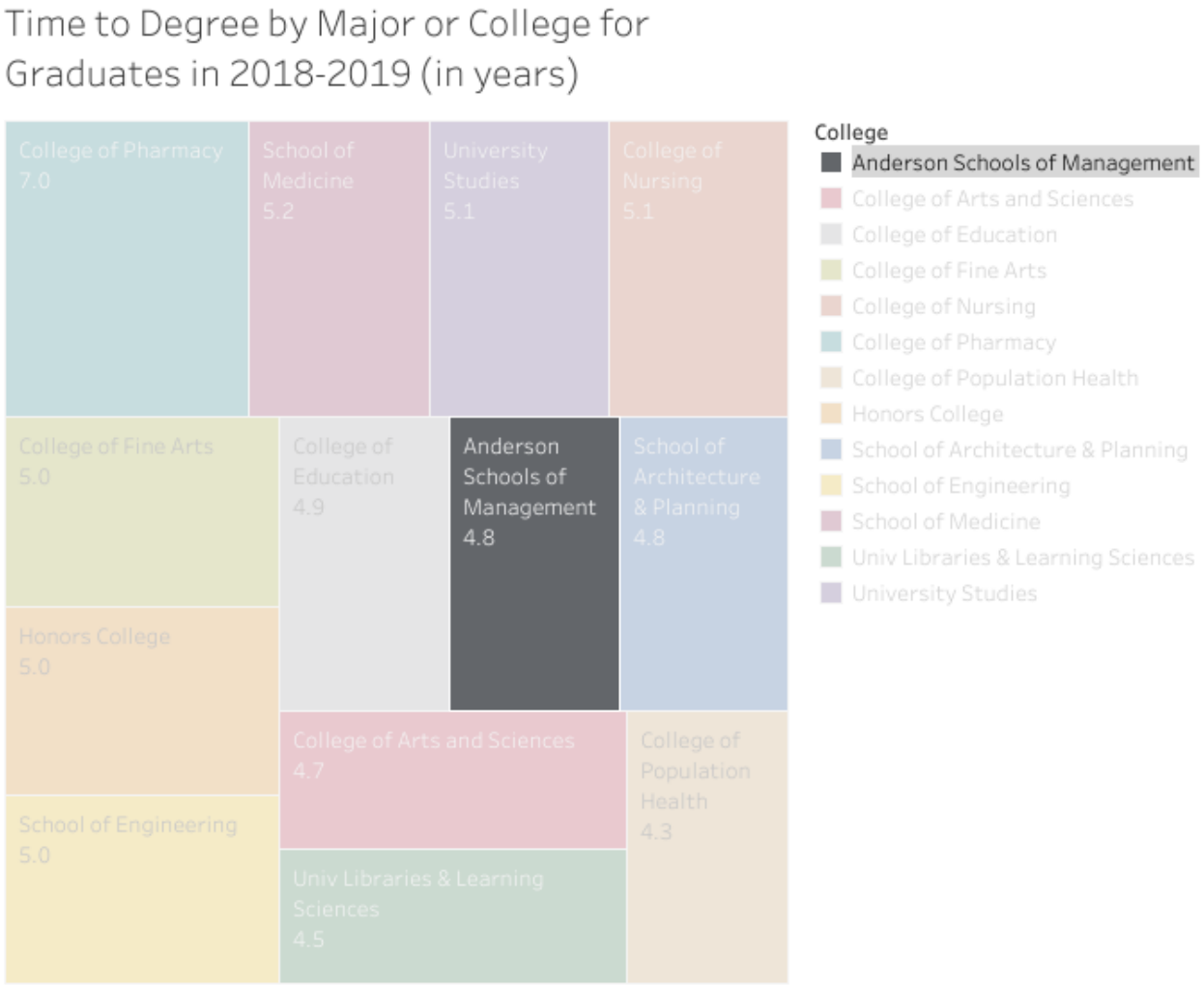
As indicated below, the proportion of Hispanic students enrolled at Anderson has increased as a percentage of total enrollment, even as total enrollments have recently declined. This increase is most pronounced comparing 2015 to 2018 (an increase of over eight percentage points). This increase in the Hispanic student population at Anderson is a result of a combination of factors including: remote advisement sessions by advisors at the UNM El Centro de la Raza ethnic center and CNM (where Hispanics make up more than 50% of headcount), as well as an active student chapter of the Association of Latino Professionals for America (ALPFA).



Source: http://oia.unm.edu/facts-and-figures/graduate-studies-dashboard.html

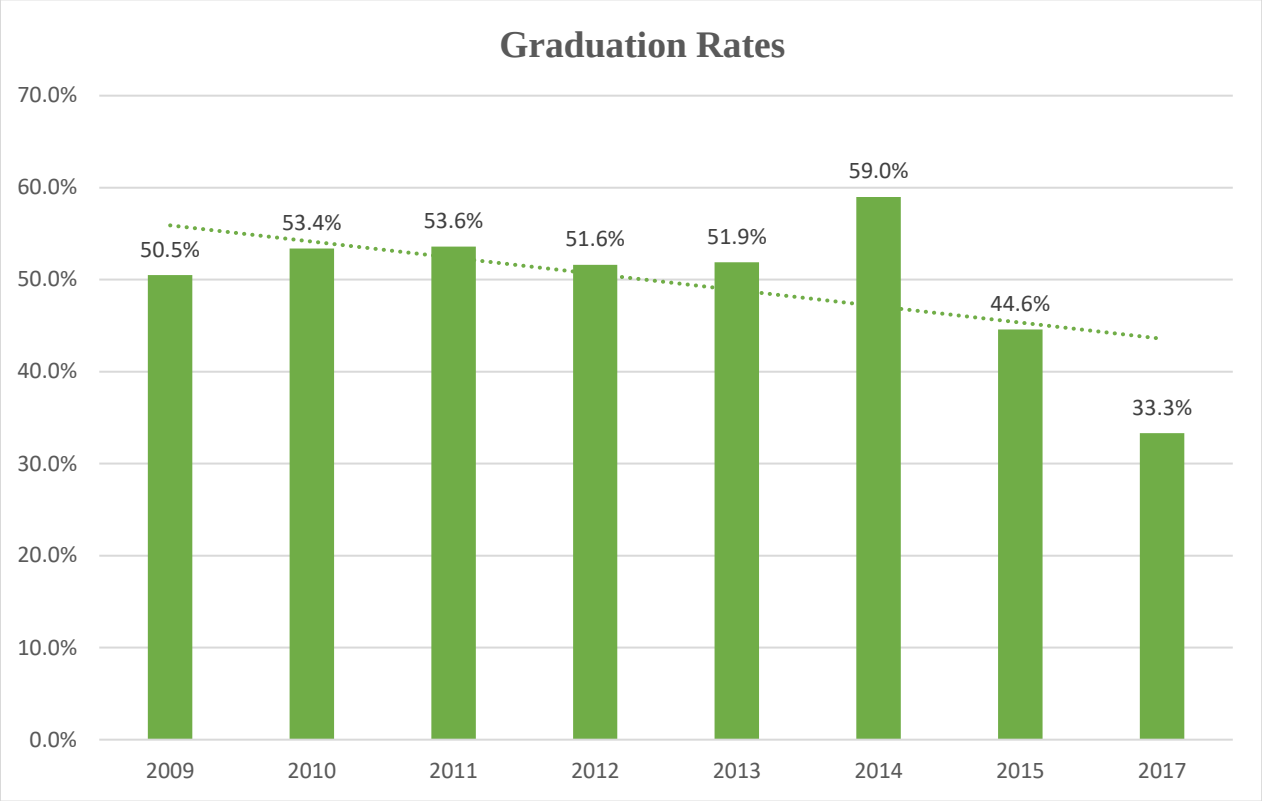
Time to Degree

The chart below provides information on the average time it takes students at the Anderson School of Management to complete their degree. Based on the data provided, on average Anderson students complete their program of study in 4.8 years.



Source: http://oia.unm.edu/facts-and-figures/time-to-degree-.html

Graduation Rates
The graph below is the graduation rates based on student admission cohort group.

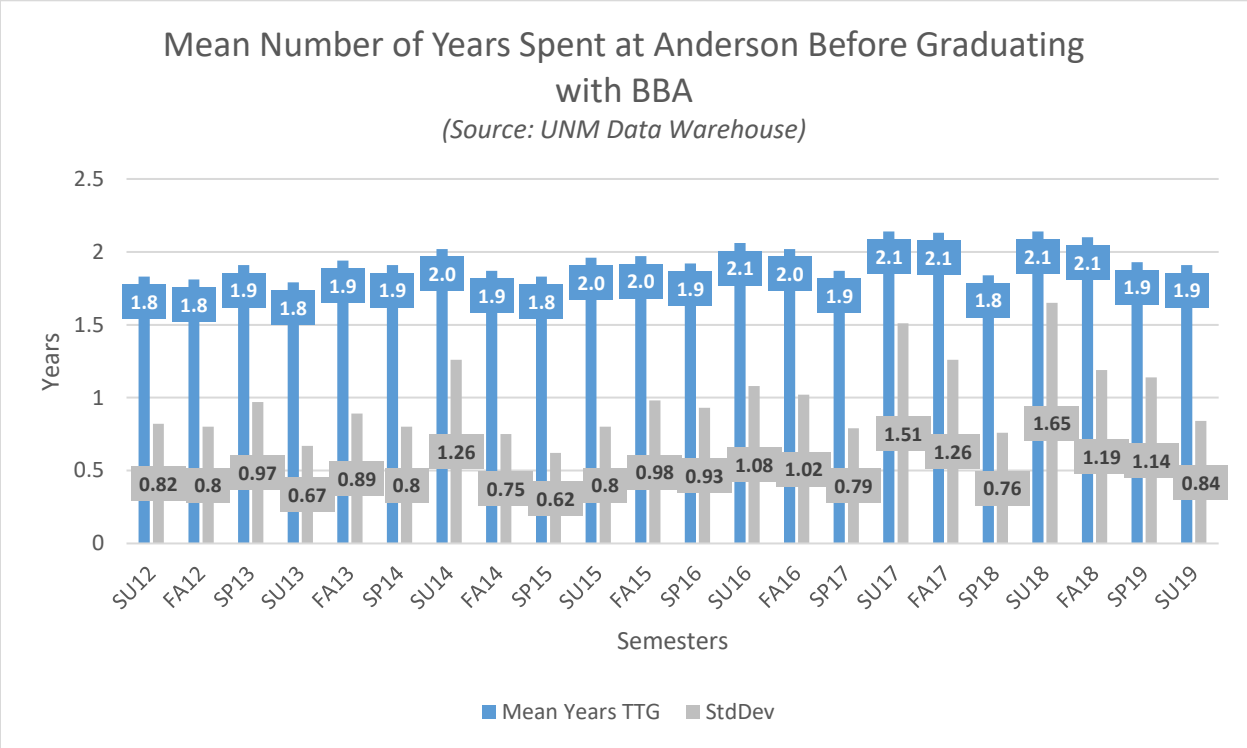


Source: http://oia.unm.edu/facts-and-figures/freshman-cohort-tracking-reports.html

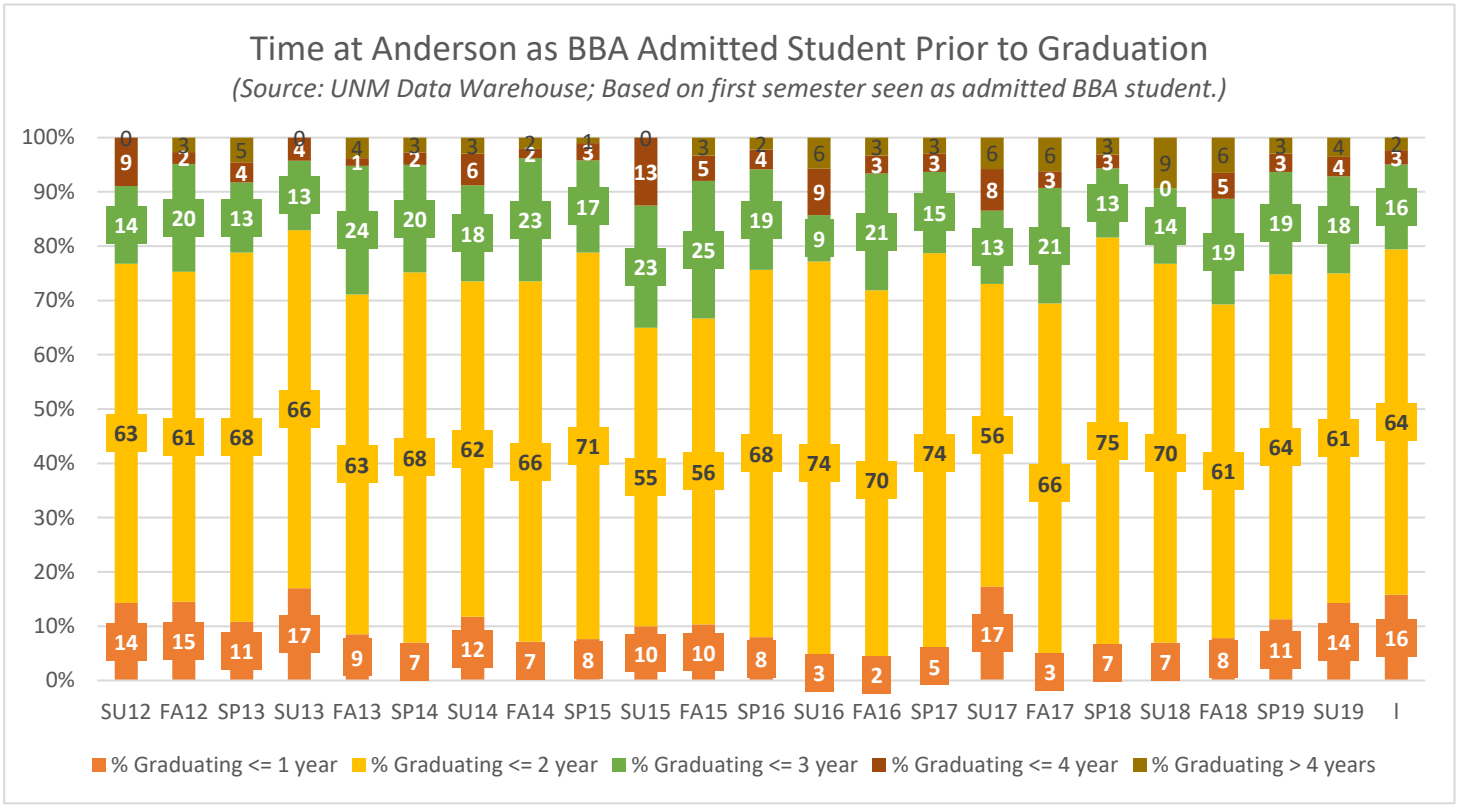
Time at Anderson for BBA Graduates

The following charts and tables show the amount of time a BBA graduate spends at Anderson once admitted to the BBA program. This is calculated by taking the graduation semester and locating the semester the student is first coded as an Anderson BBA major having met the requirements to be admitted to Anderson.

The table below shows the average number of years (and standard deviation) a BBA graduate spends at Anderson pursuing a degree.

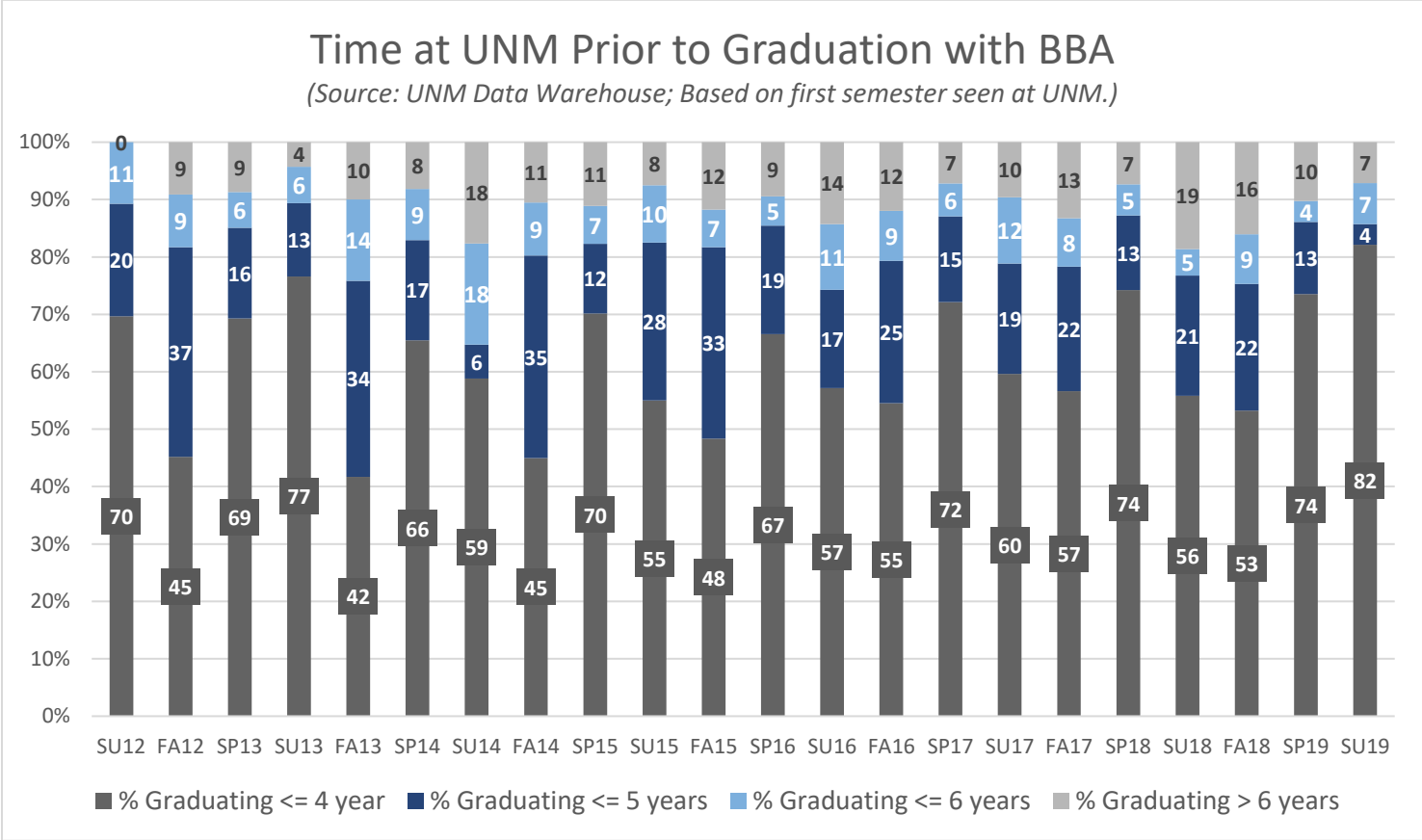


In the chart below, the x-axis contains the graduation semesters. The y-axis the percentage of students in the graduating class spending N years at Anderson before BBA degree completion.



Time at UNM for BBA Graduates

The chart below shows total time to graduate starting from the first semester a student is seen at UNM. This is different from OIA's methodology looking at first-time, full-time freshmen. This view looks at all Anderson BBA grads and looks backward to locate the first time we have a record of the graduate as an undergraduate at UNM.



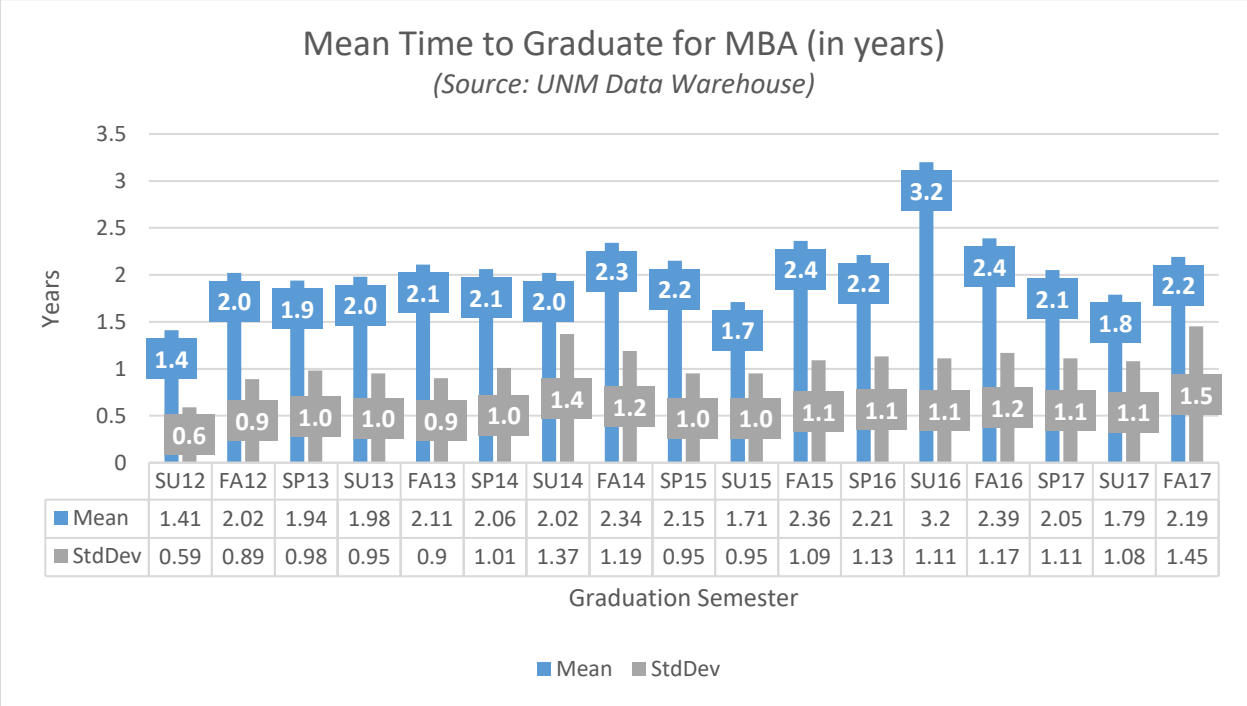
Time to Graduate

Time-to-graduate is calculated by computing the difference between each Anderson graduate's graduation semester and the graduate's starting semester at Anderson (when the student was admitted and enrolled).

Time to Graduate for MBA

Average of 2.0 years to complete the MBA program

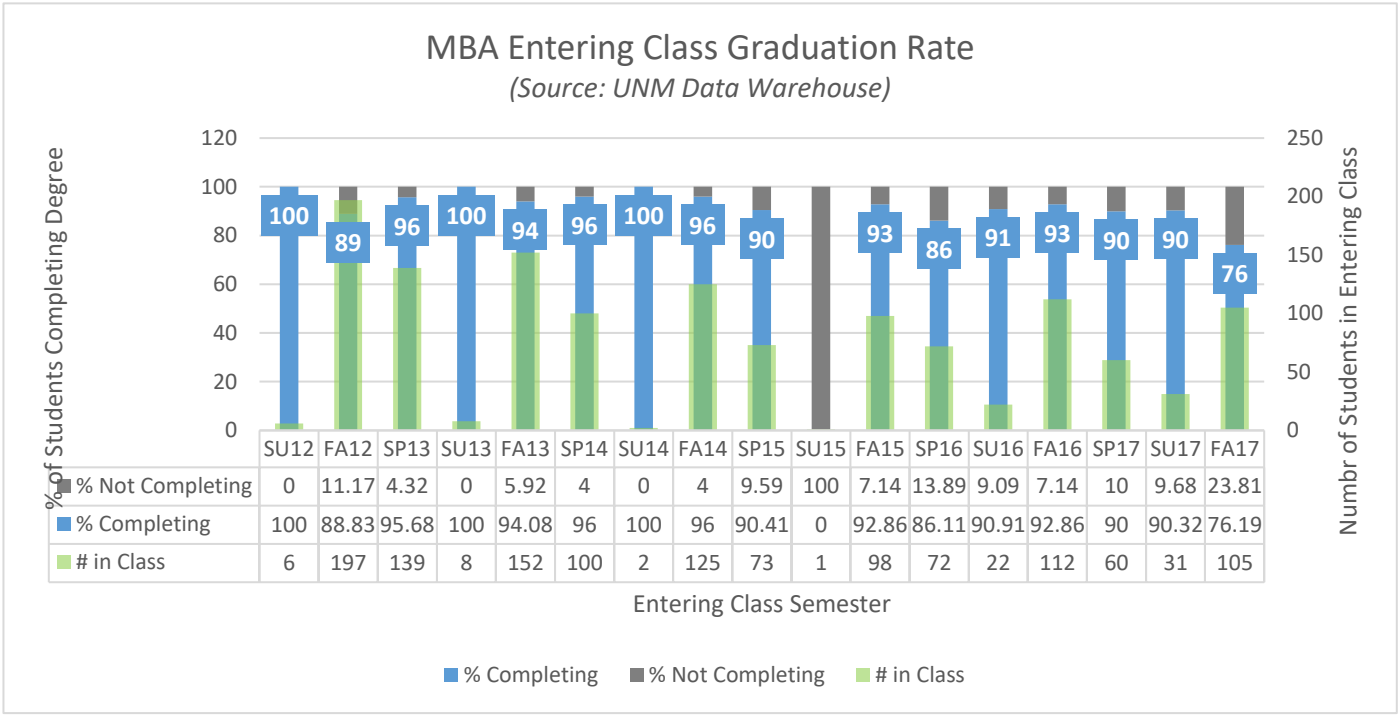
The chart below shows the mean time in years for an MBA graduate to complete the program. Since Summer 2012, the average time to graduate with an MBA is 2.00 years (standard deviation of 1.02 years).



MBA Graduation Rate

87.5% of entering class students complete the MBA degree program

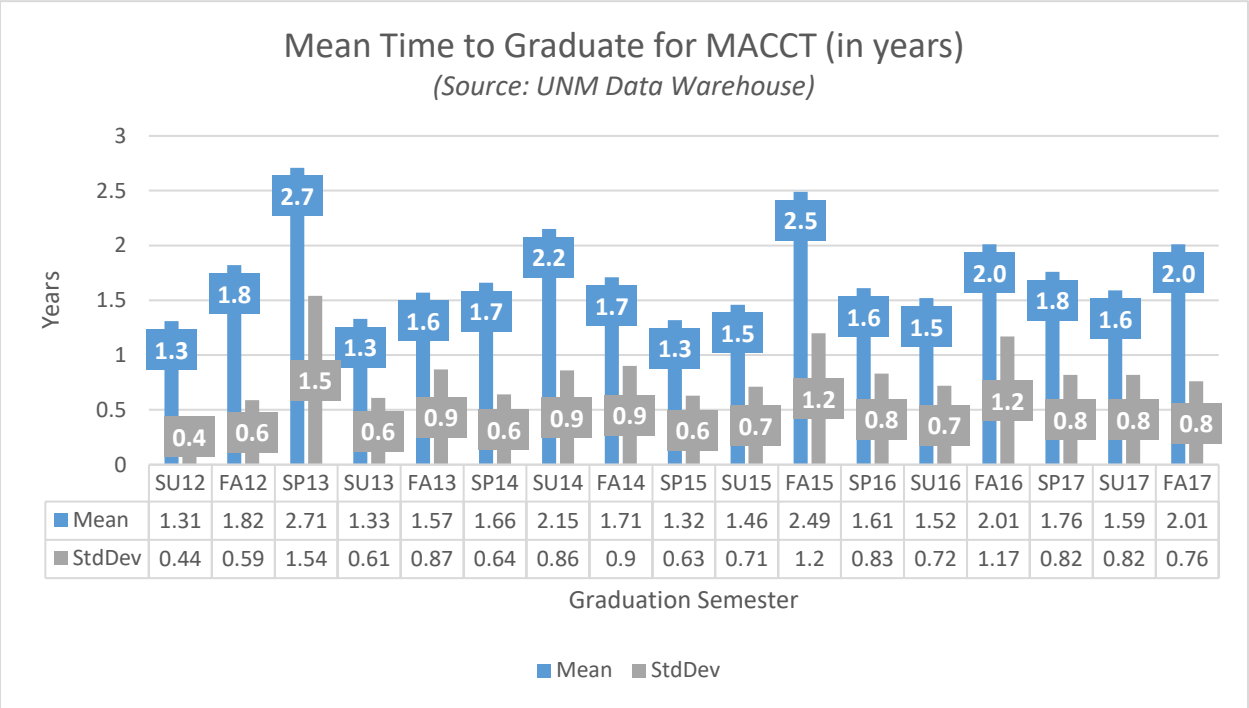
The table below shows how each MBA entering class (students that were admitted and subsequently enrolled) fares with respect to degree completion. The values on the cart is the percentage of students in the entering class that received a degree from Anderson. Students that change programs and graduate in a program that is different than the one seen at admissions are counted as degree completers. Note that Fall 2017 has a lower graduation rate, though it is expected that will rise when Fall 2019 and Spring 2020 degrees are confirmed.



	SU12	FA12	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17
% Not Completing	0	11.17	4.32	0	5.92	4	0	4	9.59	100	7.14	13.89	9.09	7.14	10	9.68	23.81
% Completing	100	88.83	95.68	100	94.08	96	100	96	90.41	0	92.86	86.11	90.91	92.86	90	90.32	76.19
# in Class	6	197	139	8	152	100	2	125	73	1	98	72	22	112	60	31	105

Time to Graduate for MACCT

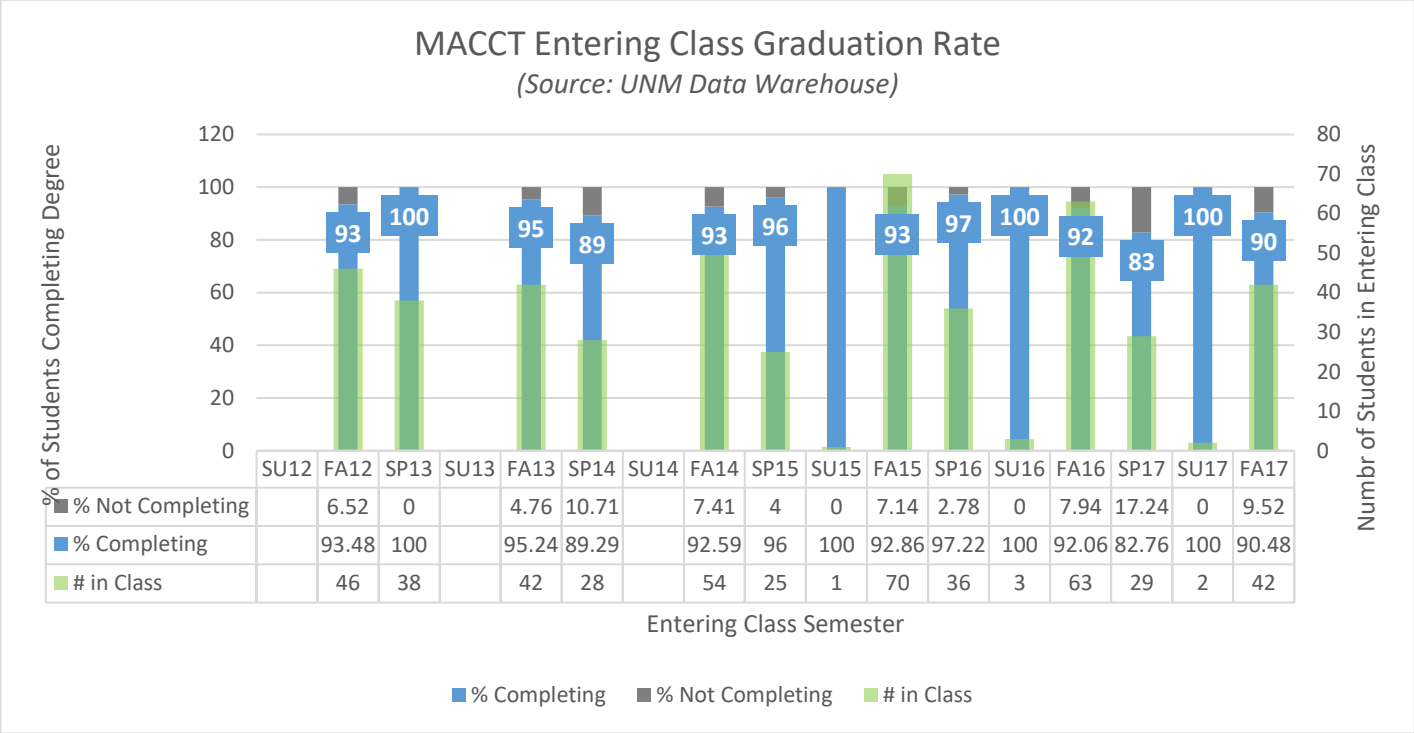
The chart below shows the mean time in years for an MACCT graduate to complete the program. Since Summer 2012, the average time to graduate with an MACCT is 1.83 years (standard deviation of 0.93 years).



MACCT Graduation Rate

88.5% of entering class students complete the MACCT degree program

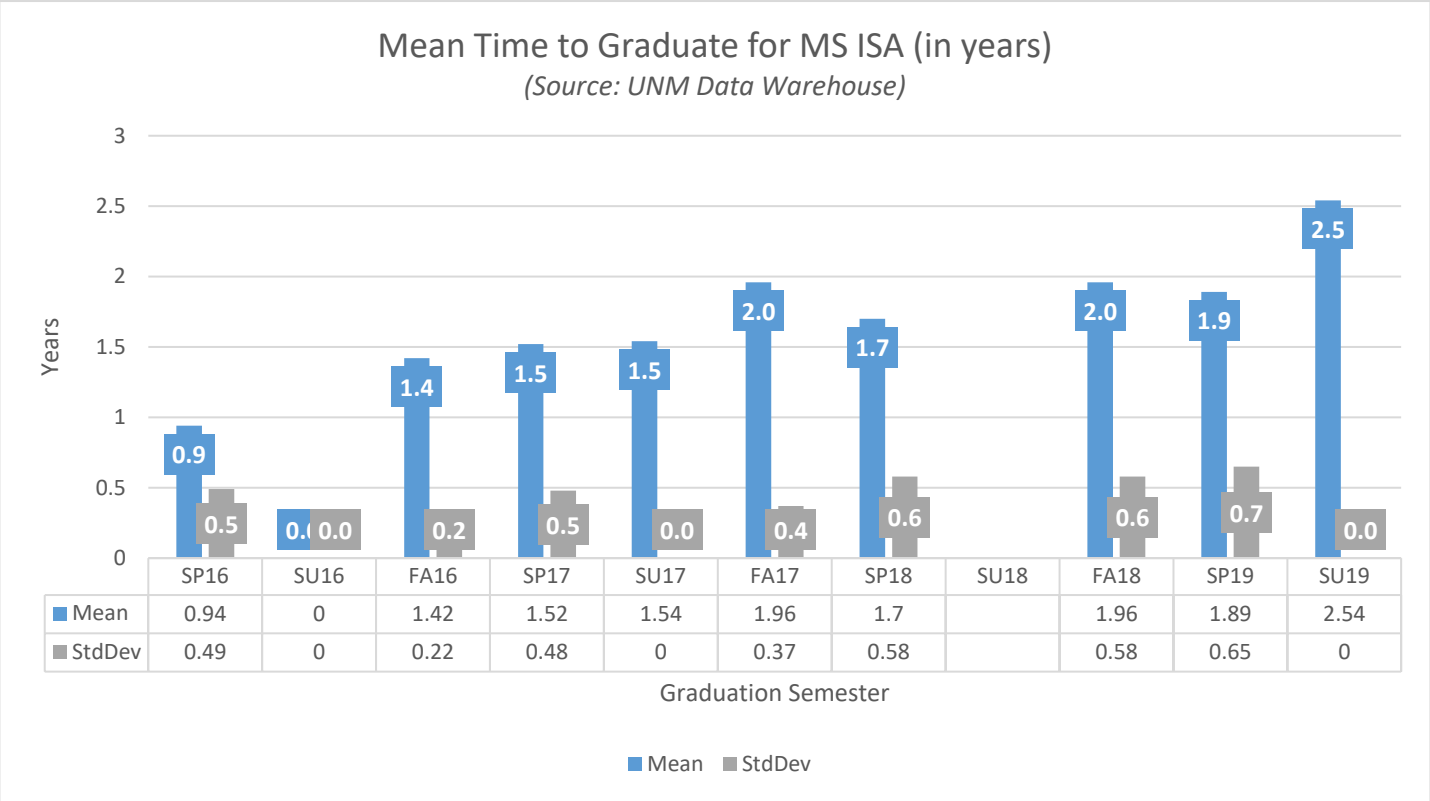
The table below shows how each MBA entering class (students that were admitted and subsequently enrolled) fares with respect to degree completion. The values on the cart is the percentage of students in the entering class that received a degree from Anderson. Students that change programs and graduate in a program that is different than the one seen at admissions are counted as degree completers. Note that Fall 2017 has a lower graduation rate, though it is expected that will rise when Fall 2019 and Spring 2020 degrees are confirmed.



	SU12	FA12	SP13	SU13	FA13	SP14	SU14	FA14	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17
% Not Completing		6.52	0		4.76	10.71		7.41	4	0	7.14	2.78	0	7.94	17.24	0	9.52
% Completing		93.48	100		95.24	89.29		92.59	96	100	92.86	97.22	100	92.06	82.76	100	90.48
# in Class		46	38		42	28		54	25	1	70	36	3	63	29	2	42

Time to Graduate for MS ISA

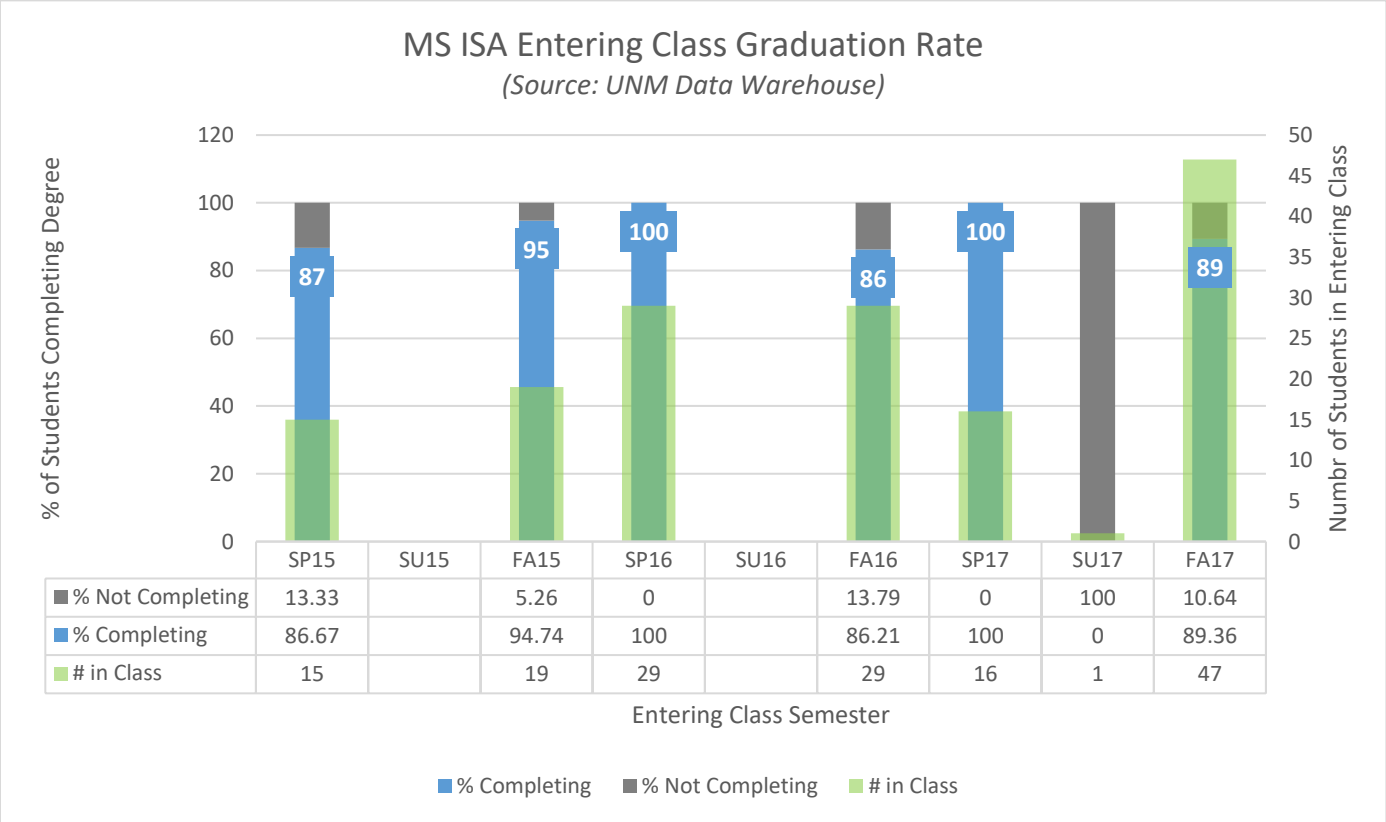
The chart below shows the mean time in years for an MS ISA graduate to complete the program. Since Spring 2016, the average time to graduate with an MS ISA is 1.78 years (standard deviation of 0.57 years).



MS ISA Graduation Rate

91.7% of entering class students (Spring 2015 to Fall 2017 entering classes) complete the MS ISA degree program

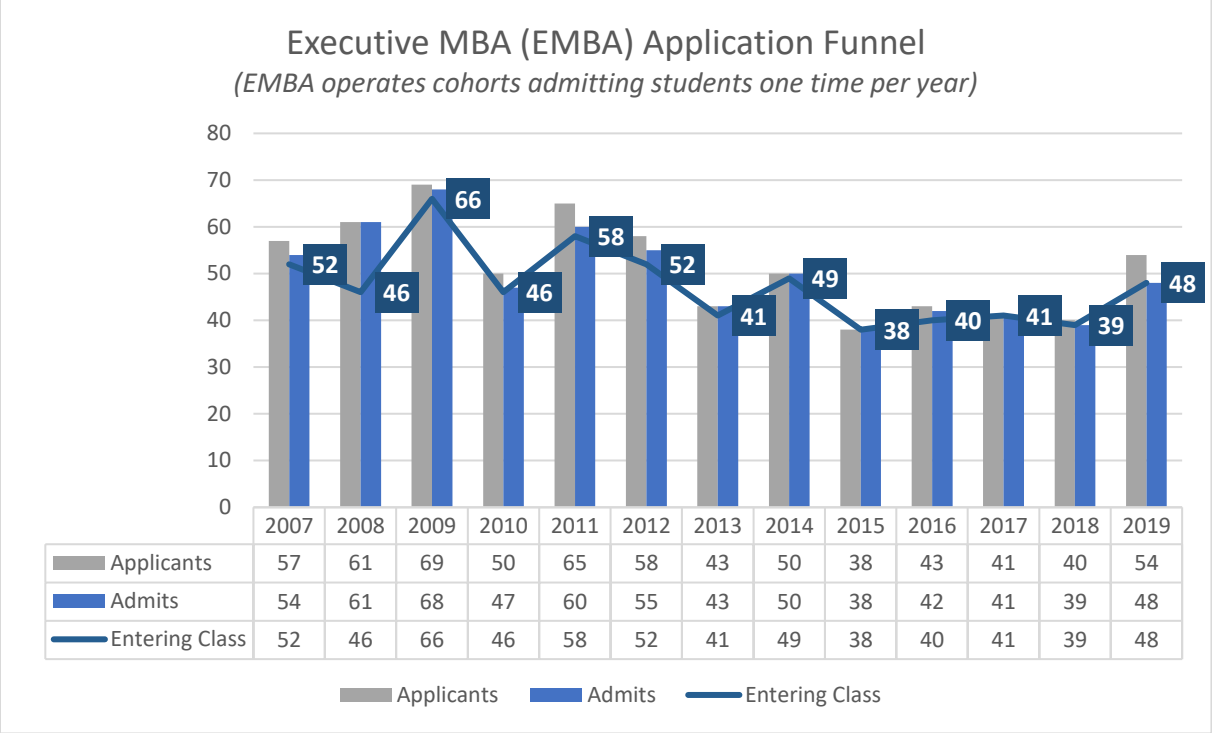
The table below shows how each MS ISA entering class (students that were admitted and subsequently enrolled) fares with respect to degree completion. The values on the cart is the percentage of students in the entering class that received a degree from Anderson. Students that change programs and graduate in a program that is different than the one seen at admissions are counted as degree completers.



	SP15	SU15	FA15	SP16	SU16	FA16	SP17	SU17	FA17
% Not Completing	13.33		5.26	0		13.79	0	100	10.64
% Completing	86.67		94.74	100		86.21	100	0	89.36
# in Class	15		19	29		29	16	1	47

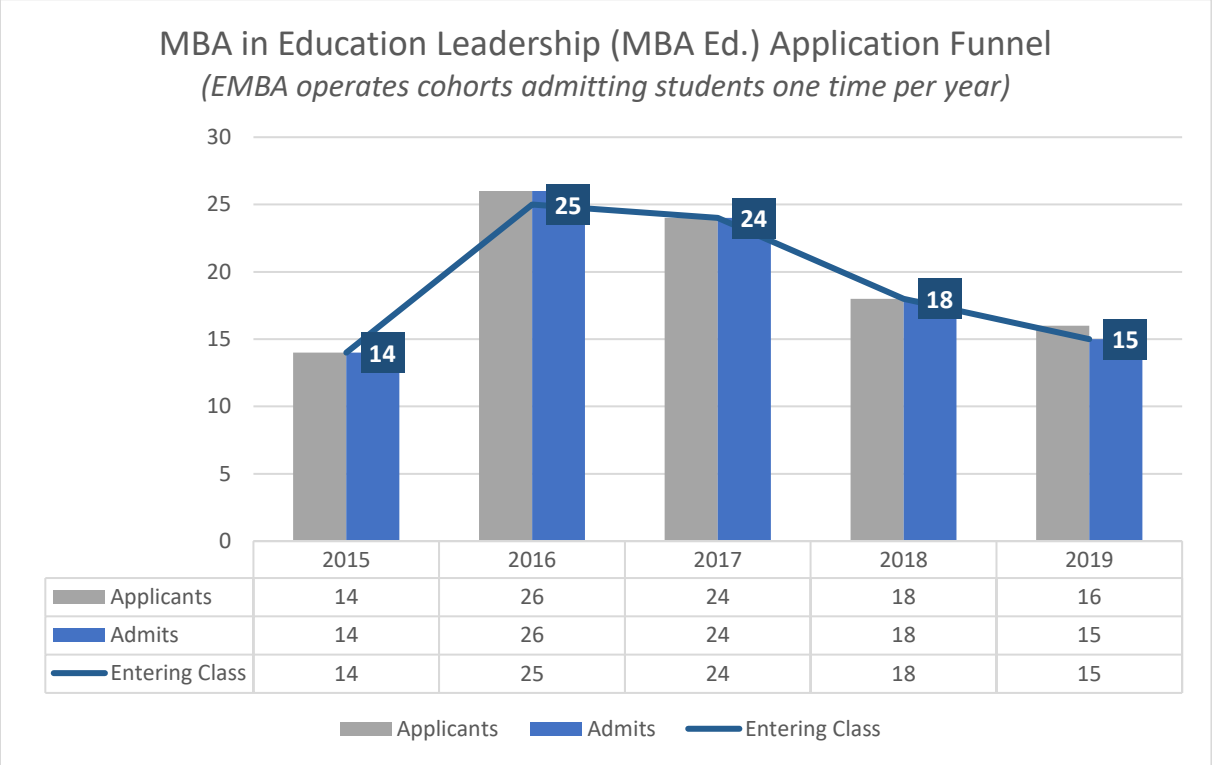
Graduate Programs Application Funnels

Executive MBA Program



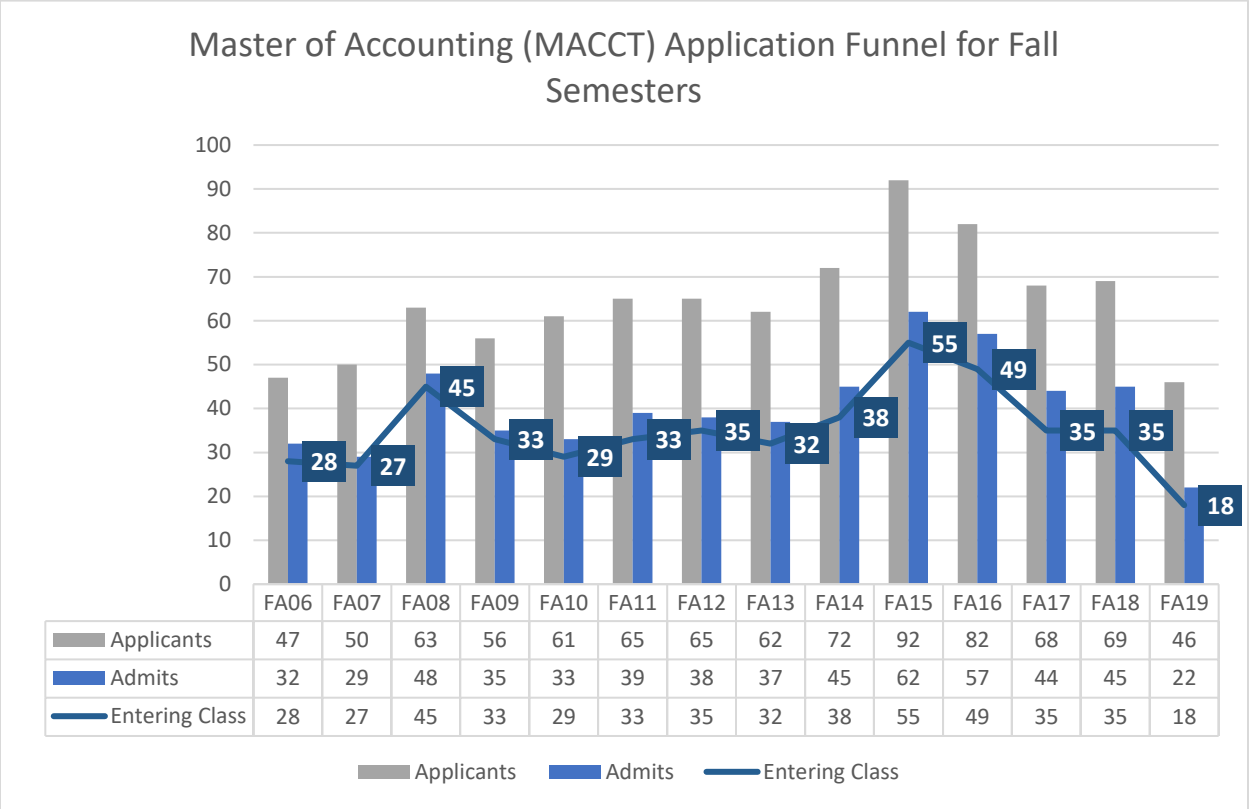
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Applicants	57	61	69	50	65	58	43	50	38	43	41	40	54
Admits	54	61	68	47	60	55	43	50	38	42	41	39	48
Entering Class	52	46	66	46	58	52	41	49	38	40	41	39	48

MBA in Educational Leadership (MBA Ed.)

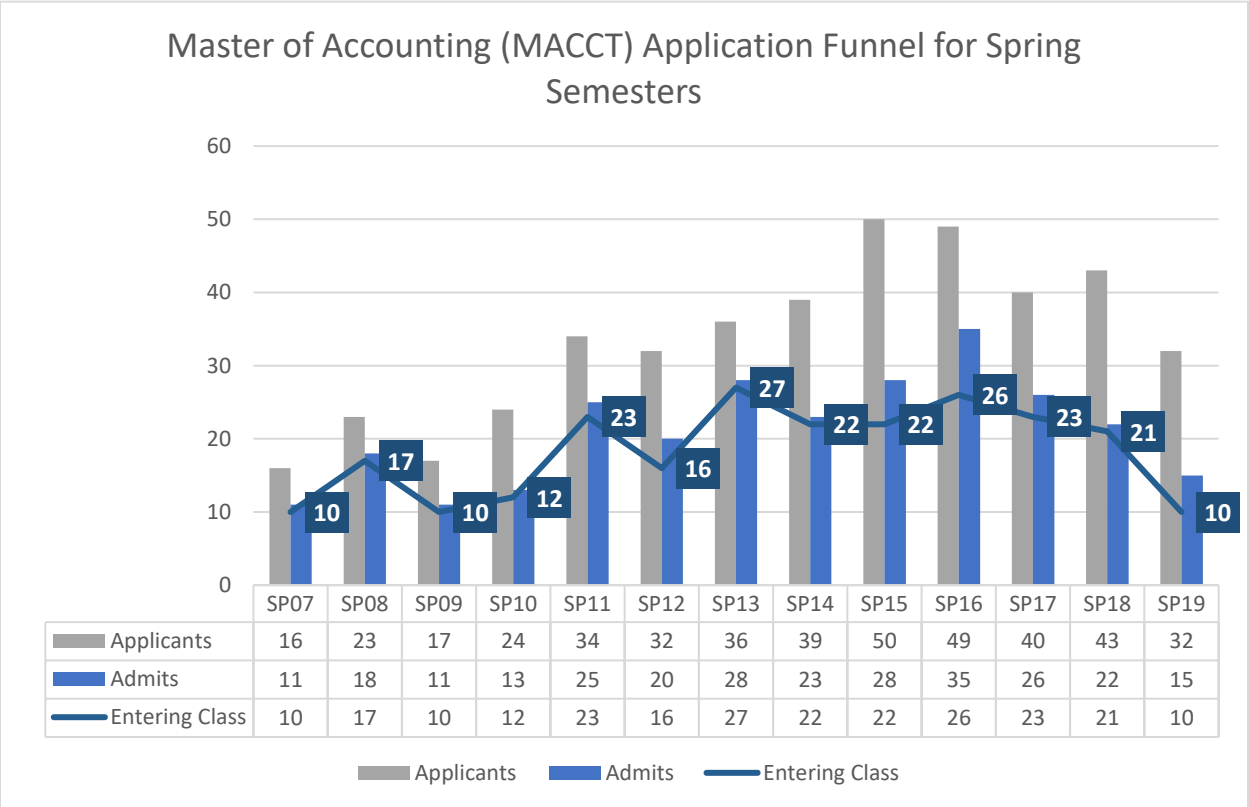


	2015	2016	2017	2018	2019
Applicants	14	26	24	18	16
Admits	14	26	24	18	15
Entering Class	14	25	24	18	15

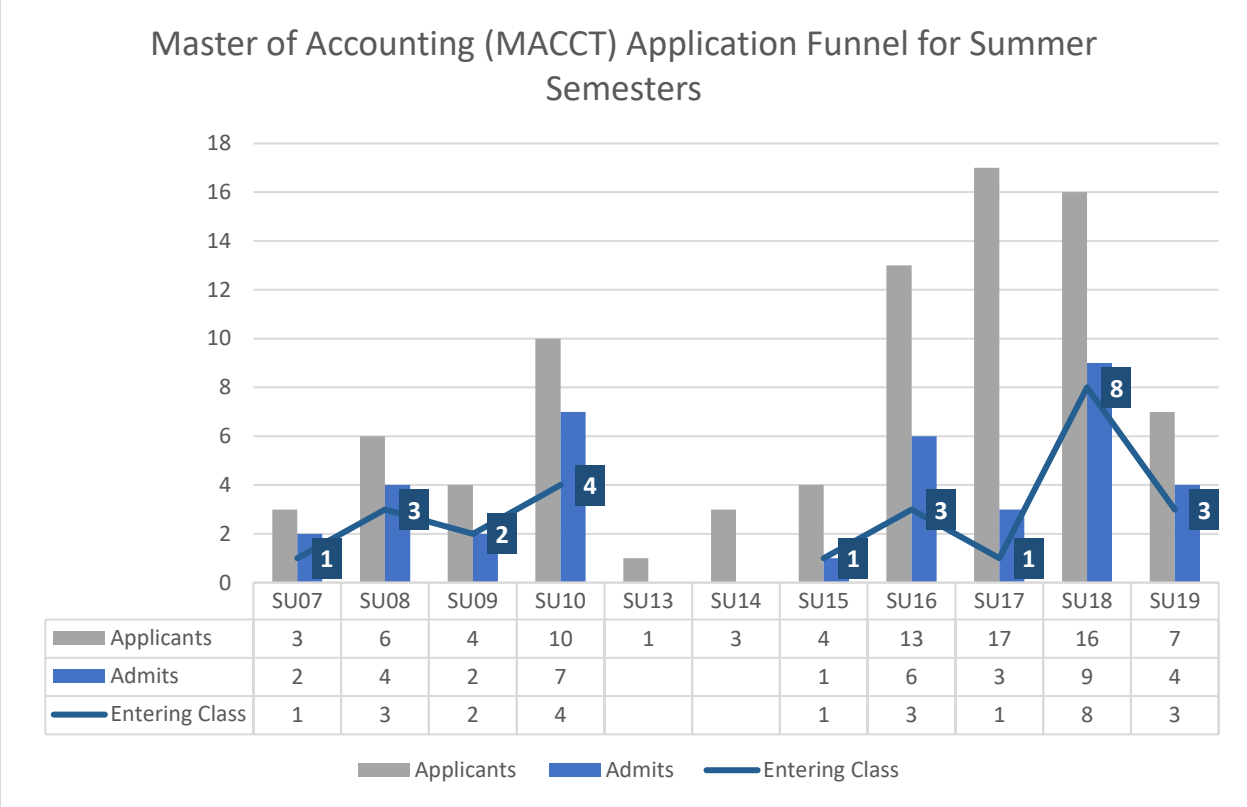
Master of Accounting (MACCT)



	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17	FA18	FA19
Applicants	47	50	63	56	61	65	65	62	72	92	82	68	69	46
Admits	32	29	48	35	33	39	38	37	45	62	57	44	45	22
Entering Class	28	27	45	33	29	33	35	32	38	55	49	35	35	18

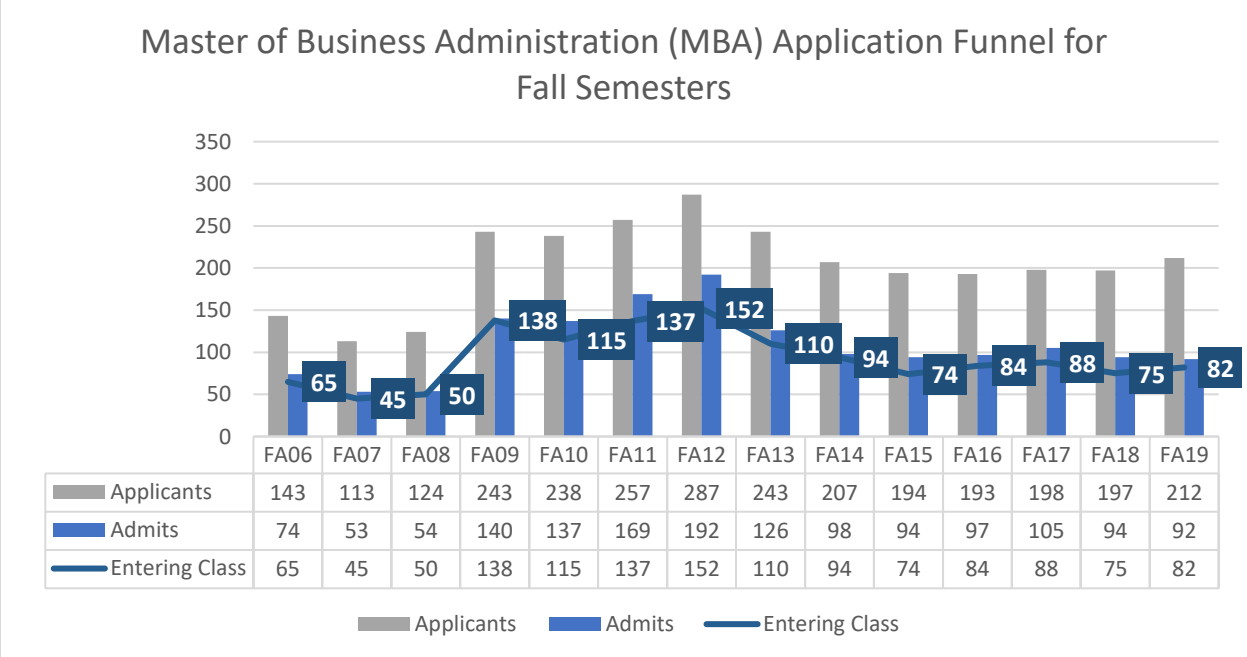


	SP07	SP08	SP09	SP10	SP11	SP12	SP13	SP14	SP15	SP16	SP17	SP18	SP19
Applicants	16	23	17	24	34	32	36	39	50	49	40	43	32
Admits	11	18	11	13	25	20	28	23	28	35	26	22	15
Entering Class	10	17	10	12	23	16	27	22	22	26	23	21	10

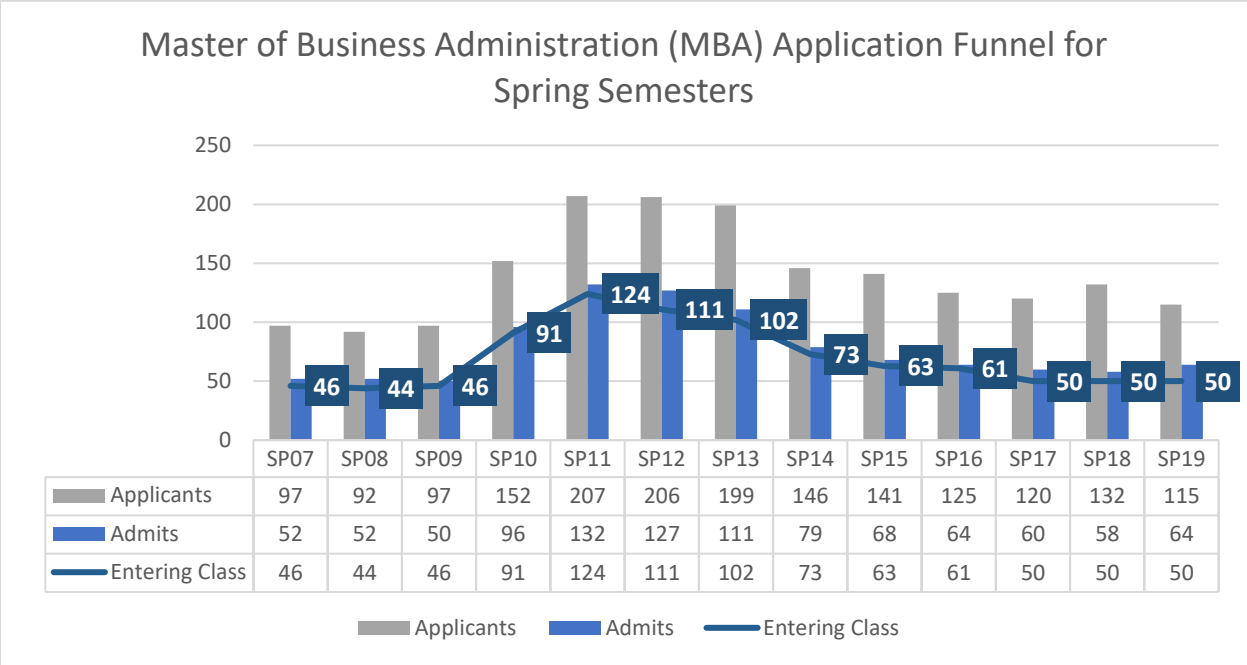


	SU07	SU08	SU09	SU10	SU13	SU14	SU15	SU16	SU17	SU18	SU19
Applicants	3	6	4	10	1	3	4	13	17	16	7
Admits	2	4	2	7			1	6	3	9	4
Entering Class	1	3	2	4			1	3	1	8	3

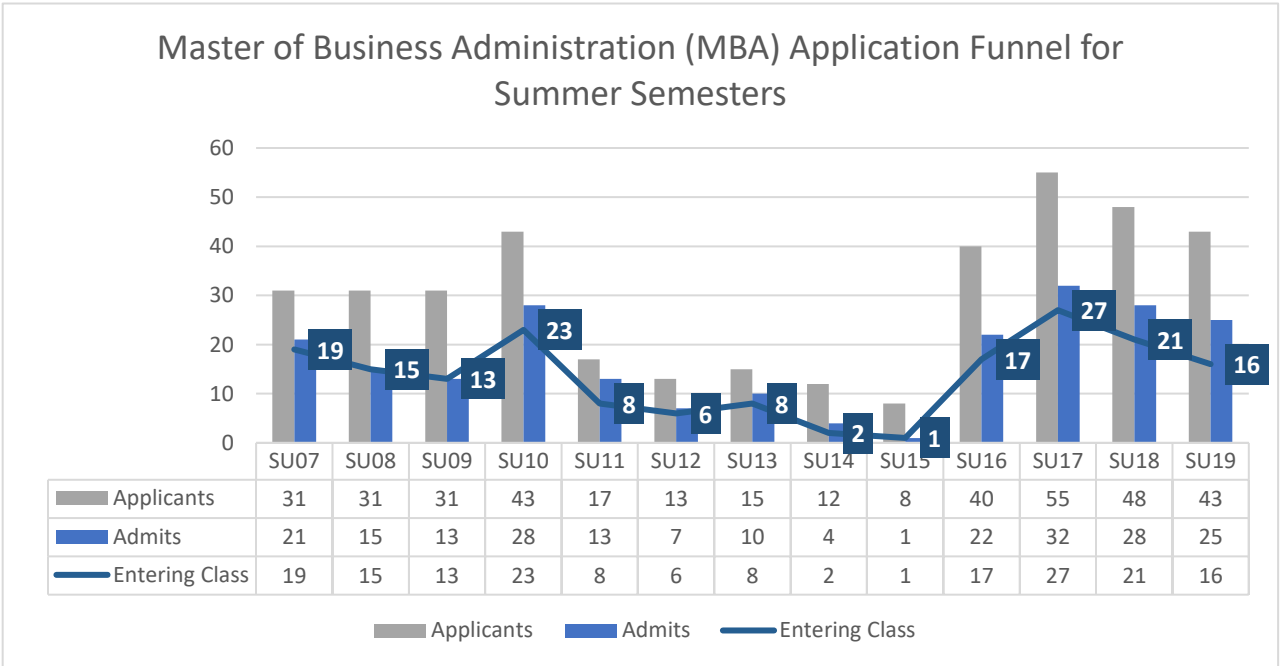
Master of Business Administration (MBA)



	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17	FA18	FA19
Applicants	143	113	124	243	238	257	287	243	207	194	193	198	197	212
Admits	74	53	54	140	137	169	192	126	98	94	97	105	94	92
Entering Class	65	45	50	138	115	137	152	110	94	74	84	88	75	82

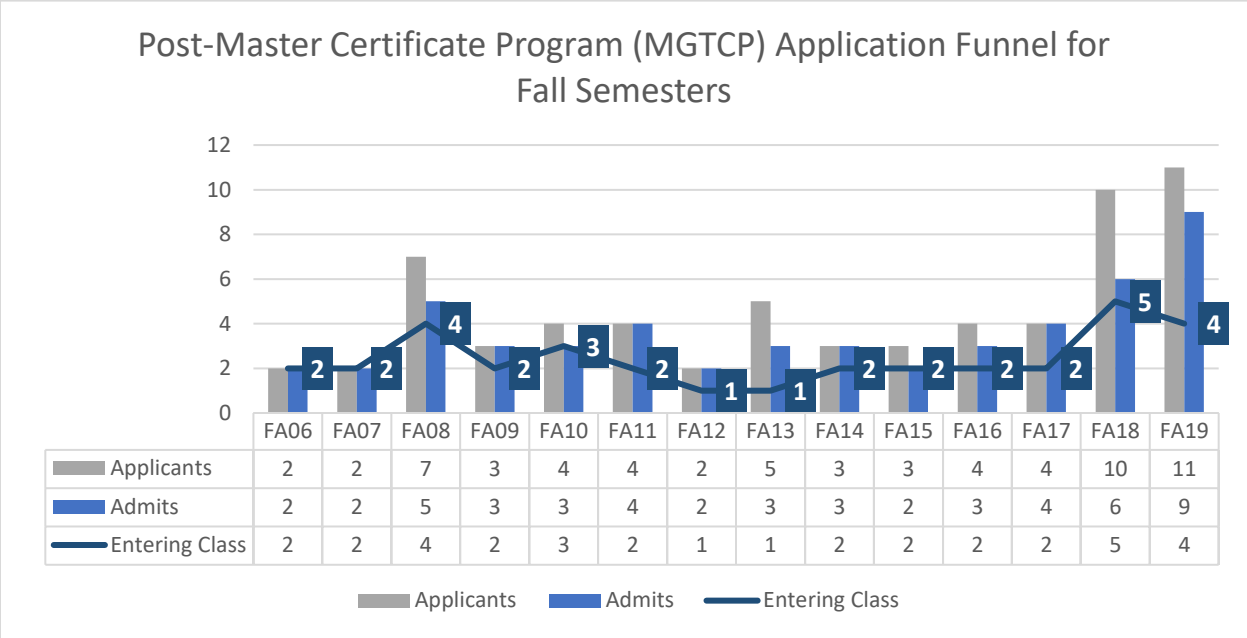


	SP07	SP08	SP09	SP10	SP11	SP12	SP13	SP14	SP15	SP16	SP17	SP18	SP19
Applicants	97	92	97	152	207	206	199	146	141	125	120	132	115
Admits	52	52	50	96	132	127	111	79	68	64	60	58	64
Entering Class	46	44	46	91	124	111	102	73	63	61	50	50	50

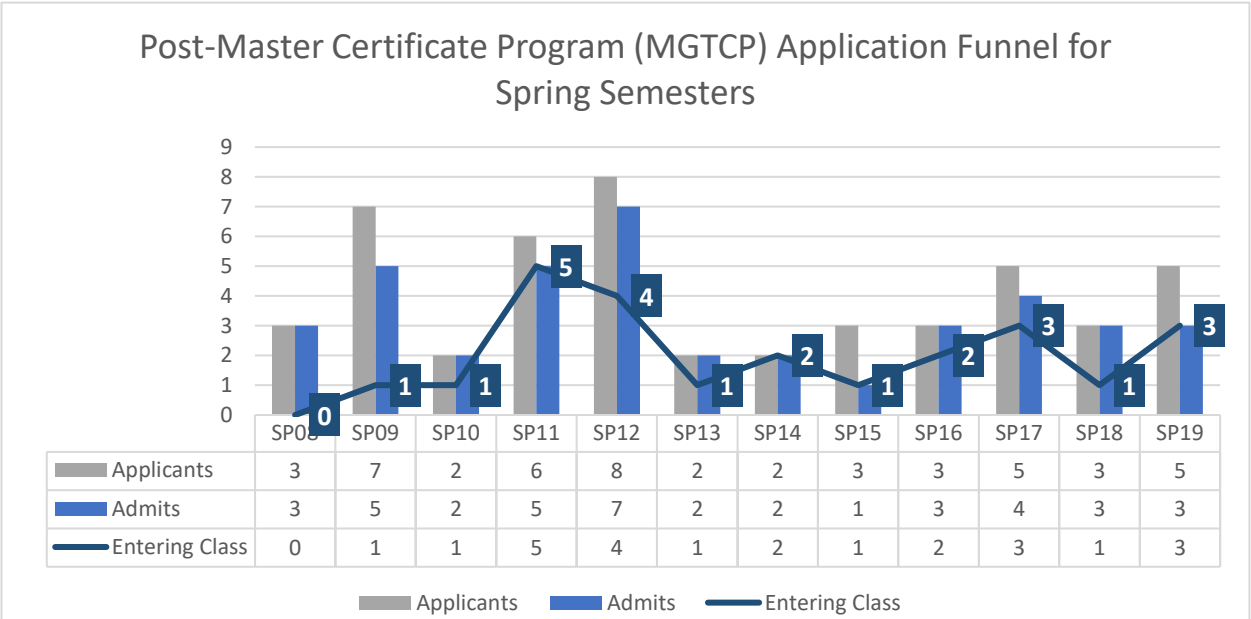


	SU07	SU08	SU09	SU10	SU11	SU12	SU13	SU14	SU15	SU16	SU17	SU18	SU19
Applicants	31	31	31	43	17	13	15	12	8	40	55	48	43
Admits	21	15	13	28	13	7	10	4	1	22	32	28	25
Entering Class	19	15	13	23	8	6	8	2	1	17	27	21	16

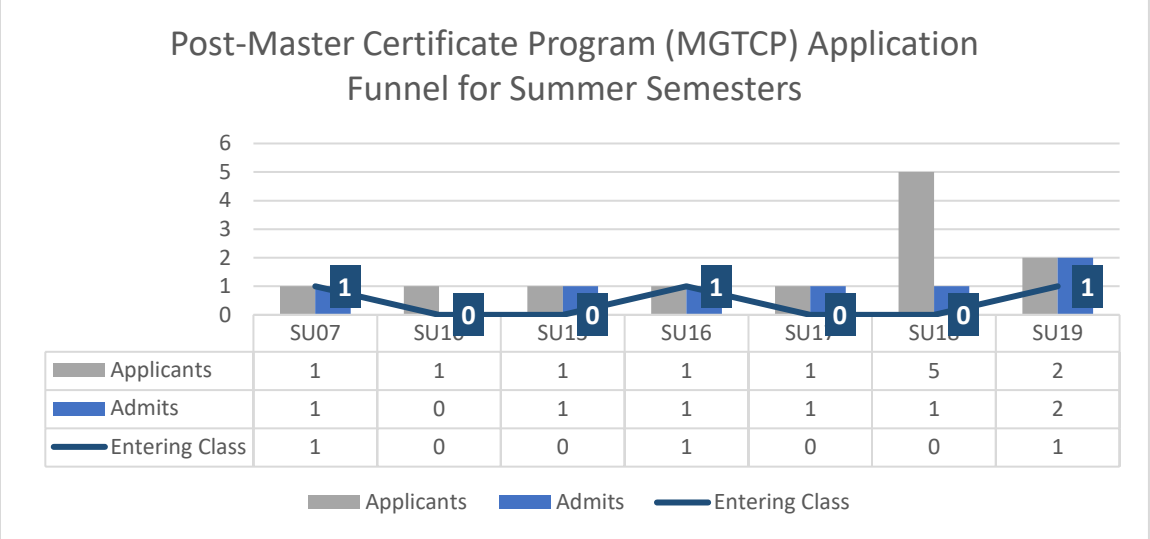
Post-Master Certificate Program (MGTCP)



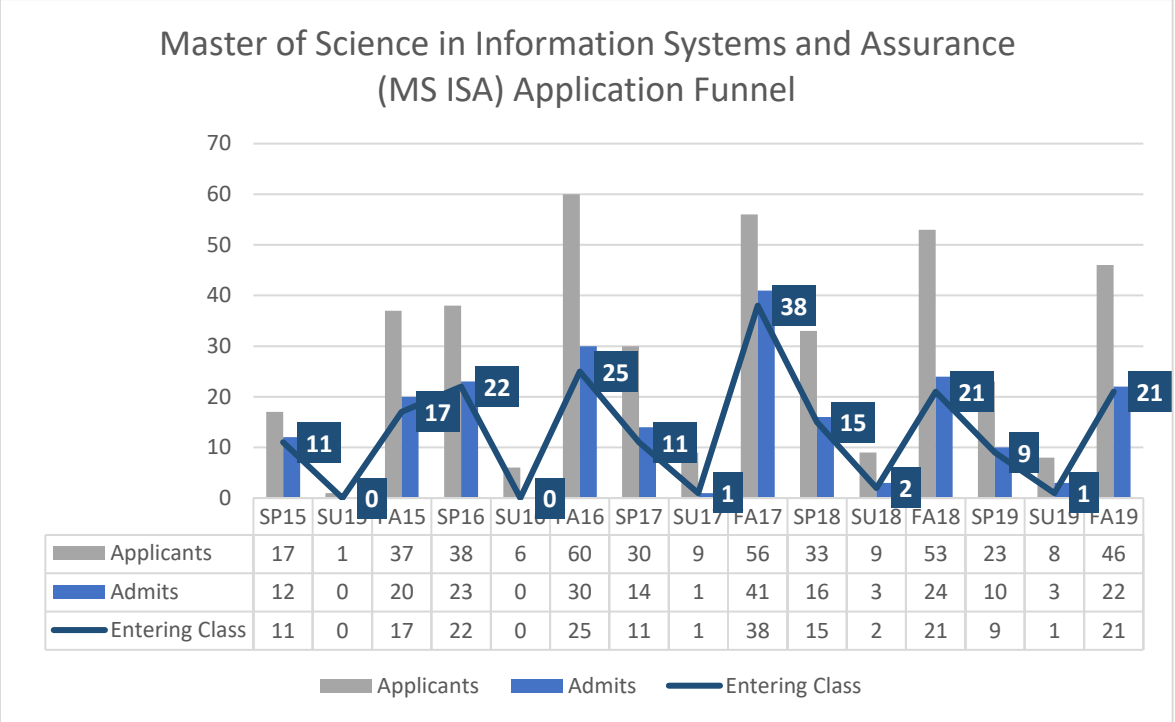
	FA06	FA07	FA08	FA09	FA10	FA11	FA12	FA13	FA14	FA15	FA16	FA17	FA18	FA19
Applicants	2	2	7	3	4	4	2	5	3	3	4	4	10	11
Admits	2	2	5	3	3	4	2	3	3	2	3	4	6	9
Entering Class	2	2	4	2	3	2	1	1	2	2	2	2	5	4



	SP08	SP09	SP10	SP11	SP12	SP13	SP14	SP15	SP16	SP17	SP18	SP19
Applicants	3	7	2	6	8	2	2	3	3	5	3	5
Admits	3	5	2	5	7	2	2	1	3	4	3	3
Entering Class	0	1	1	5	4	1	2	1	2	3	1	3



Master of Science in Information Systems and Assurance (MS ISA)



4D: Advisement Practices *Discuss the unit's advisement process for students, including an explanation of how the unit has attempted to improve or address issues regarding its advising practices.*

The Anderson School of Management aims to provide high quality services that positively impact the retention, graduation, and overall success of undergraduate and graduate students. The advisement team at Anderson applies a comprehensive scope to student advisement with practices and policies designed to best meet the needs of students. Each advisor provides necessary support for time sensitive and in-depth approaches to the diverse needs of students, faculty, and staff at UNM and Anderson. In addition, advisement team members critically evaluate and implement improvements in programming, policies, and procedures that positively impact the experiences and outcomes for students. The advising team meets bi-weekly to share best practices and to disseminate information about how students are responding to current curricular changes.

Advisors are involved in all areas related to tracking and communicating student progress. This requires knowledge and skill working with a number of practices and processes including: orientation, review of student transcripts from UNM and transfer universities to determine admission, processing and communicating information to students about probation and suspension, providing capacity restrictions and releases, identifying at-risk students and coordinating early intervention opportunities, attending outreach events resulting in continued student enrollment increases, providing curriculum planning according to individual interests and career goals, assisting with registration processes, providing coaching for changes of major, processing of course overrides, scheduling and coordination of advisement group and individual appointments, monitoring student feedback through survey information, reviewing and adding to weekly announcements, participation in a number of Anderson and cross-UNM meetings, graduation certification, and many more key processes.

Oversight of our advisement center is provided by a manager of academic advisement. Our undergraduate advisement team consists of 7 academic advisors and 1 supervisor, and our graduate advisement team consists of 2 academic advisors and 1 supervisor. Advisors at Anderson are at a ratio of 350:1 for undergraduate and 250:1 for graduate.

4E: Student Support Services *Discuss any student support services that are maintained by the unit and evaluate the relevance and impact of these services on students' academic success.*

In addition to student advisement, Anderson has 2 full-time staff members who provide career services support to students. The Career Services Office works closely with faculty of ACCT 2110 to engage pre-business students and encourage involvement in career related events early in their academic program. The Career Services team continues to cultivate relationships with employers seeking interns. Lastly, the Career Services website has been redesigned to provide more relevant information in an easy-to-use format for both students and employers: http://jobs.mgt.unm.edu/.

4F: Graduate Success Discuss the success of graduates of the program by addressing the following questions:
How does the unit measure the success of graduates (i.e. employment, community engagement, graduate studies, etc.)?
What are the results of these measures?

Each semester, we conduct an exit survey to evaluate salaries, placements and student perceptions of educational experience. With such a wide-ranging set of stakeholders our graduates are placed in a variety of organizations across the globe. We participate in internationally-known survey rankings such U.S. News & World Report, Princeton Review, and CEO Magazine. Recent survey results indicate that more than 30% of students complete an internship and approximately 70% of all Anderson students are employed at graduation. Additionally, more than 60% of Anderson graduates have an interest in pursuing a graduate degree.

Anderson graduates are placed in a variety of organizations across the globe including financial services, healthcare, government, and technology industries. Top local employers include Intel, KPMG, Los Alamos National Laboratory, Moss Adams, Presbyterian, and Sandia National Laboratories (SNL). The greatest number of Anderson Alums work at Sandia National Laboratories, with over 400 at SNL. Anderson has been partnering with both National Laboratories in New Mexico to ensure a pipeline of business operations professionals to the large number of anticipated openings over the next five years.

Criterion 5. Faculty

The faculty (i.e., continuing, temporary, and affiliated) should have appropriate qualifications and credentials and be suitable to cover the curricular requirements of each degree/certificate program.

5A: Composition After *completing the Faculty Credentials Template (Appendix D), discuss the composition of the faculty and their credentials (i.e. proportion of senior versus junior faculty, proportion of women and underrepresented faculty, etc.). Provide a link to the faculty vitae.*

The Anderson School's faculty for Fall 2019 consisted of 26 women and 35 men or roughly 43% women and 57% men. The School is moving towards a more balanced gender composition and will be mindful of this outcome as we search to fill new positions. In 2019, Anderson lost 3 women TT faculty, but brought 2 women in as its only new hires.

The School has made especially strong progress in increasing the gender diversity of the faculty at the assistant professor ranks. Over time, the hope is that gender ratio in the junior faculty will translate into further gender diversity at the upper ranks. The departments have the capacity to assist in this process via mentorship. The department chairs have discussed and will be implementing specific plans to encourage collaborative work between junior and senior faculty. We expect that these efforts will assist new faculty in integrating into the Anderson School. This also assumes that these female faculty will continue at Anderson after achieving tenure here.

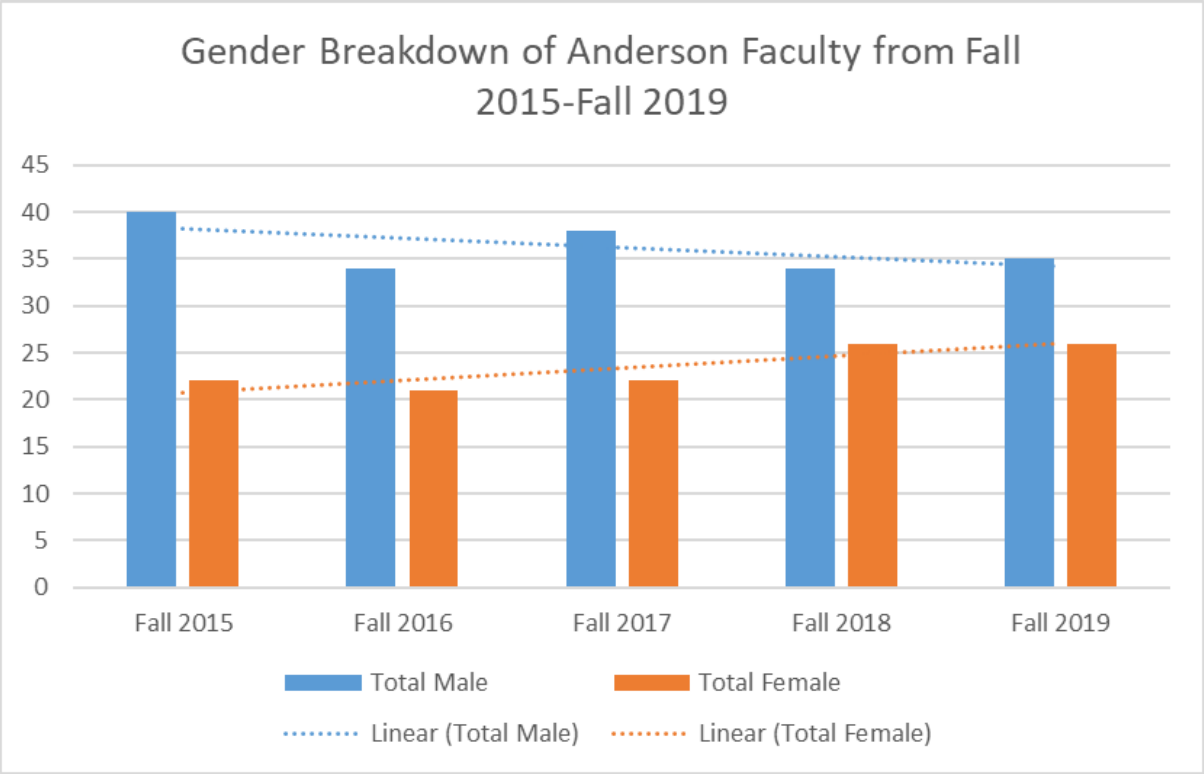
A challenge we face in increasing the diversity of the faculty is that minority candidates often command a premium in the hiring market. As we search for continuing appointments, we will work with Advance at UNM, the Division for Equity and Inclusion, and the Provost's Office regarding potential resources and strategies that may assist us in increasing the diversity of the Anderson School faculty.

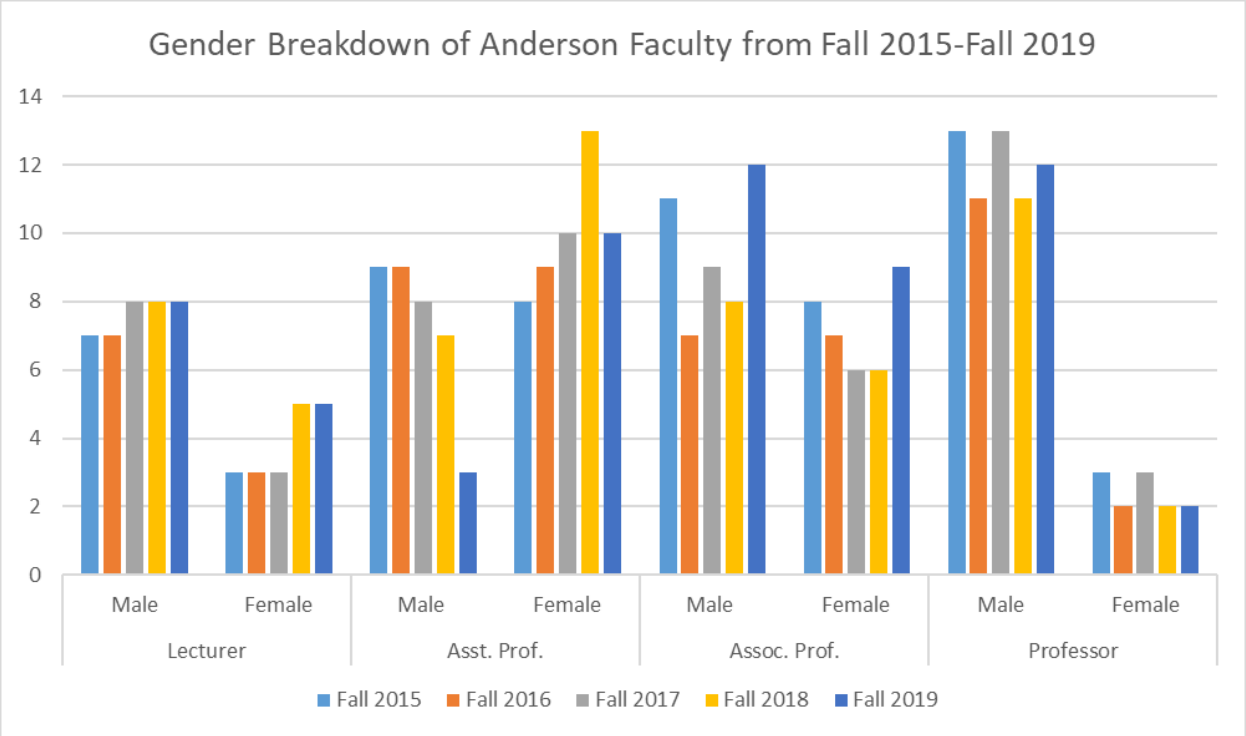
The Anderson School is also a sponsor of the AACSB PhD project. The objective of the PhD Project is to increase the diversity of business school faculties through support of minority doctoral candidates. The sponsorship provides the Anderson School with access to a listing of PhD Project participants. This program has increased the number of eligible minority candidates and may help us identify potential faculty members.

The completed Faculty Credentials Template can be found in Appendix C. Anderson Faculty Vitae can be accessed through the following link:

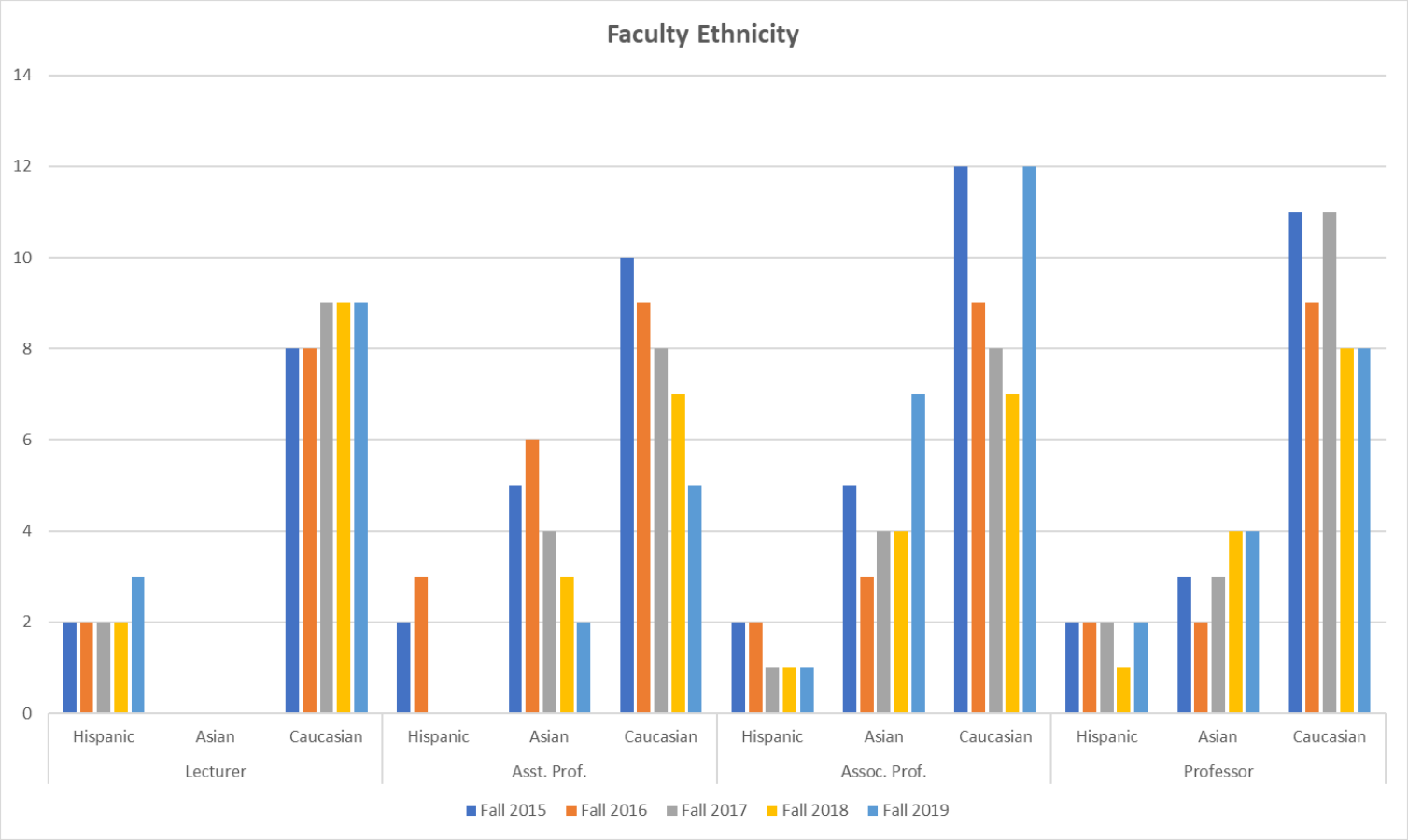
https://unmm-my.sharepoint.com/:f:/g/personal/aruizolivas_unm_edu/EgGzT2gCxfdJn_cKKQxdpQAB8GvugOqrX86ICJiiqafQUg?e=7mNxGH

Gender breakdown of Anderson faculty





Ethnicity breakdown of Anderson faculty



5B: Course-Load *Explain the process that determines and assigns faculty course-load (i.e., how many courses do faculty teach per semester, how does the unit determine faculty assignment to lower division vs. upper division courses, etc.). Describe the faculty-to-student and faculty-to-course ratio, and any impacts this has on unit success.*

The UNM Faculty handbook states that normal teaching load each semester is nine adjusted credit hours.

The Anderson School of Management faculty supports the reduced teaching loads for the following activities stated in their rank of priority.

- Exceptional productivity in scholarship, research and creative work
- Development of sponsored research proposals
- Course or curriculum development
- Special administrative assignments or exceptionally heavy committee assignments
- Load reduction in compensation for teaching overloads in an alternate semester

Offers of appointment for new faculty at tenure code 1 should have reduced teaching loads of four courses per academic year (twelve units) for first six years. Additional course releases are subject to departmental approval and budgetary constraints.

To be eligible for off-load/overload teaching, full-time faculty will maintain an approved AACSB status as defined by Anderson policy (SA = scholarly academic, PA = practice academic, IP = instructional practitioners, or SP= scholarly practitioners). Tenure/tenure-track faculty members must be either SA or PA and have received at least a "meets expectations" in all areas in their most recent annual review to be eligible for overload teaching. Lecturers must be either SP or IP and have received at least a "meets expectations" in all areas in their most recent annual review to be eligible for overload teaching. Exceptions to this policy must be approved by the Department Chair in advisement with the Dean's office.

For the fall of 2019 semester the average faculty-to-student ratio for undergraduate students was 1:47 (one professor per 47 undergraduate students) and the average faculty-to-student ratio for graduate students was 1:19 (one professor per 19 graduate students). For the fall of 2019 semester, the faculty-to-course ratio average for full-time faculty was 7 credits hours and the faculty-to-course ratio average for part-time faculty was 3 credit hours.

These faculty to student and faculty to course ratios are sustainable with Anderson's student retention and graduation targets. However, given salary pressures and the extra compensation associated with more teaching, Anderson professors have increasingly sought overload teaching responsibilities. Because of this, Anderson leadership has instituted the new policies explained above regarding overload teaching. As can be seen from the faculty to student undergraduate ratio of 1:47, even teaching one extra section can impair the faculty member's ability to deliver a quality student experience.

5C: Professional Development *Describe the professional development activities for faculty within the unit, including how these activities are used to sustain research-related agendas, quality teaching, and students' academic/professional development at the undergraduate and graduate level.*

Significant funds are provided by the Anderson Foundation Board that allow for faculty to attend conferences or other professional development opportunities held throughout the year. Over 90% of our faculty attend a conference or professional training seminar in any given year. Faculty are incentivized to present and disseminate their research at a second national/global conference within their disciplines. In addition, there are competitive summer research grants available to faculty that are made possible by the dean's use of a generous gift from Ernest and Mary Rich. These activities sustain research-related agendas by allowing faculty to iteratively improve their ideas, moving towards publication success at a peer reviewed journal. Given the connection between research and application in the business disciplines, research and pedagogical advances have a direct correlation in business school curriculum. In other words, there is a cyclical relationship wherein research informs business practice and vice versa.

Criterion 6. Research, Scholarship, & Service

The unit should have structures in place to promote active engagement in research, scholarly, and creative works among the faculty and students (if applicable, differentiate for each undergraduate and graduate degree and certificate program).

6A: Scholarly & Creative Works *Describe the scholarly/creative works and accomplishments of the faculty. Explain how these support the quality of the unit; what are particular areas of strength?*

High quality research publications support the Anderson School of Management in a number of ways. There are significant and immediate positive reputational effects from high quality publications. Faculty are recognized internationally for knowledge dissemination that occurs with "A-level" publications. Moreover, Anderson business school curriculum often includes the application of cutting-edge research within the classroom. Sometimes, years before an updated textbook publication occurs, research performed by our world-renowned faculty is distributed to our Anderson student body.

As can be seen in the subsequent table, Anderson faculty are active researchers. In the five years previous (AY2015-AY2019), there were 400 intellectual contributions published, including 218 peer reviewed journal articles. Peer review is tantamount to discerning high quality within business school publications.

Particular areas of scholarly strength within Anderson include Marketing and Operational Strategy, Consumer Decision-Making, Information Assurance, Business Ethics, Management of Technology, Fraud, Organizational Stigma, Organizational Deviance, Entrepreneurship, Blockchain and Digital Currency, and Archival Financial Research

Table 2-1: Intellectual Contributions for the 5-year period 2014-2015 through 2018-2019

Part A: A 5-year Summary of Intellectual Contributions

	Portfolio of Intellectual Contributions (Includes *refereed only*; *published only*)				Types of Intellectual Contributions										Percentages of Faculty Producing Intellectual Contributions	
Department	**BDS**	**AIS**	**TLS**	**Total**	**PRJ**	**ERJ**	**Proc**	**Pres**	**Grant**	**Txbk**	**Case**	**PPS**	**OIC**	**Total**	**Part**	**All**
Accounting [28 members, 28.00 FTE]	85.00	1.00		86.00	37.00		1.00	48.00						86.00	75.00%	50.00%
Organizational Studies [50 members, 50.00 FTE]	105.00			105.00	41.00		4.00	60.00						105.00	61.90%	26.00%
Fin, Int'l, Tech Mgmt, and Entrepreneurship [39 members, 39.00 FTE]	64.17	3.00	3.00	70.17	56.17		1.00	12.00			1.00			70.17	68.75%	30.77%
Mktg, Info & Decision Sciences [38 members, 38.00 FTE]	136.33		3.00	139.33	83.33		37.00	17.00		2.00				139.33	66.67%	42.11%
Other [6 members, 6.00 FTE]																
College Totals: [161 members, 161.00 FTE]	**390.50**	**4.00**	**6.00**	**400.50**	**217.50**	**0.00**	**43.00**	**137.00**		**2.00**	**1.00**			**400.50**	**66.67%**	**34.16%**

**This report excludes Members who left PRIOR TO or DURING the Normal Academic Year (2018-2019).*

BDS: Basic or Discovery Scholarship
AIS: Applied Integrative/Application Scholarship
TLS: Teaching and Learning Scholarship
PRJ: Articles in peer-reviewed journals
ERJ: Articles in editor-reviewed journals
Proc: Articles in Academic/Professional Meeting Proceedings
Pres: Academic/Professional Meeting Presentations
Grant: New Competitive Research Grants Funded
Txbk: Textbooks
Case: Cases
Selected on Settings tab: PPS: Professional Practice Standards or Public Policy **Selected on Settings tab: OIC:** Other Intellectual Contributions, selected by College (peer reviewed paper presentations, books, chapters, research seminars, papers presented at workshops, instructional software, study guides, instructor's manuals, publicly available material describing the design and implementation of new curricula or courses, technical reports related to funded projects, publicly available research working papers, supplements, non-refereed journal articles, etc.) **Selected on Settings tab: %:** Percent of Member FTEs Producing Intellectual Contributions

6B: Research Expenditures *If applicable, include a summary of the unit's research related expenditures, including international, national, local, and private grants/funding. How is faculty-generated revenue utilized to support the goals of the unit?*

As is typical with most business schools, Anderson does not generate much research related expenditures (e.g., funded research). For FY19, the total research related expenditures were $719,405. And, much of these "research related" expenditures were not actually directly related to research. A complete list of the funded projects at Anderson is below:

Grant Title	Grant ID	FRAGRNT Lead PI Name	RES_EXP_$
37699:UNM Information Assurance Sch	2RAJ5	Burd, Stephen	125,107.94
Computing and Network Services 2015	2RDH9	Seazzu, Alessandro	3,803.56
LANL Project Management	2RJG4	Walsh, Steven	26,205.26
Modeling Recurring Event-Driven Dyn	2RMT8	Flor, Nick	21,990.78
New Mexico Small Business Assistance	2RCZ4	Walsh, Steven	69,942.27
Sandia New Mexico Small Business As	2RJN0	Walsh, Steven	41,220.70
UNM Information Assurance Scholarsh	2RKF9	Burd, Stephen	431,134.49
Total			**719,405.00**

The only grants characterized as truly research related are Alessandro Seazzu's small grant and Nick Flor's grant. The total of these grants is less than $30,000. Steve Walsh's work relates to two projects, neither of which is directly research related. One is his work through Los Alamos National Laboratory (LANL) and Sandia National Laboratories (SNL) to support NMSBA grants that work directly with technology-related businesses to improve their businesses' management. The other is his work with LANL to develop a project management curriculum at Anderson. LANL has generously provided $400,000 to develop this program to ensure a pipeline of project managers to fill their growing need for this expertise. SNL has also assisted in the development of this program, but it has not involved direct contracts or grants to Anderson.

Steve Burd's work is an NSF grant, but it is also not directly research related. He has received more than $2 million dollars in NSF grants, but this is through the Scholarship for Service program which directs most of the money to student scholarships. This program helps ensure talent for the government agencies in the areas of cybersecurity and information assurance (IA).

Not captured in the research expenditure report is work done by Lisa Marchiondo as part of the Advance team, Nick Flor on multiple NSF grants as a Co-PI, and Karen Patterson and Evelyn Michelotta with two of the UNM Grand Challenges. Also, the work with project management and information assurance has the potential to lead to grants that are purely research related. Anderson is always looking to expand its faculty's participation in funded research and on funded research projects.

6C: Research Involvement *Give an overview of the unit's involvement with any research labs, organizations, institutes, or other such centers for scholarly/creative endeavors (i.e. formal partnerships with Sandia National Laboratories, CHTM, community organizations, local media, etc.).*

While Anderson has a very robust relationship with the national labs, much of this relationship centers on providing a highly skilled workforce for the labs' business operations. In fact, Sandia National Laboratories is the single largest employer of Anderson alumni with over 500 Anderson alumni in its workforce. In partnership with the College of Engineering, we are working on a proposal to the National Nuclear Security Administration (NNSA) around UNM's work in project management that will lead to research opportunities. We are continually working to expand the research relationship we have with LANL and SNL.

Additionally, Anderson faculty such as Manuel Montoya and Michelle Arthur are actively working with the various centers and institutes on campus. Dr. Montoya and Dr. Raul Gouvea are each highly involved with the Latin American and Iberian Institute. Dr Arthur is involved with the Feminist Research Institute, having served on its board for many years. Two Anderson faculty were involved with the Grand Challenges initiative, Dr Karen Patterson is involved with the team focused on Reducing Substance Abuse in NM. Dr. Evelyn Michelotta was part of the Successful Aging Team. Unfortunately, Dr. Michelotta accepted an offer from the University of Ottawa and is no longer on the UNM faculty.

One of the most exciting recent developments at Anderson is the team lead by Dr. Garima Sharma to establish the Anderson School as a center for research and teaching to better understand a new organizational form, the B Corp. B Corps are businesses that certify their social, environmental and governance practices through an independent third-party called B Lab. This all-day event was attended by about 100 people and a diverse set of panelists including business, government and academics shared their insights on B Corps and responsible business in NM. The event culminated into the announcement of the NM for Good Program, scheduled to launch in Fall 2020. As the first step, we received 70K from Santa Fe Innovates, an accelerator in Santa Fe, for research on impact investing and social entrepreneurship; module development for the accelerator; and student engagement projects.

Anderson is also home to the Center for Information Assurance Research & Education (CIARE). Information assurance (IA) is an interdisciplinary field combining specialized aspects of computer science, computer engineering, information systems and accounting. CIARE focuses on research related to information assurance, this includes cyber security, securing networks, systems and information services against threats, ensuring privacy and confidentiality of an organizations data, and investigating fraud including both technical and financial aspects. Faculty affiliated with CIARE include computer scientists, Management Information System experts, and electrical and computer engineers.

6D: Student Opportunities *Describe the opportunities for undergraduate and graduate students to be involved in research/creative works through curricular and extracurricular activities.*

Numerous Anderson faculty and staff support undergraduate and graduate students as advisors for student organizations. Students are encouraged to participate in these organizations which serve as excellent recruiting channels as well as enhancing their student experience. A current list of student organizations and faculty advisors can be found here: https://www.mgt.unm.edu/students/organizations.asp.

Anderson students are also able to benefit from experiential learning opportunities available via the Anderson Behavioral Lab. The Anderson Behavioral lab is an interdisciplinary resource for research in human behavior and serves as an important research and teaching resource of the Anderson School of Management.

The lab facilitates both in-person and online studies addressing a variety of organizationally relevant topics, such as: decision making, social influence processes, team dynamics, leadership, workplace emotionality, stereotyping and prejudice, counterproductive work behaviors, negotiation, morality, cultural dynamics, and prosocial behavior. In addition to facilitating the research of Anderson faculty, the lab gives Anderson students a unique opportunity to learn about the process of conducting research with human subjects. Each semester, hundreds of students gain first-hand experience with research by participating in ongoing studies and a select group of advanced students are given the opportunity to serve as research assistants working on research-focused directed study projects with participating faculty members. As of the beginning of Spring semester, 2020, 8600 students have learned about behavior-related business research by participating in studies associated with the lab as part of their classes. Additionally, over 35 advanced undergraduate and graduate students have gained in-depth experience with study design and facilitation by serving as laboratory assistants. Two former lab assistants have now earned PhD degrees in Management and several others are preparing applications for PhD programs.

Approximately 45 studies have been conducted by faculty researchers in multiple departments within the business school over the past eight years. Over 30 scholarly works have been generated based on data collected in the lab—a variety of which consist of "elite-level" publications in highly prestigious academic journals.

6E: Community Service *Describe faculty members' service to the UNM community and beyond (local, national, global). Examples include community engagement practices, volunteering on committees, professional organization membership/leadership, etc.*

Anderson is highly engaged with the community, as one would expect from a business school. Many examples of this engagement are below. Anderson Faculty work with leaders from businesses, nonprofit organizations, and tribal governments to ensure organizational best practices are communicated across the state. Our community service generally falls within three broad areas: Student-facing activities, career services, and business-community partnerships.

<u>Student-Facing Activities</u>

Fundraising for student scholarships, student outreach activities, student organizations and opportunities supported by the school for students to participate in academic and professional competitions:

- The 30th anniversary 2019 Hall of Fame Awards Banquet was a huge success. It raised approximately $125,000 (net), sold 50 tables, and had approximately 500 guests in attendance. This event raises funds for Anderson student scholarships.
- Anderson students continue to participate in local, national, and international competitions. This year's winning awards included the following:
    - Small Business Institute (SBI) National Project of the Year Award – student projects continuously place among the top three in the National SBI competition. In 2019, an Anderson team took 2nd place in the graduate category.
    - The Anderson team in the inaugural Daniels Fund graduate ethics case competition took first place.

    - Winning the Acura ILX Marketing Challenge.
- In addition to the success this year, faculty have long worked closely with Anderson Small Business Institute, directed by Stacy Sacco. For example, Dr. Dimitri Kapelianis incorporates community projects into graduate classes for MGMT 582 Marketing Strategy and MGMT 722 Marketing Management. During this time, Dr. Kapelianis has worked with MBA students to help address the marketing challenges of more than fifty community clients of the SBI. The quality of this work has been recognized nationally, where his students have been finalists and won the nationwide SBI graduate project of the year award several times. Specifically, the student groups who worked with:
    - Starlight Furniture won the award in 2015.
    - Explora placed third in 2016.
    - Amrak Enterprises won the award in 2017.
    - National Hispanic Cultural Center placed second in 2018.
      Albuquerque Public Schools Volunteer Services, named as a finalist in 2019.

- Through the Daniels Fund grant, Anderson continues to develop and provide business education teaching resources, workshops, and programs on teaching business ethics; students also participate in competitions and recognition events for principle-based ethical leadership and practice. The Anderson chapter of the NASBA-affiliated (National Association of State Boards of Accountancy) Student Center for Public Trust was the first such chapter west of the Mississippi. It was recently recognized as a gold-star chapter of SCPT, putting it in the top 25% of all SCPT chapters.

- The highly successful UNM Entrepreneurial Challenge continues with a rebranding of the UNM Business Plan Competition. This competition encourages UNM students to collaborate on teams that commercialize technology products developed at UNM, Sandia National Laboratories, Los Alamos National Laboratory, and other organizations. In addition to technology related business, this competition provides support to new businesses which cannot be funded through conventional investment. Winning teams for these competitions received approximately $35,000 in prize money to help the teams launch their businesses.

- Two Accounting based student organizations, Beta Alpha Psi (BAP) and the Association of Latin and Professionals for America (ALPFA), have increased membership by 50% in the last two years and have implemented several new initiatives that involve the community. BAP transitioned from weekly technical meetings to a conference style monthly meeting format. Meetings with professional chapter members gives students experiential and professional development experience. Attendance at Beta Alpha Psi's regional and national meetings has increased by 75%, exposing them to professional networking opportunities and community projects. Attendance at ALPFA's annual meeting has increased 50%, giving the students access to an exceptional national career fair if they wish to fulfill out of state aspirations.

- The Association of Certified Fraud Examiners (ACFE) student chapter was created to help connect students to subject matter experts and improve and support the Anderson Information Assurance initiatives. A field trip to the local FBI office in 2019 exposed them to career opportunities within law enforcement. Local and national speakers have come to campus, including high profile fraudsters, to help students understand the complexities surrounding all aspects of fraud. Local subject matter experts were also invited from Sandia National Laboratories and Los Alamos National Laboratories to speak to Information Assurance students expanding upon materials presented in class.

- The International Business Students Global (IBSG) has become a very important Anderson student organization since the last APR. IBSG initiatives include the following:

  IBSG Book Projects
  - IBSG is constantly doing work that is globally engaged. Last year, they published the Outside the Margins book, which has now reached nearly 100,000 downloads on the IBSG website and has become an important resource for students and the general public to think about global displacement and the managerial implications of that work. They're currently working on a second book on conflict resources, which will get students to think about the social impact of transnational supply chains, consumption habits, and other important ways in which people's production and consumption is connected to the exploitation of human life and other conflict issues. This work will lead to collaborations with the International Council on Mining and Minerals, which is in charge of inter-board oversight of social practices by the world's largest resource extraction companies.

- Craft Economy projects

  - For six years, IBSG and other partners across campus have worked on projects to understand and support the work done within the craft economy sector. Dr. Manuel Montoya's current relationship with Erasmus University, Rotterdam has expanded that network to a group of international experts on craft economy. Some examples of the work done through special projects and workshops includes:

    - A symposium on the Mezcal/Sotol industry as a thriving part of the global craft economy. This included the worlds experts on Mezcal/Sotol production to discuss the intersection of social/cultural and political impact on the process whereby these products are made, sold, and distributed.

    - A project to include the three largest craft markets in NM (and the world: The International Folk-Art Market Santa Fe, Spanish Market, and Indian Market) to have pop-up markets at the Olympic Games (Rio 2016, Pyongchang 2018). This included faculty-led student trips to visit the International Olympic Committee and national planning committees in each country to determine feasibility and strategy.

- UNM Center for Sales & Business Development

In 2019 Anderson launched the UNM Center for Sales & Business Development. The primary goal of the center is to offer students sales experience before they enter the professional world. The inaugural community partners for the UNM Center for Sales & Business Development are:

  - Cintas
  - Colliers International
  - Cumulus Media
  - DNV GL
  - Garcia Automotive Group

- Henry Schein
- Office Depot, Inc.
- Sandia Office Supply
- Solar Works Energy
- Pulte Homes
- Thyssenkrupp
- Tom & Krista Parr
- Zia Trust, Inc.

Career Services

Career services activities provide student networking opportunities and/or career coaching.

- Anderson's Career Services and the Anderson Alumni Association partnered for the "Lunch with an Alum" series to provide students with an opportunity to meet and learn from Anderson alumni on what it is like in the "real world". These events were hosted by the Alumni at their places of work, including the ABQ Sunport and Fidelity Investments.

- During the spring 2019 semester, the Career Services Office enhanced relationships with employers seeking interns; with the increased number of internships that provide meaningful career experience, the program saw a 14% increase in total participation for students seeking internships. Additionally, the number of employers hiring interns increased by 61%.

- The Anderson School held a variety of career-related events for students. These included the Twelfth Annual Native Career fair co-sponsored by Anderson and American Indian Business Association (AIBA). This event builds bridges with the Native American business community and allows Native and Non-Native organizations recruitment opportunities with Anderson students. The Career Services Office continued to sponsor career weeks and job fairs to give students the opportunity to network with employers, gain experience in interviewing, and learn how to prepare for a successful job search.

- Interactions with local and regional firms, organizations and businesses have increased through several new endeavors. Both local and regional public accounting firms, national laboratories, and local government agencies have offered internship opportunities especially at the undergraduate level. Anderson has sponsored several lunches and meetings with local business professionals to further connect students to career opportunities and educational needs.

- In fall 2019, Anderson partnered with E&J Gallo Winery to educate interested students, faculty, and business partners on the nuances of careers within the wine and spirits industry. The director of recruiting facilitated a discussion on the development of interpersonal skills, the importance of establishing broad networks, and the value of leveraging your own personal brand.

- In fall 2018 and 2019, the Anderson School participated in Women Entrepreneurship Week as the only New Mexico participant. Events across the globe (with 160 of participating institutions in 32 countries and 46 states in the U.S.), highlighted the career trajectories of successful local women entrepreneurs

from varying industries and stages of development. As a result, a new student organization was founded in 2019 - Women in Management (WIM). In its inaugural semester, this student organization already has 34 active members. These activities have spurred increased awareness regarding the impact of women in the workforce. In spring 2020, WIM will engage the business community in a day long symposium entitled, "Women Who Thrive".

Business-Community Partnerships

Community outreach from the Anderson School provides services to the community at-large about research and activities. Faculty are involved to further educate and provide experiential learning opportunities for students.

- Binational Business Program – In association with the Fulbright Garcia Robles foundation in Mexico, UNM Mexico/GEO, COMEXUS, The City of Albuquerque (CoA), and the NM Trade Alliance, Anderson has created a binational business program that brings at least one Fulbright student to UNM to study as a non-degree graduate student. During that time, they work with the NM Trade Alliance and the CoA on increasing NM's trade capacity for local businesses and for the border region. As part of this, our Fulbright students are on the frontline of establishing relationships with Mexico through embassies, companies, and other important stakeholders. In the past few years, our students have been responsible for several benchmarks:
    - Brokering the first international flight to Albuquerque in 30 years.
    - Building and creating an export readiness tool that will launch in 2020, free and accessible to the public (and a data source previously unavailable to the state).
    - Mentoring other UNM students through IBSG's consulting consortium.

  Last year, UNM was voted the top destination for business students coming to the USA through the Fulbright foundation.

- Global Ties - This year, work is being done with Global Ties, ABQ, a local organization focused on bringing international visitors from throughout the world to New Mexico (this includes the Santa Fe Council on international relations, SFCIR) to make a cohesive set of programming that serves our many degree programs and our student experiences with global issues. Many visitors are either entrepreneurs or work on the social impact of economic growth and a series of work is being built (including our World 101 project) to help improve the global awareness of our students, faculty, and community in a shared way.

- 490 Social Impact Metrics Course – Engagement with Local Communities on a Global Scale - As part of Anderson curricular efforts, we provided a course called "Social Impact Metrics" which provided students an opportunity to understand the relationship between economic growth and social impact. The emphasis in the class is to provide tools for students to learn how to translate social and economic impact across stakeholder groups while learning more about the challenges associated with translation and curation of these metrics. Last year, this class supported the review of Women 2 Be, a local organization that provides education for young girls transitioning to womanhood in developing communities. This project included an assessment of the quality of their engagement with a specific focus on issues of power equity, sustainability, and data-driven outcomes. This assessment included an international trip to Zambia to provide on-site assessment of their work.

- Terra Prime - Anderson, University College, LAII, International Studies, Honors College and other units on campus are partnering to develop a summer program. Sponsored in part by Sandia National Laboratories the 5-day program will serve as a model for what could become a certification similar to those offered in CIBER (Center for International Business Education Research) mini-graduate training programs. The concept will combine an intensive exploration of higher order abstract concepts (e.g., Memory/Forgetting, Reproduction, Capital, Counting Lives) and get participants to think outside of disciplinary silos in very creative "unworkshops". Part two will focus on developing strategic futures that redefine how one relates to planetary issues and develops strategies to address major world problems through commercial enterprise. Our key theme is "Rural Cosmopolitanism", which is a term developed by Dr. Manuel Montoya, that rethinks how modern economic systems conflate the word urban and the word "cosmopolitanism" and then strategizes how the rural can be both globally competitive and world-shaping. If successful, the program can serve as a model for a unique application for a CIBER grant for UNM, utilizing and relating to other projects on this list.

- State Bank AFLEP forum on public banking - The Alliance for Local Economic Prosperity (AFLEP) has approached Anderson with a concept related to social entrepreneurship through the lens of a state public bank. Working through the model of the North Dakota State Bank, we are working to build a corresponding intellectual space for people to discuss important concepts related to the proposal for a state bank including:
    - What "public" means in New Mexico and how one creates financial instruments in the context of polycentric publics.
    - How financial models, services, and regulatory apparatuses evolve when thinking about complex service to communities like New Mexico.
    - Building a thriving glossary of terms that are shared with the public, including thinking about power issues in the state and how that influences economic inclusion.
    - A focus on agricultural and financial inclusion

  A mini-symposium is being planned for the end of February (in coordination with Dr. Reilly White). We hope to include other people from ASM as the semester ends.

Criterion 7. Peer Comparisons

The degree/certificate program(s) within the unit should be of sufficient quality compared to relevant peers. (If applicable, differentiate for each undergraduate and graduate degree and certificate program offered by the unit.)

7A: Analysis Choose 3 peer departments from the Peer Comparison Template (Appendix E) to contrast with the unit. After completing the Template for these departments, provide an analysis of the comparison.

- *The unit may choose to select an alternative peer institution designated by a relevant*

For peers we chose the Lee School of Business at UNLV, the College of Business Administration at UTEP, and the College of Business at NMSU. The total university enrollments are roughly comparable to UNM and the quality of the business programs makes for a good comparison to Anderson. Counting all students designated as business majors and business pre-majors, Anderson is smaller than both UNLV and UTEP's business schools with about 2000 enrollees, compared to 3000 at the other two institutions. Anderson is bigger than NMSU's business student body, which has just over 1400 majors. Anderson offers more concentrations than any of the peers chosen.

In terms of graduate programs, it should be noted that both UTEP and NMSU have doctoral programs. Otherwise, the degrees Anderson currently offers (MBA, EMBA, MS, MACCT, and 4 certificates) is comparable to both UNLV and UTEP. NMSU offers more MS programs, and we are examining how we expand our MS offerings. With 559 total graduate students, Anderson is larger than all of our peers. This is especially true of our Master's degrees compared to UTEP and NMSU.

It is also worth noting that we are teaching these students with about 60 FTE faculty, compared with larger numbers at all three of our peers ranging between 70 and 101. If Anderson is to remain competitive relative to our peers and safely achieve AACSB required faculty sufficiency ratios, we will need to strategically grow the Anderson faculty. This may be enabled through our MOP and international initiatives.

The 2020 *U.S. News & World Report* rankings for PT MBA programs is also a good measure of Anderson relative to its peers. Anderson's MBA program was ranked #74 part-time MBA programs by *U.S. News and World Report*. Anderson was the top-ranked program in New Mexico. This ranking also meant that Anderson's program was 3rd in the southwest (AZ, NM, West Texas, Southern Colorado, Southern Utah, and Southern Nevada), and first in in the Mountain West, ahead of both SDSU and UNLV. UTEP was #188 in this ranking and NMSU was #144.

The Peer Comparison Template can be found in Appendix D.

Criterion 8. Resources & Planning

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

8A: Budget Provide an analysis of the unit's budget, including support received from the institution and external funding sources.

- *Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.*

Resource allocation and planning is primarily conducted by the Dean in close collaboration with the Chairs Council (comprised of the Chairs, Associate Dean and Faculty Chair). Each year a hiring plan is discussed and allocation of salary improvements or other capital expenditures outside of day-to-day operations are vetted for consensus. Since 2014, resources at UNM have been declining both because of state appropriations and enrollments, which comprise the sources for the university's Instruction & General (I & G) revenue.

As you can see from the budgets below, Anderson uses both differential tuition and technology fees to support the teaching and research mission of the School. Not captured as line items in the budget are two Anderson programs which generate tuition supplemental to the traditional I & G base allocation. Anderson is now entering its fifth semester of offering the BBA as a Managed Online Program (MOP). The Anderson MOP has over 200 enrolled students and quickly became UNM's largest MOP. Anderson has also been focused on established partnerships with international universities facilitated by MOUs and articulation agreements. The primary focus of this work has been developing partnerships with Chinese schools, but we are also looking for partners in Europe and Latin America. The MOP and these partnerships are incentivized by the same directed tuition agreement, such that 65% of the tuition generated by the students in the MOP and studying under agreements with international partners comes directly to Anderson as revenue. Given the salary pressures in business schools, the overwhelming majority of differential tuition goes to support faculty salaries and student financial aid through scholarships and tuition waivers for graduate assistants.

UNM Anderson School of Management
Fiscal Year 2019-2020 Budget

Revenues		
UNM I&G Allocation	8,951,391	
Differential Tuition	2,140,000	
Other Tuition (1)	100,000	
Technology Fees	530,000	
Application Fees	12,000	
Registration Fees	10,000	
Transfers	(70,667)	
Total Revenues		11,672,724
Expenses		
Salaries		
Faculty Salaries	8,511,298	
Staff Salaries	1,581,991	
Graduate Student Stipends	512,864	
Student Employee Salaries	112,400	
Total Salaries	10,718,553	
Other Expenses		
Graduate Student Tuition Waivers	292,540	
Fringe Benefits (2)	18,540	
Scholarships	57,350	
Operating Costs	585,741	
Total Other Expenses	954,171	
Total Expenses		11,672,724
Net Revenues and Expenses		-

(1) Other tuition includes budgeted revenues from the tuition share agreement for ASM managed online programs.

(2) Fringe benefits on most I&G accounts are expensed in the central fringe pool account managed by central administration. Fringe benefits accounted for in this budget are associated with salaries paid from technology fee revenues.

The Robert O. Anderson Schools of Management Foundation
Fiscal Year 2019-200 Budget

Executive and Professional Education Center		
Revenues	3,254,454	
Expenses	(2,566,262)	
Net Earnings		687,631
Annual Giving		134,269
Hall of Fame Fundraising		200,000
Other Non-operating Revenues		155,879
Total Earnings, Revenue and Other Support		1,172,780
Unrestricted Expenses		
Faculty Support	415,991	
Staff Support	37,344	
Student Support	142,360	
General and Management	238,895	
Fundraising Activities	99,966	
Spending distribution	56,500	
		994,619
Total Operating Income		178,161
Non-operating Expenses		(177,500
Change in net assets		661

8B: Staff *Discuss the unit staff and their responsibilities (including titles and FTE). Include an overall analysis of the adequacy and effectiveness of the staff composition in supporting the mission and vision of the unit.*

Staff:

All senior personnel report to the Dean.

1 Associate Dean- *Kathryn Jacobson*, 100% FTE. The sole Associate Dean at Anderson serves a variety of functions including but not limited to AD of research, AD of student success, AD for diversity and inclusion, and is a key part of the Dean's office leadership team.

1 Academic Operations Officer - *Ignacio Ortiz***,** 100% FTE. This position serves as Anderson's Chief of Staff and oversees the HR and operational functions across the school.

1 Administrative Coordinator- *Lisa McHale*, 100% FTE, who provides support for the dean and associate dean including but not limited to scheduling of all meetings, handling of all dean's office correspondence, and review of school expenditures prior to dean's approval.

1 Accreditation Specialist – *Angelica Ruiz-Olivas*, 100% FTE, who provides support for the associate dean including but not limited to data management for the unit related to AACSB accreditation and required University reporting.

1 Marketing Manager - *TBD*, 100% FTE. This position manages the marketing and PR functions of the school.

1 Senior Operations Manager - *TBD*, 100% FTE. This position manages and directs all outreach and events related to alumni engagement.

1 Sr. Development Officer- *Joe Weiss*, funded through the UNM Foundation, 100% FTE. This position coordinates and manages the school's development activities.

2 Program Specialists- *Alberto Solis, Melanie Garcia*, 100% FTE. One position manages the yearly business technology and entrepreneurship competitions and other events and activities associated with The Center for Support of Economic Development. The other position is the facilities manager overseeing the day-to-day operating of the buildings.

1 Event Planner – *Megan Borders*, 100% FTE. This position supports the Development Office and manages events for the school.

1 Operations Manager – *Tammy Cline*, 100% FTE. This position oversees 3 Admin Assistants and 1 Unit Administrator, serving to facilitate consistency of departmental support. Other duties include approval of hiring of all graduate assistants, approval of faculty special compensation, and management of hiring adjunct faculty. payroll management for all staff and graduate assistants, and processing of AP transactions for the school.

1 Accountant II- *Camille Pompeo*, 75% FTE. This position processes AP/AR transactions for the BBA, MBA, and MACCT programs.

1 Unit Administrator – *Tina Armijo*, 100% FTE. This position supports the Accounting Department managing all faculty hiring and payroll, departmental events and activities, processing of faculty expenditures, ordering of textbooks, scheduling courses, and providing support to faculty and students as needed.

3 Administrative Assistant III- *Vanessa Kline, Dawn Manuelito, Jerry Gunasegaram*, 100% FTE. These positions support the Organizational Studies; Finance, International, Technology, and Entrepreneurship; and Marketing, Information Systems, Information Assurance, and Operations Management Departments managing all faculty hiring and payroll, departmental events and activities, processing of faculty expenditures, ordering of textbooks, scheduling courses, and providing support to faculty and students as needed.

1 Director, Information Systems – *Alex Seazzu*, 100% FTE. This position supervises and manages the school's information technology for students and staff. The Anderson School has a dedicated computer lab, workroom, and laptop checkout for Anderson students. This position supervises 4 full-time staff positions.

1 IT Officer- *Sean Smock*, funded through the UNM Central IT, 100% FTE. This position manages the day-to-day operations of the Anderson IT group and the Student Technology Support Center. This position is responsible for all faculty, staff and facility technology and facilities upgrades associated with the facility technology and overall coordination with Central IT.

1 Technical Support Analyst III – *Thomas Gutierrez*, 100% FTE. This position oversees the day-to-day operations of the Student Technology Support Center and student computer lab. This position manages the implementation of technologies in the classrooms.

1 Technical Support Analyst II – *TBD,* 100% FTE. This position manages the graduate assistants in the student computer lab.

2 Analyst/Programmer III – *Eugene Rooney, Josh Saiz*, 100% FTE. These positions manage the Anderson website including development and content, teach in the Management Information Systems program, and collect data for surveys and required reports related to faculty, staff and student demographics.

1 Manager Executive and Professional Education Center (EPEC)- *TBD*, 100% FTE. This position oversees the daily operations of EPEC, including recruitment and enrollment management. Additionally, provides long term strategic vision and marketing analysis for new program offerings.

2 Student Success Manager – *Frank Chacon, Gina Urias-Sandoval*, 100% FTE. These positions coordinate the MBA-ED and EMBA programs, managing the enrollment and advisement process for current and prospective students and providing student support from entrance through graduation for these respective programs.

1 Education and Outreach Manager – *Michelle Albro*, 100% FTE. This position manages the Executive and Professional Education programs, including but not limited to program development, delivery, recruitment, and staffing for the programs.

1 Data Manager – *Kristy Barragan*, 100% FTE. This position supports the Executive and Professional Education Center Manager, Student Success Manager, and Training & Development Coordinator.

1 Accountant III – *Trish Ransom*, 100% FTE. This position processes AP/AR transactions for the Executive and Professional Education Center.

1 Communication and Outreach Specialist- *TBD*, 100% FTE. This position is responsible for marketing and outreach activities of the Executive and Professional Education Center. This position also oversees recruiting events and graduation for the MBA-ED and EMBA Programs.

1 Marketing Rep, 100% FTE. This position oversees all marketing materials for the Executive and Professional Education Center.

1 Administrative Assistant II- *Amanda Abeyta*, 100% FTE. This position supports the Executive and Professional Education Center manager, Student Success Manager, and Training & Development Coordinator and manages the front office operations for the unit.

1 Manager, Academic Advisement – *Florencio Olguin*, 100% FTE. This position manages the academic advising and career services functions of the school including recruiting for the BBA, MBA, and MACCT programs.

1 Career Services Manager/Branch/Division - *TBD*, 100% FTE. This position oversees the career services office. This position works with employers to provide career opportunities and internships for current students and alumni and assist students in their career development.

1 Career Development Facilitator I - *TBD*, 100% FTE. This position provides career development assistance and training to current students and alumni. This position supports the Anderson student clubs.

2 Supervisor Academic Advisement - *Lisa Beauchene, Crystle Collier*, 100% FTE. One position oversees graduate recruitment, application processes, enrollment and advisement. The other position oversees the undergraduate advisors.

9 Senior Academic Advisors - *Andres Rigg, Matthew Vallejos, Joshua Gallegos, Selene Vences-Ortiz, Chrisaundra Henderson, Aaron Rodriguez,* 100% FTE. Two of these positions advise graduate students and the remaining seven advise undergraduate students one of which is designated for the BBA Managed Online Program.

1 Coordinator of Admissions – *Annie Glisson*, 100% FTE. This position oversees the admissions process for all graduate students.

1 Supervisor Admin Support - *Samantha Trujillo*, 100% FTE. This position supports the Manager of Academic Advising, manages course scheduling, and assists with student admissions.

1 Administrative Assistant III- *Tessa Gamez*, 100% FTE. This position manages the front desk of the Advisement and Career Services office, assisting students and providing support to the Career Services staff and manages advisement events.

1 International Program Coordinator – *Wenting Yong*, 25% FTE. This position coordinates the academic experience for international student studying.

8C: Advisory Board *If the unit has an advisory board, describe the membership, their charge, and discuss how the board's recommendations are incorporated into decision-making.*

Anderson has the benefit of having three external boards, all of which have some role serving as advisory board. Two, the board of the Parker Center for Family Business (PCFB) and the board of the Anderson Alumni Council (AAC), serve less in an advisory capacity given their charges. The PCFB is concerned mainly with the support of family businesses in New Mexico. In this capacity it interfaces with Anderson family business and entrepreneurship courses. In the spring 2020 semester, the PCFB took responsibility for teaching the Family Business Management course offered by Anderson. The dean also serves as on the PCFB board and as an *ex officio* member of its executive committee. The PCFB officially affiliated with Anderson in 2015 and throughout the last five years both Anderson and the PCFB leadership have been working to make the relationship truly mutually beneficial, including how the PCFB board functions in advisory capacity to the dean.

The Anderson Alumni Council board also serves to advise the dean. The AAC board is made up of some of Anderson's most successful and dedicated alumni. While it functions primarily to further alumni engagement, foster student mentorship, and provide connections to the UNM Alumni Association, the AAC board also advises the dean in issues of strategic importance. It can also serve as an advisory body on matters of curriculum, since most of its member are Anderson graduates (and all must be Lobos). As working professionals, they offer unique insights into the long-term value of Anderson's pedagogies and curricula.

Lastly and uniquely, the Anderson School of Management Foundation (ASMF) was created in 1972 as a 501(c)(3) non-profit organization with the general purpose "to assist the University of New Mexico Schools of Management in all of its duties and activities and to encourage and promote the study of Business, Management, and Administrative Sciences, and to engage in any and all projects and related to the study and teaching of these sciences." (Amended Bylaws of the Robert O. Anderson School and Graduate School of Management Foundation). The ASMF houses all of Anderson's executive and professional education, from which the majority of its revenues are derived. Additionally, the ASMF sponsors Anderson's single biggest one day fundraising event, the Anderson Hall of Fame dinner. Given its close connect to Anderson, the ASMF board has some input both financially and vocally into the operation of the school. ASMF board members are pillars of the Albuquerque and New Mexico business community and include Anderson graduates. They provide valuable insight into school programs and direction; however, ultimately, all curriculum and strategy is generated by the faculty and staff of the Anderson School of Management.

Criterion 9. Facilities

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

9A: Current Space Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*
- *Explain the unit's unmet facility needs.*
- *If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?*

The Anderson School of Management occupies The McKinnon Center for Management (MCM) Building (63,445 square-feet), the 2nd floor in the Anderson School of Management (ASM) Building (11,065 square-feet), the Graduate School of Management (GSM) Building (35,761 square-feet), and a casita across from the main building for the Center for Information Assurance Program (1,334 square-feet). The McKinnon Center for Management has 4 classrooms that can accommodate up to 64 students and 1 classroom that can accommodate 48 students. The Graduate School of Management Building has 6 classrooms that can accommodate up to 64 students. The 11 designated classrooms can accommodate 788 students. Shared spaces, including the "Living Room" in MCM and study spaces can accommodate 185 occupants. Please see the section below which elaborate Anderson's computer facilities, including the computer lab that can accommodate 48 students and other technology needs.

Faculty and Staff Offices-76 in MCM, 33 in ASM, 5 in IT Assurance, 20 in GSM
Graduate/Teaching/Project Assistant Offices– 5
Workrooms for shared copiers, mail, office supplies – 6
Conference Rooms/Faculty Enclaves – 1 in ASM, 5 in MCM, 1 in GSM
Video Conference Center - 1
Student Organization Offices – 3
Open Student Study Spaces-10 in MCM, 1 in ASM, 2 in GSM
Private Student Study Spaces-4
Labs-6 (Behavioral, Marketing, Computer, Accounting, Finance, IT Assurance)

Student Centered Spaces include the following:

MCM Lydia and Steve Griego Innovation Center:
The Innovation Center is a 1034 square-foot room, which holds student meetings and presentations and is home to the ASM Entrepreneurial Challenge. It is focused on planning and leadership to develop startup ventures in New Mexico. It is available for planning sessions M-F from 7am-8pm or by reservation.

GSM Jackson Student Center – The Jackson Student Center is a 2124 square-foot room and is available Monday through Friday from 7am-10pm for students to study and work in groups. The space is also used by the school for presentations, lectures, and receptions for the community.

MCM Johnson Marketing Lab – The Student Marketing Center provides amenities and is a 1052 square-foot facility, which includes four workstations with specialized creative and marketing research software, wireless internet connectivity for laptops, video teleconferencing capabilities, and an LCD presentation system.

UNM-Information Assurance Lab - Students in the Information Assurance program have access to a specialized computer lab where they can work on projects and research. This space provides offices for four staff members and a conference area for larger staff, faculty, and student meetings. This building provides 434 square-feet for these meetings.

MCM Accounting Tutoring Lab – Beta Alpha Psi students provide this 281 square-foot space for tutoring for accounting students in the lab, within the McKinnon Center for Management.

MCM Finance Tutoring Lab - Students provide tutoring in finance in this 255 square-foot space within the McKinnon Center for Management.

MCM Behavioral Lab: The Behavioral Lab consists of three rooms and includes one reception area and project room for studies, which consist of students and community members. This 1407 SF space is a state-of-the-art area at the Anderson and aids in making Anderson competitive amongst similar schools.

GSM EMBA Lounge – This 598 square-foot area within the ASM Graduate School of Management Building is used by the EMBA faculty and students for meetings.

GSM Small Business Institute - The UNM Small Business Institute (SBI) at Anderson provides consulting work for local businesses by linking them with graduate and undergraduate students who are guided by members of the faculty. These mutually beneficial partnerships simultaneously offer students the opportunity to experience real life challenges while providing businesses with management assistance, expertise and guidance at an affordable rate. This rate covers SBI scholarship funding and is reasonably inexpensive when compared to what professional consultation would cost. The SBI has a dedicated 265 square-foot space with the necessary technology for students to collaborate on projects for local businesses.

Large Open Meeting Areas –
ASM 2101 - This is an open meeting area regularly used by faculty and students.
MCM Living Room – This is an open meeting area used by students, faculty and staff and is also used for donor cultivation events.
MCM 2020 – This is an open space on the 2nd floor of MCM, with a counter top where laptops can be plugged in for student study. There are also areas adjacent to this space where student/faculty/staff meetings can take place.
MCM 3020-Impromptu student/faculty/staff meetings and study can take place in this area.
MCM 4064- Impromptu student/faculty/staff meetings and study can take place in this area.
MCM 4020- Impromptu student/faculty/staff meetings and study can take place in this area.

McKinnon Utility Data is as follows:

McKinnon Utility Data

Date	1/1/2019	2/1/2019	3/1/2019	4/1/2019	5/1/2019	6/1/2019	7/1/2019	8/1/2019	9/1/2019	10/1/2019	11/1/2019	12/1/2019
Chilled Water Tons/hr	3674	3936	6447	9330	9636	15481	20537	15046	13003	8573	4654	3413
Chilled Water Cost	$ 742.15	$ 795.07	$ 1,302.24	$ 1,884.57	$ 1,946.43	$ 3,127.21	$ 4,148.57	$ 3,039.29	$ 2,626.67	$ 1,731.85	$ 940.16	$ 689.43
Electricity KW	34033	31761	31705	31870	27243	26085	28438	28991	29045	32777	32189	29402
Electricity Cost	$ 3,131.03	$ 2,922.00	$ 2,916.82	$ 2,932.08	$ 2,506.40	$ 2,399.81	$ 2,616.30	$ 2,667.14	$ 2,672.10	$ 3,015.46	$ 2,961.39	$ 2,704.98
Steam LBS	19759	14684	8996	4988	2556	71	224	246	91	19834	38331	345936
Steam Cost	$ 316.14	$ 234.95	$ 143.94	$ 79.80	$ 40.90	$ 1.14	$ 3.58	$ 3.94	$ 1.46	$ 317.35	$ 613.29	$ 5,534.98

Computing Facilities

The Anderson School of Management provides a wide range of IT service to students, faculty, and staff. This technology includes advanced multimedia equipment in classrooms, numerous niche lab spaces (Information Assurance, Marketing, Behavioral, RAVE, Small Business, and others), printing services, a 42-seat computer lab, laptop checkout service, student group study rooms, video conference rooms, and a virtual (vLab) environment. Anderson students have complete access to the Student Technology Support Center (STSC), including the IT Support Technicians at the front desk during hours of operations. These IT Support Technicians can help troubleshoot any technology issues students may have on a variety of devices including laptops, tablets, and phones. The IT Support Technicians can also make suggestions on technology purchases to students and can recommend deep-discount options available via the UNM Computer Standards program.

Classroom Multimedia Equipment - All classrooms consist of a laser-based projection system and a podium with a desktop computer. Faculty can also connect their own devices using wired or wireless connections on our projector systems to further enhance the learning environment. Microphones, lecture capture, and video conferencing capabilities are available in many of our classrooms, along with centralized environmental controls.

Virtual Lab (vLab) Environment - The Virtual Computer Lab (vLab) provides a virtualized computing environment accessible from anywhere internet connectivity is available. The lab is used for class work and includes all course-specific applications needed such as SPSS, JDeveloper, Visual Studio, SQL Server Studio, and VMWare. Students in course specific classes are also able to use the vLab to perform security functions of computers using Backtrack, Linux, Ubuntu, and other Security platforms.

Printing Services - Anderson students have 15 printing stations available to them in the STSC within the McKinnon Center for Management. Students can print course material, research papers, and lecture material from these printing stations. Print jobs are asked to be kept to a 20 page or less limit to help with UNM sustainability efforts by reducing the amount of paper used.

Anderson Computer Lab - The computer lab at Anderson is open to all Anderson students when it is not in use for an Anderson course. All computer lab machines are rotated on a 3-year basis to ensure up-to-date computing resources are available to our students. Currently, these machines are Dell Precision 3430's and each runs Windows 10 and has Intel Core i7 8th-generation processors, 16 GB of RAM, and solid-state drives. Each machine comes loaded with the Microsoft Office 2019 suite and the complete Adobe Creative Cloud 2019 suite. Other specific programs are requested each semester and vary based on the needs of each professor.

Laptop Checkout Service – Anderson students can check out a laptop anytime during STSC hours of operation. These machines are rotated on a 3-year basis to ensure up-to-date computing resources are available to our students. Students can then use these laptops in class or while they are on UNM Main Campus. Currently, these machines are Dell Latitude 7480's and each runs Windows 10 and has Intel Core i7 7th-generation processors, 16 GB of RAM, and solid-state drives. Each machine comes loaded with the Microsoft Office 2019 suite and the complete Adobe Creative Cloud 2019 suite. Other specific programs are requested each semester and vary based on the needs of each professor.

Student Group Study Rooms – The new McKinnon Center for Management building has five group study rooms that student can reserve for group work. The four small group study rooms each have a 55" 4K display and both wired and wireless connections for devices to connect. The one large group study room has an 85" 4K display and video conferencing capabilities for online meetings.

Faculty Enclaves – The new McKinnon Center for Management building has two spaces like the small group study rooms that are targeted for use by Anderson faculty and staff. These spaces have 55" 4K displays and connections (wired and wireless) for devices.

Video Conference Spaces – Anderson IT maintains three main facilities with video conference capabilities utilizing large 85" 4K displays with high quality microphones and cameras that can be utilized with any video conferencing software or codec.

- *Explain if the unit has any spaces that are not documented in UNM's space management system.*

There are no spaces that are not documented in UNM's space management system.

- *Explain the unit's unmet facility needs.*

Unmet facility needs are as follows:

With the construction of MCM Anderson still has some unmet facility needs:

1. Many faculty still have offices in the antiquated ASM.
2. Classroom space in GSM do not support modern pedagogies or current technology
3. The Executive and Professional Education Center requires modernized spaces to support executive education.
4. Dedicated space for Anderson student organizations.

If applicable, describe the facility issues that were raised or noted in the last APR. What were the results, if any?

The last APR noted the inadequate for students and faculty. Since that time McKinnon Center for Management has been constructed, alleviating many facility needs. This is particularly true concerning the student learning environment, as MCM has expanded advising facilities, space for the student technology support center, and new space for student group study. For the faculty MCM includes collaborative working space and space for the Anderson Behavioral Lab. Unfortunately, MCM houses less than half the Anderson faculty and requires continued used of the suboptimal classroom space in MCM.

9B: Future Space Needs Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.

- *Explain the potential funding strategies and timelines for these facility goals.*

The McKinnon Center for Management represents only half of Anderson's facility needs. Most importantly, more than half of Anderson's faculty still have offices on the second floor of the original (1968) Anderson School of Management building. Given the initial needs assessment done for Anderson in 2011, the School still requires another 55,429 gsf for its complete needs. Anderson engaged with the Hartman-Marjewski Design Group to study options for Anderson's Phase II. Please see Appendix E for the complete analysis. As can be seen, of the options considered, raising the ASM building and constructing a new building there would be seen as the most attractive option. However, given the necessity of private funding for Phase II, it is somewhat contingent on the donor's vision, as other building options are relatively price competitive with new construction. Throughout the process of considering Phase II Anderson has been in contact with Melissa Vargas in the Provost's Office to assess how the next Anderson building fits with UNM strategic planning initiatives.

The needs for phase II extend beyond the need for faculty offices. Anderson is still in need of modern classrooms to augment the inventory provided by MCM. There is also a need for space for Anderson student

organizations, more student study areas, as well as new space for the Anderson Executive and Professional Education Center to bring it in in line with the spaces seen in other executive education facilities.

Fundraising for phase II must be a priority for the new dean. While initial donor prospects have been identified and preliminary meetings with President Stokes have been initiated, transitions in the dean's office and amongst the dean's office staff have shifted focus from fundraising. Stability in the dean's office is critical in establishing the sort of relationship with a donor that will lead to a building naming gift.

Conclusion. Strategic Planning

Discuss the unit's strategic planning efforts going forward to improve, strengthen, and/or sustain the quality of its degree programs (if applicable, differentiate between undergraduate and graduate). Address all criterion, including but not limited to: student learning outcomes, curriculum, assessment practices, recruitment, retention, success of students/faculty, research/scholarly activities, resource allocation, and facility improvement.

Anderson has a robust strategic planning process. Ahead of our last reaccreditation visit in 2016, a new strategic plan was put in place. This plan was updated in December 2018. Please see Appendix F. Anderson's faculty chair, as chair of the Anderson Policy and Planning committee led the efforts to document the progress on Anderson's strategic goals. This was completed in the 2016-17, 2017-18, and 2018-19. However due to transitions in Anderson's leadership and a reconsideration of the faculty chair role, this effort was not sustained in 2019-20. However, with our next accreditation visit in 2021, Anderson will reexamine its strategic plan ahead of its visit.

As you can see from the strategic plan, all elements of the criteria in the APR are addressed. Below is a summary of the relationship between Anderson's strategic goals and 2020 APR criteria.

Strategic Goal 1: To become the regional business school of choice relates to APR criteria 2, 3, and 4. However in some cases such as in Objective 1.1 and 1.2 the link to APR criteria is not explicit. But, these objectives identify aims to enhance both undergraduate and graduate programs. The responsible parties include the AOL coordinators, so there is a direct link to SLOs, curriculum, and assessment practices.

Strategic Goal 2: Prepare Lobos for lifelong success relates to APR criterion 4. This goal deals primarily with career services, which is an important element of student support services. Objective 2.1 also relates to the emphasis Anderson puts on experiential learning experiences.

Strategic Goal 3: Advance Discovery and Innovation relates to APR criteria 5 and 6. The objectives within this goal relate directly to Anderson's efforts to attract and retain a more diverse faculty. This goal also relates to criterion 8B, recognizing that to be truly excellent requires an excellent staff. Anderson is always striving to make its research better known, both across and outside the university. We are discussing how to best effect change in Anderson's marketing strategy to better achieve this goal.

Strategic Goal 4: Advance and Accelerate Community Development and Economic Development relates to APR criteria 6A and 6E. However, as UNM expands its efforts in community engagement and we refine promotion and tenure standards the relationship to the community and economic development has the potential to relate to all of criterion 6.

Strategic Goal 5: Improve Anderson School Infrastructure relates to APR criteria 8 and 9. This goal relates both to Anderson's physical and financial infrastructure. Importantly this goal also relates to the inner-workings of the school, such as addressing the culture of the School and shared governance within the School.

Taken together, the Anderson strategic plan allows us to address APR criterion 7, how Anderson fares relative to its peers. By addressing each its five strategic goals Anderson will maintain and enhance the quality of its research, teaching, and service. This will allow Anderson to compete regionally and nationally for students, staff, and faculty.

Appendices

Appendix A – AACSB 2016 MAINTENANCE OF ACCREDITATION REPORTS

TEAM VISIT REPORT –
MAINTENANCE OF ACCREDITATION REVIEW
University of New Mexico
Anderson School of Management

I. Team Recommendation

A. *Accreditation Recommendation:*

- Sixth Year Review to take place in the following year to examine the specific accreditation standards-related problems cited in the Maintenance Review Visit Report, along with the respective reporting expectation, reporting date and the expectations for accomplishments. Concurrence by the Maintenance of Accreditation Committee is required prior to official notification.

- Standard 10: Though AQ/PQ definitions are clear and operational, the School did not report information about development activities in Table 10-1 for multiple faculty who had been classified as academically and professionally qualified. The School needs to make sure that individuals responsible for monitoring and ensuring the documentation of developmental activities of faculty fulfill their obligations. Anecdotally, during a meeting with part-time faculty, several did not appear to be engaged in professional developmental activities. In addition, three faculty classified as AQ did not meet standards, and five faculty classified as PQ did not meet standards.

- Standards 16, 18 and 19: Assessment and closed loop activities have been inconsistent for the undergraduate program, with gaps of up to four years between assessing goals. Designation of classes for assessment has varied and no thresholds for acceptable outcomes have been defined. Multiple learning goals for the MBA program have not been assessed for up to four years, and goals 5 and 6 have not been assessed at all in the past five years. No assessment has taken place for the EMBA, which was launched more than five years ago. The School is moving quickly to address these deficits by recently creating improved learning goals for all programs and appointing an AOL coordinator in the coming weeks.

B. Team Recommendation Review Schedule: March of 2016.

II. Identification of Areas That Must Be Addressed:

Prior to next maintenance review, specific recommendations relative to AACSB standards that should be addressed and reported in the maintenance of accreditation application and at the time of the next review.

Standard 1: Update mission, vision, and values statements and (2) Conduct stakeholder analysis for strategic plan.

Anderson retained a consultant who worked with faculty in fall 2014 to focus on “team-building activities and defining priority issues for resolving trust issues.” The Policy and Planning Committee conducted a SWOT

analysis with input from the Foundation Board, students, faculty, and staff. A separate consultant was hired to help a task force develop a new strategic plan by the end of 2014-15. After an iterative process, Anderson faculty voted to adopt the resulting strategic plan in April 2015. The Policy and Planning Committee will oversee implementation of the new plan.

Standard 1: Identify steps needed to develop an environment where associate professors will achieve the necessary scholarly productivity for full professor.

Since the review all departments codified their tenure and promotion guidelines and five formerly associate professors have been promoted to full professor.

Standard 1: Improve effectiveness and efficiency of the organizational structure.

The committee structure was streamlined and communication between the Dean's office and faculty was increased. Separate committees for undergraduate and graduate curriculum were created, allowing each committee to better focus on the needs of each program. The Policy and Planning committee has authority over matters such as strategic planning and changes in governance structure. A new Chairs Council was created to meet bi-weekly with the P&P and Curriculum and Programs chairs, department chairs and deans. This improved communication between the representatives of the faculty with the department chairs and deans.

Standard 1: Articulate strategic advantages and align with implementation.

The SWOT analysis identified advantages including experiential learning, management education in non-traditional areas, and community engagement. A proposed set of research areas to be highlight and promoted was voted down by the faculty in March 2015, and a task force is beginning to work on defining a research mission.

Standard 16: Refine and develop a more robust assessment process.

Faculty leads were identified to convene faculty groups to close the loop for every core course. Assistants from English and Communications have been hired to assess written and oral communication skills at the graduate and undergraduate levels. Anderson is working with the University's Outcomes Assessment Office to ensure compliance with UNM's expectations. The School has developed new learning goals for each program.

Standard 18: Develop a more robust set of learning objectives and goals for the MBA program.

In fall 2013 the MBA program was reduced in length for students with undergraduate degrees in business. Learning objectives were updated for the undergraduate and MBA program and names of the MBA classes were changed "so they were no longer the same as BBA classes." Anderson is "developing a College Academic Review Committee that will coordinate the closing the loop process for each core class at both the graduate and undergraduate levels."

III. Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation

A. Situational analysis: Anderson is one of few academic units at UNM experiencing positive enrollment growth, which should help generate incremental budget in the future. Focusing the mission on the region has

led to programs and services that better serve the community, which has in turn has generated positive community support. A new dean and associated dean, and changes in governance structure, have increased communication, transparency, and trust. The School is excited about the new leadership and the planning process for a new building.

B. Changes impacting Eligibility Criteria: None

C. Strategic Management addressing the following: A strategic plan was completed in April 2015 with input from key stakeholders. The vision, mission and goals are appropriate given the University's mission, and the students and organizations served by Anderson in the surrounding community. The plan includes five goals, each with a number of specific objectives. The Policy and Planning committee is working with the recently appointed dean and his team to hold responsible individuals accountable for implementing the plan. Progress is already being made toward achieving some objectives, such as receiving a $5 million gift and State support to build a new facility.

   The portfolio of intellectual contributions is appropriate for the School's mission and a broad cross-section of faculty in each discipline is engaged in scholarly activity. A research culture is supported with travel funds, professorships, databases, mentoring of junior faculty, and an appropriate teaching load. The review process holds faculty accountable for research productivity.

   By adding differential tuition, conducting executive education, and increasing fundraising, the Anderson School has been able to increase to the budget provided by the University by almost 40%. Financial sources have been specified for current initiatives. A new RCM budget model is being contemplated by the University. If that model leads to a decrease in funding, the School's ability to meet standards and continue building competencies could be compromised.

   Continuous improvement highlights include better aligning the strategic plan with resources and characteristics of the region, providing better advising and career support to students, adding several new masters programs to serve target markets in the region, and planning for a new facility (breaking ground in January 2017).

D. Participants addressing the following: Additional advisors have been hired to provide advising services to students pursuing the business major before being admitted during the freshmen and sophomore years. A total of seven advisors serve the undergraduate population at Anderson, and are supplemented by mentors and tutors. Undergraduate headcount has increased by 243 in the last five years. Anderson has taken steps to provide better advising and career support, to identify at risk students, and to improve service of underrepresented minorities. The School's efforts to serve the Hispanic student population earned it a fourth-place ranking by the *Hispanic Business Magazine*. Given the high percentage of transfer students, additional attention to process and orientation could help these students transition more effectively.

   Consistent with national trends, enrollment in the MBA and EMBA programs have declined during the last five years, while enrollment has increased in the MACCT. The School has recently filled a recruitment position to increase enrollment in graduate programs. Admissions policies for all programs are sound.

   Faculty are involved in for-profit and not-for-profit organizations in the community, and experiential learning is deeply embedded into the curriculum, which students believe is an important part of their education. Faculty are notably passionate about instruction, which seems driven by their ability to impact the lives of a significant number of URM and first-generation students (roughly 50% of undergraduate students). Instruction is taken seriously, as evidenced by peer review of classroom teaching of all faculty every year.

Faculty and staff embrace their ability to impact the vitality of a struggling regional economy through instruction and community involvement.

All departments and programs meet standards for participating faculty (Table 9-1). The definition of participating faculty is clear and operational.

All departments and programs meet standards for academically and professionally qualified faculty (Table 10-2). Definitions for academic and professional qualifications are clear and operational. However, as noted above, qualification data for some faculty was missing, and some faculty did not meet qualifications.

E. Assurance of Learning:
As noted above, the assurance of learning system does not meet standards. However, the School is moving aggressively to address the problem. Anderson is in the final stages of appointing a faculty member as a coordinator for AOL and new learning goals have been defined for all programs. An expert in assessment from the University is working with the School to improve its AOL process. Rubrics that were used sporadically for communication, team work and critical thinking goals were sound and can be deployed immediately in the future.

The MBA program was moderately revised, and two new masters programs were launched since the last review. The new graduate programs are very responsive to regional industries and employment opportunities. Some innovation has occurred with undergraduate electives.

IV. Commendations of Strengths, Innovations, Unique Features and Effective Practices

A. Commendations for Strengths, Innovations, and Unique Features:

The respect and relationship between faculty and staff is exceptional.

The Anderson Foundation, which is a 501(c) 3, provides flexibility for entrepreneurial and executive education activities to serve the region and generate additional funding for the School.

Engagement, community service, and outreach is notable across disciplines and centers in the School.

The Washington Campus and Daniels Ethics programs provide students with exceptional learning opportunities.

The MS ISA degree was launched with support of an NSF grant and focuses on important technical skills needed by regional businesses. The program quickly grew to 60 students

B. Effective practices:

Programming and support of first generation and URM students, coupled with a strong experiential learning culture, serves the region and is attracting recruiters from outside the region. The School has received national recognition for these efforts.

The career services team in the School provides outstanding support to students. A course in career management skills has been embedded in the undergraduate core. Before graduating, 50% of students have completed an internship.

C. Opportunities for Continuous Improvement

A. Relevant to the accreditation standards:

Like many domestic business schools, UNM is facing shrinking MBA enrollments. Increasing clarity about the specific market or markets served by the program, admitting and scheduling students into cohorts, and appointing someone to lead the program could lead to better strategy and execution. Currently many students admitted to the MBA come from Anderson's undergraduate program with little or no work experience.

The School is encouraged to consider admitting students to Anderson as entering freshmen, which would increase retention, opportunity for multiple internships, affiliation with the School, and enrollment planning. Currently 92% of students are retained once they are admitted to the School.

Annual reviews conducted during the fourth and fifth years should be examined to ensure that they continue the clarity of needed direction provided from the more significant third year review. Currently a committee conducts the third-year review, but the next two years are conducted at the department level, which may lead to an inconsistent level of direction to junior faculty.

B. Consultative report on matters not related to the accreditation decision:

Increasing fund raising success is necessary for the School to implement its strategic plan, including completing the second phase of the building, and supporting faculty and students. With just one associate dean, the dean is able to spend no more than 30% of his time externally. Adding a new associate dean would free the dean from some internal responsibilities, and allow greater clarity of leadership for the resulting two associate deans (e.g., one associate dean for undergraduate programs, and one for graduate programs and research). An additional fundraiser is also necessary for achieving philanthropic goals. Given that the School raised $2.5 million in the most recent year, goals to raise $20 million for the second building phase and $20 million to name the School seem impossible without increased resources devoted to fundraising.

The opportunity exists for Anderson to provide leadership for a campus wide center for innovation and entrepreneurship, creating programming that can nurture entrepreneurial student teams toward launch of successful businesses. Adding to the current focus on technology commercialization from UNM, the center can help students bring their own ideas and inventions to market.

VI. Visit Summary

A. Descriptive Information: Brief description of the school including its size and institutional setting

UNM is an urban, commuter campus and enrolled 27,000 students in fall 2015, of which 20,000 at the undergraduate level. Mirroring the surrounding metropolitan area of Albuquerque (population 900,000), more than half of the students at UNM and the Anderson School of Management are ethnic minorities. The School of Management was first established in 1947, and earned AACSB accreditation in 1975 and separate accounting accreditation in 1996. Anderson enrolled approximately 1,800 students in fall 2015, 30% of whom are at the graduate level. These students are spread across five programs. The School has 52 tenure stream faculty and 14 lecturers. Anderson has aligned its programs to serve a regional economy that is heavily dependent on public sector jobs, and has a mission of becoming "a destination business school within the region". The high percentage of underrepresented students are increasingly recruited by private sector companies from other regions. Students have many opportunities for experiential learning and international education. The Anderson Foundation is a separate 501 (c) 3 that serves as an advisory board and provides flexibility for entrepreneurial activities.

A. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates
Bachelor of Business Administration	Accounting Entrepreneurship Financial Management General Management Human Resource Management International Management Management Information Systems Marketing Management Operations Management Organization Leadership Total	135 34 71 88 54 25 44 101 32 24 533*
Master of Business Administration		165
Executive Master of Business Administration		43
Master of Accounting		55

* There were 533 degrees awarded in AY14-15, but because of dual concentrations awarded the number of concentrations sums to 608.

C. *Comparison Groups*:
Comparable peers

- Colorado State University
- Kansas State University
- Oregon State University
- Portland State University
- University of Montana
- University of Wyoming
- Utah State University
- Competitive group

Aspirant group

- Iowa State University
- University of Colorado
- University of Kansas
- University of Louisville
- University of Missouri – Columbia
- University of Oklahoma
- University of Oregon
- Washington State University

D. *Visit Team Members:*

Visit Dates: 02/21/2016 - 02/23/2016

Brent Hathaway, Dean, Lee Business School, University of Nevada, Las Vegas (Business Member)
Scott Dawson, Dean, Orfalea College of Business, Cal Poly (Business Chair)

Susan Haka, Sr Ass. Dean, Eli Broad College of Bus., Michigan State University (Accounting Chair)
Robert Ricketts, Coordinator Actg, Rawls College of Business Admin., Texas Tech U. (Actg Member)

E. *Maintenance Review Visit Schedule*:

Continuous Review Visit Schedule (Business and Accounting), February 21-23, 2016

Sunday, 2/21/2016		**Team**
3:00 pm	Peer Review Team Meeting at Hotel	PRT
5:00 pm	Reception **with Anderson Foundation Board, Anderson Alumni Council, Accounting Advisory Board**	PRT, Craig White, Shawn Berman, Leslie Oakes, Michelle Arthur, Sul Kassicieh, Steve Yourstone, Catherine Roster, Mary Margaret

				Rogers, Deirdre Markham, Emily Fox, Darrell Garcia, all board members will be invited
6:30 pm	Dinner with **Chairs Council** (Leadership Team)			PRT, Craig White, Shawn Berman, Leslie Oakes, Michelle Arthur, Sul Kassicieh, Steve Yourstone, Catherine Roster, Mary Margaret Rogers, Deirdre Markham
Monday, 2/22/2016				**Team**
Strategic Planning:				
7:30 am	Parallel Session - Breakfast with **Business Chairs Council** (Leadership Team), ASM 2082			Business: Dr. Dawson, Dr. Hathaway, Craig White, Shawn Berman, Michelle Arthur, Sul Kassicieh, Steve Yourstone, Catherine Roster, Mary Margaret Rogers, Deirdre Markham, Emily Fox Accounting: Leslie Oakes, Michele Chwastiak, Matthew Pickard, Todd White
	Parallel Session – Breakfast with **Accounting Strategy Team**, ASM 2005			
9:00 am	Combined Business and Accounting, **Policy and Planning Committee**, ASM 2082			PRT, Catherine Roster, Michele Chwastiak, Karen Patterson, Raul Gouvea, Ranjit Bose, Craig White
9:30 am	**Break**			
Faculty Management and Support:				
9:45 am	Parallel Session – **Full and Associate Professors/Assistant Professors**			
	Business, Full and Associate – Dean Dawson, ASM 2082	Business, Assistant – Dr. Hathaway, Advising Conference Room	Accounting, Full and Associate – Dr. Haka, ASM 2005	Accounting, Assistant – Dr. Ricketts, TBD

10:15 am	Parallel Session – **Lecturer/Adjunct**		PRT, Lecturer/Adjunct – 3-4 adjuncts will be invited from each department selected by department chair	
	Business Team, 2082	Accounting Team, 2005		
10:45 am	Combines Business and Accounting, **Promotion and Tenure**, ASM 2082		PRT, Craig White, Leslie Oakes, Michelle Arthur, Sul Kassicieh, Steve Yourstone	
11:15 am	Combined Business and Accounting, 2082: **Centers**		PRT, Small Business Institute (Stacy Sacco), Parker Center (Shawn Berman), Innovation Academy (Rob DelCampo), Economic Development Center (Sul Kassicieh), Behavioral Lab (Ryan Jacobson), Marketing Center (John Benavidez), CIARE (Alex Seazzu, Steve Burd), Daniels Fund Program (Harry Van Buren, John Reed)	
11:45 am	Lunch, ASM 2082		PRT	
12:30 pm	**Break**			
Assurance of Learning:				
1:00 pm	Parallel Session - **Curriculum & Programs Committee**		Business: Dr. Dawson, Dr. Hathaway, Mary Margaret Rogers, Shawn Berman, Deirdre Markham, other business school attendees to be determined Accounting: Leslie Oakes, Joni Young, Robert Gary, Ann Brooks, Ling Zhou	
	Business - ASM 2082	Accounting – ASM 2005		
Students:				
2:00 pm	Parallel Session		Business: BBA, MBA, MSISA, EMBA and MBA-ED students Accounting: BBA and MBA accounting students, MACCT students	
	Business Team, 2082, **Students**	Accounting Team, 2005, **Students**		
2:30 pm	Parallel Session		Business: Dr. Dawson, Dr. Hathaway Accounting: Emily Fox, Darrell Garcia, Leslie Venzuela	
	Business Team, TBD, **Undergraduate**	Accounting Team, TBD, **Alumni/Fundraising/Marketing**		

	Class or Graduate Class		
Student Support:			
3:15 pm	Combined Business and Accounting: **Executive Education, Career Services, Recruiting, Advising**		PRT, Audrey Arnold, Jackie Hood, Kate Williams, Ashley Taylor, Lisa Beauchene, Jaye Francis, Tracy Wilkey, Florencio Olguin, Tiffini Porter, Erick Rodriguez, etc.
Accreditation Team:			
4:15 pm	PRT Meeting		
Tuesday, 2/23/2016			**Team**
8:00 am	Combined Business and Accounting, **Exit Report**, ASM 2082		PRT, Craig White, Shawn Berman, Leslie Oakes, Michelle Arthur, Sul Kassicieh, Steve Yourstone, Catherine Roster, Mary Margaret Rogers, Deirdre Markham
9:00 am	Combined Business and Accounting: **President and Provost**, Scholes Hall Conference Room		PRT, Craig White, Shawn Berman, Leslie Oakes
10:30 am	**Depart for Airport**		

F. *Materials Reviewed:*

2010 UNM Continuous Improvement Review Report
Current UNM Continuous Improvement Review Report
Faculty Vitae
Assurance of Learning Documentation
Anderson School Web Pages

TEAM VISIT REPORT –
ACCOUNTING MAINTENANCE OF ACCREDITATION REVIEW

University of New Mexico
Anderson School of Management
Department of Accounting

I. Team Recommendation

A. *Accreditation Recommendation:*

Extend accreditation of the accounting programs (BBA concentration in accounting, MACCT Professional, MACCT Advanced: Tax or Information Assurance, Integrated BBA/MACCT) for an additional five years with the next maintenance review scheduled for 2020-2021.

b> *Team Recommendation Review Schedule:* March of 2016.

II. Identification of Areas That Must Be Addressed:
Summarize the team's analysis of the school's response and actions to address concerns that were stated during the last maintenance accreditation review:

Refine mission and strategy statements to be more actionable with measurable outcomes.

During the 2010 maintenance review the department was asked to carefully refine its mission statement and strategy to be more actionable. As a result, the department embarked on a several year review by first creating actionable goals and then revising its mission and strategy documents, culminating in a new mission and strategy with related actionable goals completed in 2014. Unfortunately, the Anderson School mission, vision, and goals have been recently revised (2015) and will require the Accounting Department to undertake some additional alignment with their mission, vision and goals.

B. **Relevant Facts and Assessment of Strengths and Weaknesses in Support of the Team Accreditation Recommendation.**

F. Situational analysis:

- Slow and negative economic growth in New Mexico directly impacts funding for higher education. Between 2008 and 2013, New Mexico cut funding for higher education by 36.7%. UNM and the Accounting Department offset this funding cut by both increasing tuition and, in particular, student numbers in the Accounting Department. The Accounting Department experienced increases in their budget by 18% during this time. Importantly, this 18% increase has been consumed through hiring necessary to replace four tenure track faculty members. The department is still short one faculty position related to the attrition of Craig White to the Dean's office. The department is sorely in need of resources to support the expanding and new programs that are generating additional credit hours for the School and University. Unfortunately, the continuing falling price of oil threatens future funding of higher education in New Mexico in general.

- Despite the economic circumstances (or perhaps because of them?) the Accounting Department faculty are highly engaged with students, highly motivated to provide a superior educational experience for their students, and have a wonderful positive attitude and outlook about what they can provide to students.
- The Department's students recognize the quality of the faculty and their commitment to student learning. They commented on faculty willingness to engage in additional student help sessions, faculty's willingness to challenge the students to perform at high levels, and the faculty's genuine concern for a positive and productive learning environment.

G. Changes impacting Eligibility Criteria:

There are no changes that impact the Accounting Department's eligibility for accreditation.

H. Strategic Management:

- Although the Accounting Department did undertake a revision of its mission and strategic management plan, the Anderson School of Management completed a revision of the School's mission and strategy in early 2015. Thus, the Accounting Department will need to undertake a review of their 2014 mission, goals, and strategy for their appropriateness and alignment with the Anderson School's strategy and mission.
- The Accounting Department's 2014 mission and strategy development process did include its many stakeholders, assessment of past decisions and future action plans that would improve resource allocations related to their mission.
- The Accounting department clarified the intellectual contributions of their unit and how those contributions fit well with their mission, showing how widely varying contributions are generated from a broad cross-section of their faculty. These contributions include multiple peer review journals, editorships, practitioner publications, external presentations, etc.
- Continuous improvement outcomes are apparent in the Department's AACSB report. AOL outcomes are documented and linked with the adjustments they have undertaken to align their pedagogy and curriculum with their goals. These goals are aligned with their current mission and plan (which may need some minimal realignment with the Anderson School 2015 mission, vision and goals statement---see above).

I. Participants addressing the following:

- Students; support services are impressive, particularly given the level of funding for the School and Department. Faculty are clearly highly motivated to provide their student population with both the extra help and challenges that motivate students to perform beyond what they believe they are capable. The highly motivated and committed faculty and staff is a significant strength of the Accounting Department.
  - Accounting Department Faculty; the department's faculty meet and/or exceed the standards for professional and academic qualification as detailed in Table 9-1.
  - In regards to faculty qualifications (Standard 10): the department carefully deploys qualified faculty as documented in Tables 10-1 and 10-2. The department's deployment supports quality and meets the spirit and intent of providing positive effects on students regarding degree progress, access to faculty, and quality of instruction.

- The department's policies for establishing and maintaining academic and professional qualifications are clearly communicated in the "Accounting Department Evaluation Criteria" document. In addition, the department provides support for faculty to achieve the criteria through funding of conference attendance, data analysis, and other needs of faculty engaged in research and professional development. This support is consistent with the research expectations and UNM.

J. Assurance of Learning:

- The Accounting Department has a robust process for establishing assurance of learning measures based on their strategy, mission and vision. Every semester, faculty meet to assess the AOL measures and to close the loop through curricular changes. As a result, they show improvement in student outcomes related to their strategic objectives. For example:
    - Small, but positive, increase in the percentage of BBA students graduating within 4 years (from 26% to 29%);
    - Reduction in the D, F and W rate from 33% to 26% in MGMT 202 (Introductory Financial Accounting);
    - Reduction in the D, F and W rate from 30% to 19% in MGMT 340 (Intermediate Accounting I);

- The UNM Accounting Department documented assurance of learning adjustments to the undergraduate and graduate programs as follows:

    1. Adding a weeklong intensive review for the introductory financial class at the end of the semester which has improved the pass rate in the course (see above).
    2. Supplementing the first intermediate financial accounting course with an optional accounting cycle review course which has improved the pass rate in the course (see above).
    3. Adding excel, linear programing, and writing assignments across the undergraduate curriculum to address weaknesses in analytics and composition.
    4. Creation of a Writing for Accountants course in the graduate program to improve students' writing abilities.
    5. Improving and growing the MACCT programs through innovative partnering with information assurances faculty, creation of a 3/2 undergrad/grad program, and admitting non-accounting UNM undergraduates to the MACCT program by creating some foundational courses that can count toward the degree.

C. Commendations of Strengths, Innovations, Unique Features and Effective Practices

D. Commendations for Strengths, Innovations, and Unique Features:

The faculty's and staff's dedication to their students and their willingness to providing both significant time to and have high expectations for their students, particularly first generation and diverse students, is inspiring.

E. Effective practices:

- A significant distinctive feature at UNM in general, the Anderson School, and the Department of Accounting is a large group of diverse students. The Accounting Department report mentions that 44% of

their undergraduates and 30% of graduate students identify as Hispanic (and many are first generation college students). This diversity presents both challenges and opportunities. The Accounting Department puts forth considerable effort to meet those challenges through both individual faculty effort and creation of specific assistance to retain and mentor those students. However, they could also embrace the opportunities this diversity represents. The accounting profession is avidly seeking to diversify its workforce. Partnering with career services, the department could seek support from local, national, and international public accounting firms and interested corporations to invest in their programs as a means of supporting the diverse population and resulting in a more diverse accounting profession.

F. Opportunities for Continuous Improvement

G. Relevant to the accreditation standards:

A 2014 placement office survey showed 44% of BBA students and 46% of MBA students participated in an internship. Internships are often the gateway to a professional position. The Accounting Department could work more closely with the career services, professional accounting firms, and the placement office to improve the opportunities for internships for their students.

H. Consultative report on matters not related to the accreditation decision:

Fundraising resources are underfunded for the Accounting Department and the Anderson School. There are some simple ideas that might motivate donors including a separate scholarship awards banquet for the Accounting Department, increased visibility with local, national and international firms, particularly regarding the diverse student population and their needs for support.

The MACT degree has four concentrations, Professional, Information Assurance, Advanced, and Tax. The tax concentration is exceedingly small. The department tries to maintain the tax concentration by requiring tax courses in other concentrations. Given restrictive resources, the department should consider the viability of the tax concentration in the long run.

VI. Visit Summary

A. *Descriptive Information:* Brief description of the school including its size and institutional setting

The Accounting Department is part of the Anderson School of Management at the University of New Mexico (UNM). New Mexico has six public four-year institutions providing accounting education. The accounting program focuses curriculum and placement activities on meeting the licensure requirements and economic needs of New Mexico and the region. The Accounting Department manages one of five programs at the Anderson School of Management and was initially accredited in 1996. The Accounting Department offers a BBA in Accounting (graduating on average 122 students per year) and a masters in accounting (graduating on average 43 students per year) with four concentrations. The department has 10 tenure stream faculty, three full time lecturers. One Accounting Department tenure track position is occupied by the newly appointed current Dean (Craig White). It is not clear whether the department will be able to add another position as replacement for Dean White.

B. *Degree Programs:* List of all degree programs included in the accreditation review and the number of graduates in the previous year for each program:

Name of Degree Program	Major(s), Concentration(s), Area(s) of Emphasis	Graduates
BBA accounting		135
MACT	Professional	19
MACT	Advanced	15
MACT	Tax	0
MACT	Information Assurance	20

C. *Comparison Groups*:

Comparable peers:

- Kansas State
- Oregon State
- Portland State
- University of Montana
- University of Rhode Island
- Utah State
- Wichita State

Competitive group:

- Arizona State University
- New Mexico state University
- Northern Arizona University
- Texas Tech University
- University of Arizona
- University of Texas at El Paso

Aspirant group;

- University of Colorado
- University of Kansas
- University of Oklahoma
- University of Oregon

D. *Visit Team Members:*

- Susan Haka Sr. Ass. Dean, Eli Broad College of Bus., Michigan State University (Accounting Chair).
- Robert Ricketts, Director School of Accounting, Rawls College of Business Admin., Texas Tech University. (Accounting Member)

- Scott Dawson, Dean, Orfalea College of Business, Cal Poly (Business Chair

- Brent Hathaway, Dean, Lee Business School, University of Nevada, Las Vegas (Business Member)

E. *Maintenance Review Visit Schedule*:

Continuous Review Visit Schedule (Business and Accounting), February 21-23, 2016

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	Parallel Session – Breakfast with **Accounting Strategy Team**, ASM 2005	

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8:00 am	Combined Business and Accounting**, Exit Report,** ASM 2082		Peer Review Team, Craig White, Shawn Berman, Leslie Oakes, Michelle Arthur, Sul Kassicieh, Steve Yourstone, Catherine Roster, Mary Margaret Rogers, Deirdre Markham
9:00 am	Combined Business and Accounting: **President and Provost,** Scholes Hall Conference Room		Peer Review Team, Craig White, Shawn Berman, Leslie Oakes

F. *Materials Reviewed:*

Sent in Advance:

2010 UNM Continuous Improvement Report for both the Anderson School and the Department of Accounting.

2010 UNM Continuous Improvement Review Reports (Accounting and Business)

2105 Anderson Accounting Accreditation Continuous Improvement Report

2015 Anderson Business Accreditation Continuous Improvement Report

Provided on site:

Accounting Department AOL measures and information related to closing the loop in curriculum revision.

Accounting Department vitae for all tenure stream, instructors and adjuncts.

UNM Organizational Chart

TEAM VISIT REPORT –
CONTINUOUS IMPROVEMENT REVIEW 2

University of New Mexico
Anderson School of Management

II. Team Recommendation

The team recommendation reflects the opinion of the Continuous Improvement Review 2 Team only. It will be reviewed for concurrence or remanded to the team by the Continuous Improvement Review Committee. The role of the Continuous Improvement Review Committee is to ensure consistent application of the AACSB International accreditation standards and processes across peer review teams.

Within ten days of receipt of this report, the applicant should send the team any comments and corrections related to factual information noted in this report. A copy should also be sent to the Continuous Improvement Review Committee chair in care of the AACSB International office.

A. Team Recommendation

Extend Accreditation: The recommendation of the Continuous Improvement Review 2 Team is that the accreditation of the undergraduate and master's degree programs in business offered by the Anderson School of Management at the University of New Mexico be extended with the next accreditation review scheduled for 2020-2021. Concurrence by the Continuous Improvement Review Committee and ratification by the Board of Directors are required prior to the confirmation of the accreditation decision. Following ratification by the Board of Directors, the applicant will be notified. The applicant must wait for this official notification before making any public announcement.

B. Subsequent Review of Team Recommendation

The Continuous Improvement Review Committee will review this report, and any response from the applicant, at its next scheduled meeting (normally, provided that the report is received at least three weeks in advance of the meeting). The committee will meet April 10, 2017.

The Board of Directors will consider for ratification via electronic ballot the team recommendations to extend accreditation or revoke accreditation that have concurrence from the appropriate accreditation committee, as soon as possible after the accreditation committee concurrence.

Identification of Areas That Must Be Addressed Prior to Next Continuous Improvement Review

The next Continuous Improvement Review will occur five years from the original review year. While the CIR2 team believes that Anderson is committed to implementing a fully closed loop AOL system for all programs, we remain concerned that a considerable amount of work remains in order to completely meet AOL standards.

Anderson has created a robust system to address deficiencies in meeting Standards 16, 18 and 19. However, the short amount of time since the fifth-year review, and long cycle time to fully implement AOL systems for each

program, means that the school is still multiple semesters from a closed loop system for most programs. Structural changes made by the school, such as naming AOL coordinators, establishing an AOL committee, and creating assessment plans for each program, suggest that a closed loop system for each program will be fully implemented by 2018-19.

Relevant Facts and Assessment of Strengths and Weaknesses on a Standard-by-Standard Basis in Support of the Team Accreditation Recommendation

Standard 10: Faculty Qualifications

The PRT found that information for multiple faculty had been omitted from Table 10.1 (Anderson was evaluated under pre-2013 standards), which was attributed to a breakdown in clear responsibilities between department heads and the dean's office. The problem was particularly acute for part-time faculty.

Anderson has implemented a hiring process that ensures department heads will collect current resumes and determine that new faculty meet qualification standards. The associate dean will then verify that this information is correct before entering data into the Sedona tracking system. The associate dean will also verify that all faculty vitae are updated and correctly classified when preparing an updated version of Table 15.1 on an annual basis. The updated Table 10.1 submitted for the report was complete and accurate.

Standards 16, 18 and 19: Assurance of Learning

The PRT found that multiple learning goals had not been assessed for the undergraduate and MBA program for up to four years, and that no assessment had ever occurred for the EMBA.

Anderson has taken the following steps since the maintenance review:

- Appointed co-coordinators for Assurance of Learning
- Formed a College Assessment Review Committees (CARC) for the BBA and MBA programs
- Faculty teaching in the specialized master's programs will act as the assessment committee for their respective programs
- Linked the AOL process to the Chair's Council and an annual faculty meeting
- Developed an Anderson Assessment website
- Implemented exit exams for BBA and MBA students
- Developed Assurance of Learning plans for each academic program
- Assessment of the effective communications learning objective for the BBA

The following work is still in progress:

- Analyzing data from exit exams in the BBA program (spring semester, 2017)
- Developing student learning outcomes (SLOs) for the MBA-ED and MS ISA (spring semester, 2017)
- Mapping individual course objectives to the programmatic objectives to clearly identify which classes are covering programmatic goals and objectives (spring semester, 2017)

- Developing assessment measures for remaining rubrics and collecting data (summer, fall and spring semesters, 2017-18)
- Closing loop assessment (summer, fall, spring, 2018-19)

III. Summary of Review

A. Continuous Improvement Review 2 Team Members:

Eric Spangenberg, Dean
The Paul Merage School of Business
UC Irvine

Scott Dawson, former Dean and Committee Chair
Orfalea College of Business
Cal Poly

B. Visit Schedule

The Chair had multiple phone conversations with the Dean from Anderson, but did not visit campus for this review.

C. Materials Reviewed

- CIR2 Report, including appendices
- Original PRT Maintenance Report
- New web pages created by Anderson to track AOL implementation

Appendix B – 2014 APR REPORT AND RESPONSE

ACADEMIC PROGRAM REVIEW TEAM WORKSHEET

This worksheet should be used to document any department/program shortcomings relative to the UNM Criteria for Program Review. For each criterion, please note whether shortcomings exist in the criterion. If a shortcoming is identified, please note it as Met with Concerns (MC), Marginally Met (MM), or Not Met (NM), (refer to manual - page 8 - for descriptions). For any shortcomings, please summarize the basis for your conclusion in the appropriate box. If a potential shortcoming changes in level or is resolved during the campus visit, provide an explanation for how it was resolved or changed.

Visit Dates: **March 31, April 1, 2, 2014**

Department/ Program: Anderson School of Management

Evaluator(s): Dr. Ilene Kleinsorge, Dr. Larry Walther, Dr. Tim Lowrey

Criterion	Assessment (MC/MM/NM)	Comments
1. PROGRAM GOALS		
Published goals/educational objectives for each program (undergraduate and graduate)	Meets	The Anderson School (AS) has developed an extensive framework of program goals, with an appropriate push out to individual courses, via an assurance of learning system. The AS website and catalogue appear comprehensive.
Consistent with mission (UNM's and unit's) and the needs of constituents	Meets with Concerns	The strategic plan runs to 2013. This should be reviewed and extended, as it may impact and require revision of certain program goals.
Students are aware of program goals	Meets	Students seem to display strong awareness of program and course goals. They are not focused on the AS mission and vision.
2. TEACHING AND LEARNING: CURRICULUM		

For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university	Meets with Concerns	The reviewers are concerned with the breadth of concentrations relative to resources, although no specific deficiency is cited.
Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit	Not Met	A significant portion of the faculty express discord over the lack of ownership of curriculum design and implementation. This appears to be contributing to a suboptimal curriculum design at both the undergraduate and graduate curriculum.
Extracurricular programs/activities are sufficient and consistent with program goals/educational objectives	Meets	The AS supports a number of excellent student organizations and experiential Communities.
Program delivery modes are of sufficient quality and address student needs	Meets with Concerns	Resource constraints limit opportunities to have access to modern classrooms and technology
3. TEACHING AND LEARNING: CONTINUOUS IMPROVEMENT		
Regular use of appropriate, documented processes for assessing and evaluating the extent to which the program educational objectives are being attained	Meets	Evolving assurance of learning processes sufficient for external accreditation and identification of opportunities for program improvement. It was noted that there is concern that the implementation of processes is uneven across departments.
Regular use of appropriate evaluation tools for assessing teaching effectiveness	Meets	Course level assessment is appropriate. Mentoring of adjuncts, new lecturers and assistant professors would benefit from more refined mentoring processes. The AS needs to differentiate learning outcomes for online learning, so as to monitor and improve the emerging use of technology for distributed education.

Results of evaluations systematically utilized as input for the continuous improvement of programs	Meets	"Closing the loop process" is in place and functional. However uneven application is perceived to be an issue.
4. STUDENTS		
Policies for accepting new and transfer students (including transfer credits) are in place and are enforced	Meets	Articulation agreements in place with community colleges. Faculty and students mentioned inadequate preparation **in** quantitative methods and computer skills for incoming students. SA may want to assess skill levels and work with university partners to improve the outcomes for freshman and sophomore requirements. Students expressed dissatisfaction with the delivery of the math courses.
Student performance and progress are adequately monitored	Meets	Student advising and LOBO Achieve are commendable practices.
All students receive adequate and appropriate advisement and referral to student support services	Meets	
Student success and retention initiatives are appropriate for the unit and evaluated for effectiveness	Meets	
The success of graduates is tracked and assessed	Meets	The AS does a very good job of tracking graduate success, as of the date of graduation. Additional strategies to allow post-graduation tracking would be helpful.
5. FACULTY		
Sufficient number and competencies to cover all program and curricular areas	Not Met	AS does not currently meet minimum AACSB standards.
Appropriate qualifications	Meets with Concerns	Excessive reliance on non-participating faculty and adjuncts.
Adequate levels of research and creative activities	Meets with Concerns	Faculty research, relative to vision of national recognition, is light. The processes by which scholarship is evaluated and impact measured is loosely defined.
Adequate levels of student-faculty interaction, student advising and counseling	Meets	

Adequate levels of university/professional service activities	Marginally Met	UNM needs to define metrics relative to this aspect of engagement; currently there is a disconnect between service expectations and incentive systems. However, to encourage volunteer service, the UNM should seek operational efficiencies by elimination of non-value adding administrative procedures.
Adequate levels of professional development	Meets with concerns	Resource limitations require suboptimal engagement and investment in faculty development
6. RESOURCES AND PLANNING		
Unit engages in resource planning and allocation, possibly with use of external advisory board	Not Met	The AS lacks discretion in resourcing, and this appears to limit opportunity seeking strategies, such as more realistic pricing of educational activities.
The unit has sufficient resources and institutional support to carry out its mission	Not Met	The school is far below the norm for available resources, relative to its mission.
Staff composition and deployment is adequate	Not Met	Currently, the school appears to be out of sync with thresholds under AACSB standards.
Unit solicits and receives appropriate levels of external support	Meets with Concerns	The school is attempting to generate more external support. Recent success provides a good point of beginning, which should be extended by the new team.
7. **FACILITIES**		
Facilities are adequate to support student learning, along with scholarly and research activities	Not Met	The quality of facilities is not competitive with comparable schools. .
Office space for faculty, staff and graduate students is appropriate	Not Met	Needs major improvement.
Adequate library services, compute infrastructure and information infrastructure	Meets	The core IT infrastructure appears adequate to support learning goals and this is the result of the technology fee which has been an enabler of excellence.
Laboratories (if appropriate) contain modern tools and equipment, are available, accessible, and systematically maintained and ungraded	Meets	

8. PROGRAM COMPARISONS		
Institutional support and leadership sufficient to assure quality and continuity of the program	Meets with Concerns	A successful dean search is critical. The Provost articulates the correct qualities necessary for a successful business dean.
Institutional services, financial support, and staff adequate to meet program needs	Not Met	Revenue is constrained, as are strategic opportunities for pursuing incremental revenues that are guaranteed to accrue directly to the AS.
Sufficient to attract and retain a well-qualified faculty and provide for their professional development	Marginally Meets	Faculty pay is well below normal standards; most faculty appear place bound by life circumstances rather than choice.
Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment	Marginally Meets	The school is highly efficient given its resource limitations and high communi1v expectations.
Sufficient to provide an environment to attain student outcomes	Meets with Concerns	Students are receiving a reasonable education. They seem to place well with regional employers. At the same time, they are not uniformly challenged to excel. The AS should be mindful of the last AACSB report which noted that the best undergraduate students expressed concern about lack of uniform rigor due to diverse capabilities of students. Some instructors expressed concern about analytical rigor and skill of some students. The drive toward high retention may undermine setting standards and expectations for high rigor that is important for success in a globally competitive environment.
9. FUTURE DIRECTION		
Unit engages in strategic planning	Marginally Meets	The strategic plan is now outdated. The unit should refresh the plan, particularly in light of upcoming leadership changes. Senior faculty express a strong desire for an extensive planning process that results in a direction to which they can align their programs.

Unit make use of appropriate data, including peer comparisons, in strategic planning	Meets with Concerns .	Key performance indicators should be developed and reported to facilitate progress measurement. There is not a well-defined dashboard or scorecard.
Unit is aware of its strengths and weaknesses, and prioritizes its improvement activities accordingly	Meets with Concerns	The Provost expressed one idea; that of a "destination" university goal. The Vision of the AS includes the words "national recognition." The current reality differs. A clear strategy is needed to move along the continuum.

Overview:

We are pleased to have been afforded the opportunity to visit your campus, as part of your program review process of the Anderson School of Business. We express our sincere thanks for the warm hospitality, and hope that our observations are based on appropriate impressions, and that they will ultimately prove constructive in bettering the lives of the citizens of your enchanting state.

New Mexico is an important state, and will become even more important in national scope. It benefits from its branding as a key recreational state, with strong amenities that appeal to visitors and seasonal residents. It is at the tide line of shifting currents in America's changing social demographic, placing it advantageously able to capture national political interest that is well beyond the reach of similarly-sized states. The significant Hispanic population affords cultural and language skills that should prove valuable in building business and cultural relationships with the emerging Latin American countries. The Anderson School, well regarded as the flagship of the region, thus enjoys numerous strategic advantages. It is very reasonable that the School's vision expresses a goal of national recognition. In many respects this vision is already realized. At the same time, several internal stakeholders expressed frustration that the School is not living up to certain portions of its reputation. What follows is a three-pronged report. One is to acknowledge and call attention to several important points of strength. This is followed by discourse on areas of potential improvement. Finally, given the Anderson School's accreditation from the AACSB (the gold medal of business accreditation globally), the final section of the report provides and internal assessment of progress regarding recommendations of the AACSB.

Areas of Strength:

The Anderson School of Management has a number of important strengths. We enumerate several.

1. Dean Brown's tenure at UNM serves SA well across campus. He has provided stability for SA during a volatile time for UNM.

2. Dean Brown has significantly increased fundraising success during his tenure and has secured funds from the State Legislature to begin the planning phase for a new building to house the school.

SA has a new Development team in place and is committed to establishing robust engagement with the business community and alumni for the purpose of external fundraising and building a sense of pride among alumni.

3. The school has achieved distinction in concentrations of information assurance, technology entrepreneurship, and ethics and at the graduate level it has received recognition for curriculum in management of technology. These achievements have been realized through the hard work and dedication of the constituent faculty.

4. The faculty are to be commended for their passionate dedication to providing a quality educational experience for their students despite salary constraints. This applies to faculty at all levels.

5. Anderson faculty are justifiably proud of the strong experiential learning component in their curriculum and the connections to the business community.

6. The diverse student population is a point of distinction. A majority of students have significant work experience. We applaud the students as they work seamlessly as one collective group, seemingly unaware of their diverse racial and cultural backgrounds. They are living proof of the American dream. They are, united, representative of what American must learn to be.

7. The University of New Mexico is highly attractive to regional students due to its affordability. The flexibility of course schedule is attractive to the non-traditional student who otherwise would have great difficulty in taking courses due to their employment responsibilities.

8. The school has developed an excellent IT support organization within the college that is recognized across the University. The IT support is funded by a dedicated technology fee paid by the students.

9. The Career Advisement and Career Services teams provide excellent support for students and the staff are passionate about their efforts. This team displays extraordinary talent.

10. The following initiatives are among some of the important strengths in experiential learning within the Anderson School:

A. The business plan competition has provided a vehicle for direct connection to economic development and a visible valued partner to other units on campus.
B. The Marketing Center applied learning program has provided students hands on experiences by participating in national advertising campaign competitions.
C. The Investment portfolio program has uniquely earned the trust of the UNM foundation and the Board of Regents. This is a labor intensive applied learning opportunity that creates graduates in high demand.

Areas for Potential Improvement:

The point of beginning for identification of areas for potential improvement is surfaced by considering areas where stakeholders expressed frustration regarding alignment of goals and with realities. In addition, we gave consideration to national norms and trends of which we are aware. We focus attention on four topics:

- Financial Strength

Both costs and revenues seem quite low relative to other schools of national recognition. This impacts facilities, faculty, and students. It is challenging to attract and retain nationally recognized scholars at below market salaries. It is difficult to inspire students to excellence when the facilities in which they are trained are not similarly inspiring. In many respects, education price correlates to actual and perceived education quality.

Professional schools across the country are achieving significant progress via differential tuition that is levied and invested at the unit level. Similarly, schools are increasingly finding it necessary to be entrepreneurial in auxiliary programming and activities, but risks and rewards of market-based initiatives must accrue to the unit engaging in such activities. Fund raising tends to follow, not lead these types of initiatives. Without a transformation of the School's financial model, it is hard to foresee significant progress.

1 - Strategy and Leadership

The School's strategic plan is now dated. The upcoming change in leadership is perfect timing for renewal of the strategic plan of the School. One possibility is for the strategic planning to be faculty developed and owned, thereby providing a "shovel-ready" plan for the new dean. The other alternative is for the new dean to be tasked with leading the development of a new strategic plan. In any event, there seems to be a recent history of acrimony related to misunderstandings over matters of strategy, curriculum, and other important policies. It is imperative that the unit work through and beyond these issues in the near future, lest they begin to undermine the unit's welfare to the detriment of the students and other stakeholders. Trust, mutual respect, and adherence to adopted codes of conduct are shared values and provide the foundation for healing. The School might seriously consider an independent facilitator to lead initial crucial conversations.

2 - Accreditation

The AACSB previously identified areas of necessary improvement, and it appears that the pace of progress is slow in addressing certain of those concerns. The next review is now less than two years away. (see separate comments that follow).

3 - Research Environment

Peer institutions are generally more advanced in setting standards for scholarly activities. For example, it is now very common for schools to have unambiguous systems for ranking journals. Methods of documenting impact are also evolving. New accreditation standards speak to demonstration of scholarship impact. Collectively, these factors weigh on the branding scale. It appears that the School may be trailing these trends.

Progress on recommendations for next review - AACSB

Standard	Recommendation - 2010	Findings - 2014
Standard 1: The school publishes a mission statement or its equivalent that provides directions for making decisions. The mission statement derives from a process that includes the viewpoints of various stakeholders. The mission statement is appropriate to higher education for management and consonant with the mission of any institution of which the school is a part. The school periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders. [MISSION STATEMENT] *The school's programs and activities are guided by its mission statement. The mission statement provides a shared understanding of program direction that* connects *participants'* actions *and provides a common basis for learning.* *The school demonstrates that its mission statement derives from processes that include input from its stakeholders.* *The school disseminates its mission statement widely to interested parties.* *The mission statement of the school supports the mission of any larger organization of which it is a part.* *The mission emphasizes the*	Update mission, vision, and values statements to reflect the updated resource environment and potential demand opportunities for the Anderson School of Business	The mission, vision, and values statements remain the same as developed in 2004. No evidence of process to review, refresh, and redefine if necessary.
	A strategic plan that is supported by a stakeholder analysis e.g. SWOT	SWOT are articulated in APR but are not directly connected to the strategic plan.
	Identify steps needed to develop the culture necessary to foster an environment where associates are not only encouraged by ultimately self-motivated to aspire to achieve the necessary scholarly level to achieve full professor	The number of associates to move forward for consideration for full has increased. There seems to be questions about what the criteria are to be promoted.
	Review the present college organization structure and its alignment with mission, vision, and values of the college. Consider addressing opportunities for improving efficiencies. Ensure there are clear lines of reporting relationships among key entities that are part of the college's organizational structure and indicate how these entities are held accountable and demonstrate how responsibilities are delegated to these committees.	Organizational structure does not appear to support shared governance. Faculty committee members perceive a lack of power, authority, and accountability. Mutual trust is lacking a sufficient level to move the college forward.
	Clearly articulate the	Not yet done.

achievement of high quality in each degree program. *The mission statement encourages learning experiences appropriate for collegiate management students and that positively affect students' development as managers and professionals.* *The school demonstrates that it systematically reviews and documents its progress toward mission fulfillment and that it periodically evaluates the appropriateness of its mission statement and supporting strategic management plan.*	college's strategic advantages and align resources necessary to achieve desired outcomes in accordance with specific metrics of performance in each area.	
Standard 16: Bachelor's or undergraduate level degree: Knowledge and skills. Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates achievement of learning goals for key general, management-specific, and/or appropriate discipline-specific knowledge and skills that its students achieve in each undergraduate degree program. [UNDERGRADUATE LEARNING GOALS]	Continue to refine and develop a more robust assessment processthat demonstrates students meet the learning goals.	Progress seems to be made but there is a perception by faculty that the progress is very uneven across departments. There is no group accountable for the overall learning outcomes of the business core.
Standard 18: Master's level degree in general management (e.g., MBA) programs: Knowledge and skills. Participation in a master's level degree program presupposes the base of general knowledge	A detained plan and progress toward resolution of a more robust set of learning objectives and goals for the MBA with an acceptable AOL process in place including active faculty involvement	Some faculty perceive the changes are cosmetic. Students perceive the changes will make a significant difference to them but are not sure how it will be positive. Communications about the

and skills appropriate to an undergraduate degree. Learning at the master's level is developed in a more integrative, interdisciplinary fashion than undergraduate education. The capacities developed through the knowledge and skills of a general master's level program are: *Capacity to lead in organizational situations.* *Capacity to apply knowledge in new and unfamiliar circumstances through a conceptual understanding of relevant disciplines.* *Capacity to adapt and innovate to solve problems, to cope with unforeseen events, and to manage in unpredictable environments.* *Capacity to understand management issues from a global perspective.* Adapting expectations to the school's mission and cultural circumstances, the school specifies learning goals and demonstrates master's level achievement of learning goals for key management-specific knowledge and skills in each master's level general management program.		change needs to be managed and articulated well.

[MASTER'S LEVEL GENERAL MANAGEMENT LEARNING GOALS]		

March 24, 2015

To: Chaouki Abdallah, Provost

From: Craig White, Interim Dean

Re: APR Report Response

CC: Nancy Middlebrook, University Accreditation Director
Bessie Gallegos, Program Specialist

This document serves as a response to the Academic Program Review of the Anderson School of Management which was completed in Spring 2014. Included in this response are any items that were assessed as either "meet with concerns", "marginally met" or "not met". Upon completion of the new strategic plan (expected in Spring 2015), the School will provide the Action Plan.

Program Goals:

Consistent with mission (UNM's and units') and the needs of constituents

Review assessment and comment: Meets with concerns. The strategic plan runs to 2013. This should be reviewed and extended, as it may impact and require revision of certain program goals.

Response: Beginning in the summer 2014, the Anderson school initiated a strategic planning process that utilized the feedback from the Academic Program Review and took into consideration the guidelines provided by the School's accrediting body (AACSB, Association to Advance Collegiate Schools of Business). The activities undertaken beginning in Summer 2014 are outlined in Appendix 1. The initial step in the process was for an ad-hoc faculty committee to identify the first step in resolving the concerns outlined in the APR report and in the school's 2010 AACSB maintenance of review report. This committee proposed the Anderson School retain an outside consultant (the Hayes Group) to facilitate work on trust and reconciliation as a step necessary prior to completing substantive work on the strategic plan. This work involved the Hayes Group completing interviews with approximately 60 faculty and staff, completion of 2 assessment tools by full-time faculty and selected staff to inform team-building activities that were then used to guide 2 retreats with full-time faculty and selected staff. This process occurred in August 2014 – early October 2014. The initiatives developed at the two faculty retreats informed the further strategic plan activities that are described in Appendix 1. The school expects to complete the strategic plan by the end of Spring 2015.

Teaching and Learning Curriculum Goals:

For each program, adequate coverage of program-appropriate curricular components, and consistent with the learning goals of the program/university.

Review assessment and comment: Meets with concerns. The reviewers are concerned with the breadth of concentrations relative to resources, although no specific deficiency is cited.

Response: Throughout the strategic planning process, Anderson faculty and administrators have and will be attentive to aligning the number of concentrations and school resources allocated to the concentrations to ensure the program/university learning goals are consistently met. This includes assessing existing concentrations at both the undergraduate and graduate levels.

Contributions to other units are adequately coordinated (with other units) and appropriate for the offering unit.
Review assessment and comment: Not met. A significant portion of the faculty express discord over the lack of ownership of curriculum design and implementation. This appears to be contributing to a suboptimal curriculum design at both the undergraduate and graduate curriculum.

Response: Anderson has active and engaged committees for the undergraduate and graduate curriculum committees, and both committees have representatives from each department. The committees are aware of these concerns and work to ensure faculty input is integrated into any curricular changes made for the School. There is one chair for both committees to ensure continuity in curricular review and adjustment processes. The chair regularly reports at each faculty meeting on two categories of curriculum changes. Per UNM and Anderson policy, some changes such as course title changes only require approval by the curriculum committee, but all such changes are announced at each faculty meeting. Changes that include a substantial revision to existing programs or the addition of new programs require approval by the faculty before they are implemented. All faculty have the opportunity through the faculty meetings to vote on significant curricular changes. The curriculum development structure question was addressed at the fall faculty retreats. This discussion resulted in a number of recommendations that are being explored by departments, faculty curriculum committees, faculty policy committees and throughout the strategic planning process.

Program delivery modes are of sufficient quality and address student needs.
Review assessment and comment: Meets with concerns. Resource constraints limit opportunities to have access to modern classrooms and technology.

Response: Anderson is actively engaged in the programming phase for a new building which is expected to be fully funded by Fall 2015. Ensuring that students have access to modern classrooms and technology is one of the primary justifications for the new building. The current timeline is for the first phase of the building to be completed in Fall 2018 which is currently programmed to include 8 new classrooms, 7 of which will be for flexible use. UNM bonding capacity will be critical to the School's ability to move forward on this project.

Faculty:

Sufficient number and competencies to cover all programs and curricular areas.
Review assessment and comment: Not met. AS (Anderson School) does not currently meet minimum AACSB guidelines.

Response: Currently, Anderson meets the AACSB minimums for all programs, departments, and areas. In preparation for the upcoming accreditation visit (Spring 2016) and the transition to the new AACSB standards, a thorough review of these competencies and guidelines is expected to be completed.

Appropriate qualifications.
Review assessment and comment: Meets with concerns. Excessive reliance on non-participating faculty and adjuncts.

Response: As part of the upcoming accreditation visit (Spring 2016) and the transition to the new AACSB standards, a thorough review of these qualifications and guidelines will be completed. Anderson will evaluate the mix of non-participating faculty and adjuncts to ensure their use is appropriate and in line with the School's strategy. The School has included this concern as a priority in hiring plan considerations. We have also looked at the mix of courses and activities assigned to different faculty members and have sought to increase the percentage covered by participating faculty.

Adequate levels of research and creative activities.
Review assessment and comment: Meets with concerns. Faculty research, relative to vision of national recognition, is light. The processes by which scholarship is evaluated and impact measured is loosely defined.

Response: As part of the strategic planning process, the school is taking into consideration this feedback and developing research standards that align with the research activities of the School which highly value a diversity of research approaches and goals. The School is assessing the focus of our research and creative activities to have a strong component emphasizing the New Mexico and regional context. The School will also be developing specific impact measures in accord with the requirements of the AACSB 2013 standards

Adequate levels of university/professional service activities.
Review assessment and comment: Marginally met. UNM needs to define metrics relative to this aspect of engagement; currently there is a disconnect between service expectations and incentive systems. However to encourage volunteer service, UNM should seek operational efficiencies by elimination of non-value adding administrative procedures.

Response: The University is in the process of aligning unit activities with university-wide goals, and Anderson is actively engaged in this process.

Adequate levels of professional development.
Review assessment and comment: Meets with concerns. Resource limitations require suboptimal engagement and investment in faculty development.

Response: The University is reviewing allocation of resources and Anderson is actively engaged in this process. At the School level through the strategic planning process, the School is evaluating options for supporting faculty development activities. Without additional support from the University, Anderson is likely to remain limited in its ability to invest in faculty development beyond the current level. Anderson Foundation funding does provide substantial resources for faculty development which is used to support faculty research and attendance at professional conferences. The School is continuing to evaluate the current resources available to support faculty development to the greatest degree possible.

Resources and Planning:

Unit engages in resource planning and allocation, possibly with use of external advisory board.
Review assessment and comment: Not met. The AS lacks discretion in resourcing, and this appears to limit opportunity seeking strategies, such as more realistic pricing of educational activities.

Response: The University is reviewing allocation of resources and Anderson is actively engaged in this process. Without additional flexibility from the University to competitively price the School's offerings along with incentives to retain additional resources the School develops, this item is likely to continue to be a limitation on the School. The Anderson School is working with the Provost's office to review differential tuition needs and implementation policies both at the undergraduate and graduate level. The School is also exploring methods for generating additional revenue streams from other sources.

The unit has sufficient resources and institutional support to carry out its mission.
Review assessment and comment: Not met. The school is far below the norm for available resources, relative to its mission.

Response: The University is reviewing allocation of resources and Anderson is actively engaged in this process. Without additional support from the University to meet its mission, Anderson is likely to continue to have insufficient resources. The Anderson School is working with the Provost's office to review differential tuition needs and implementation policies both at the undergraduate and graduate level. The School is also exploring methods for generating additional revenue streams from other sources.

Staff composition and deployment is adequate.
Review assessment and comment: Not met. Currently, the school appears to be out of sync with thresholds under AACSB standards.

Response: The School has addressed the faculty composition and deployment issue through its hiring activities over the past three academic years. The School has also been assessing the activities of current faculty in determining their "participating" or "supporting" status under AACSB standards and deploying them to maximize "participating" faculty coverage. The University is reviewing allocation of resources and Anderson is actively engaged in this process. Without additional support from the University and/or the ability to retain additional resources the School develops, this item is likely to continue to be a limitation on the School.

Unit solicits and receives appropriate levels of external support.
Review assessment and comment: Meets with concerns. The school is attempting to generate more external support. Recent success provides a good point of beginning, which should be extended by the new team.

Response: The Anderson School, particularly through the activities in fundraising for the new building, is supporting and encouraging external relationships and support. The Alumni Council and Foundation Board are strong supporters of the School. Activities to engage more alumni directly with Anderson are well-received and producing positive results. The School has achieved success through outside funders, for example, the Daniels Fund grant was recently renewed for a 5-year term.

Facilities:

Facilities are adequate to support student learning, along with scholarly and research activities.

Review assessment and comment: Not met. The quality of facilities is not competitive with comparable schools.

Response: Anderson is actively engaged in the programming phase for a new building which is expected to be fully funded by Fall 2015. Feedback as indicated by this comment is a primary factor in justifying the new building. Plans for the new building include spaces, facilities, and technologies that will enhance student learning and support the scholarly and research activities of the faculty. Student group spaces are planned for the new building. The student Marketing Center, computer lab facilities, and behavioral lab facilities will all be included in Phase 1 which is scheduled to be completed in Fall 2018.

Office space for faculty, staff and graduate students is appropriate.
Review assessment and comment: Not met. Needs major improvement.

Response: Anderson is actively engaged in the programming phase for a new building which is expected to be fully funded by Fall 2015. Addressing the limitations that currently exist for faculty, staff, and graduate students offices is a high priority in the programming phase. As an example, space for the advising unit was increased substantially to accommodate the increased advisement load with the new model where units are responsible for advising freshman and sophomores who have identified business as their major. The long-range planning for the total space Anderson will need in the next ten years substantially increases available office space for faculty, staff, and graduate students and incorporates reasonable amounts of additional space for anticipated growth.

Program Comparisons:

Institutional support and leadership sufficient to assure quality and continuity of the program.
Review assessment and comment: Meets with concerns. A successful dean search is critical. The Provost articulates the correct qualities necessary for a successful business dean.

Response: Anderson per guidance from the Provost is currently focused on the upcoming accreditation visit (Spring 2016). It is anticipated that once the visit is completed, the School will complete a successful dean search. The current Interim Dean is a long-time Anderson faculty member and served previously as a department chair.

Institutional services, financial support, and staff adequate to meet program needs.
Review assessment and comment: Not met. Revenue is constrained, as are strategic opportunities for pursuing incremental revenues that are guaranteed to accrue directly to the AS.

Response: The University is reviewing allocation of resources and Anderson is actively engaged in this process. Without additional support from the University and/or the ability to retain additional resources the School develops, this item is likely to continue to be a limitation on the School. The Provost's Office has indicated support for splitting revenue from new initiatives directly with the academic units. The Anderson School is currently exploring new programs under this funding model.

Sufficient to attract and retain a well-qualified faculty and provide for their professional development.

Review assessment and comment: Marginally meets. Faculty pay is well below normal standards; most faculty appear place bound by life circumstances rather than choice.

Response: The Anderson School is engaged in the process of evaluating options for getting all faculty to median salary ranges appropriate for their discipline. Without additional support from the University and/or the ability to retain additional resources the School develops, this item is likely to continue to be a limitation on the School. To the extent possible, the Anderson School provides additional ways for faculty to increase their compensation beyond their base pay. The opportunities include supplemental amounts from endowments ("professorships/lectureships") and summer research grants. The allocation of these opportunities is, primarily, based on an assessment of research and teaching performance.

Sufficient to acquire, maintain, and operate infrastructure, facilities, and equipment.
Review assessment and comment: Marginally meets. The school is highly efficient given its resource limitations and high community expectations.

Response: As part of the strategic planning process, the team is highly aware of the realities of the resource constrained environment within which it operates and is working to develop agreed-upon priorities to ensure the School can meet its vision, mission, goals, and objectives with the current resources available. The School is actively investigating options for generating additional resources to support the School's activities. Without additional support from the University and/or the ability to retain additional resources the School develops, this item is likely to continue to be a limitation on the School.

Sufficient to provide an environment to attain student outcomes.
Review assessment and comment: Meets with concerns. Students are receiving a reasonable education. They seem to place well with regional employers. At the same time, they are not uniformly challenged to excel. The AS should be mindful of the last AACSB report which noted that the best undergraduate students expressed concern about lack of uniform rigor due to diverse capabilities of students. Some instructors expressed concern about analytical rigor and skill of some students. The drive toward high retention may undermine setting standards and expectations for high rigor that is important for success in a globally competitive environment.

Response: This feedback has been taken into consideration during the strategic planning process and in the activities of the undergraduate and graduate curriculum committees. Additional work will be needed on this item to address the concerns raised and resolve the tension between the dual missions of the unit to provide education to both average and exceptional students.

Future Direction:

Unit engages in strategic planning.
Review assessment and comment: Marginally met. The strategic plan is now outdated. The unit should refresh the plan, particularly in the light of upcoming leadership changes. Senior faculty express a strong desire for an extensive planning process that results in a direction to which they can align their programs.

Response: The unit has been engaged in an intensive strategic planning process that began in Fall 2014. Appendix 1 outlines the activities undertaken to date.

Unit makes use of appropriate data, including peer comparisons, in strategic planning.
Review assessment and comment: Meets with concerns. Key performance indicators should be developed and reported to facilitate progress measurement. There is not a well-defined dashboard or scorecard.

Response: As part of the strategic planning process, all participants have noted the need for clearly defined metrics and ongoing processes to evaluate progress towards goals and objectives. The School is taking into account general trends in updating its strategic plan (enrollment data, input from external stakeholders, business school context). The School will develop specific metrics and indicators as a dashboard relative to the strategic plan.

Unit is aware of its strengths and weaknesses, and prioritized its improvement activities accordingly.
Review assessment and comment: Meets with concerns. The Provost expressed one idea: that of a "destination" university goal. The Visions of AS includes the words "national recognition." The current reality differs. A clear strategy is needed to move along the continuum.

Response: The School is addressing this comment through the current strategic planning process. The School is aligning its goals with those of the UNM 2020 plan. This alignment includes focusing on the Anderson School as a destination business school. The School also recognizes that current reality differs from general "national recognition". The School has modified its mission statement to clarify the primary objective of serving New Mexico and regional interests. However, the School has and will further identify areas in which it can be competitive on a national scale.

Appendix 1:

Summary of Process to Date

1. During Summer 2014, an ad-hoc faculty task force met to identify a consultant appropriate to lead the School through a strategic planning process. Their work determined that trust-building activities should precede development of a strategic plan. The Hayes Group was retained for this purpose. The Hayes Group completed interviews with over 60 faculty and staff. The group completed work-style assessment and led two retreats that included faculty and selected staff to enhance trust and communication and identify the key items faculty and staff felt should be resolved to move forward.
2. Upon completion of the retreats, the Policy and Planning committee (P&P) determined the process to be followed to develop the school's updated strategic plan.
3. Groups of staff, students, junior faculty, senior faculty, and external stakeholders completed a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis and submitted their feedback to a strategic planning committee composed of the following people: Nick Flor, Rob DelCampo, Audrey Arnold, Tracy Wilkey, Deirdre Markham, Jackie Hood, Steven Yourstone, Leslie Boni, Raul Gouvea, Dennis Togo, Joni Young, Ranjit Bose, Gautam Vora, Shawn Berman, David Cavazos, and Mary Margaret Rogers.
4. An experienced strategic planning consultant was hired to assist ASM in the development of our new strategic plan.

5. The full committee met on November 8th and December 6th to take the feedback and begin to develop plan elements.
6. At the first committee meeting on November 8th, the group assessed the mission and vision. Then, the group began to work through the details of the SWOTs and identify priority issues to address in the plan with strategic objectives that could respond to the current internal and external environment of ASM. The committee selected a subcommittee (White, Flor, and Del Campo) to draft Mission, Vision, and Values. The group also discussed using the framework of the UNM Strategic Plan 2020 with its major goals as a way to assess the language of the ASM plan and organize ASM's strategic objectives
7. At the second meeting on December 6th, the committee reviewed the remaining SWOTs and developed ideas for specific strategic objectives. All members of the committee who were present had the opportunity to propose objectives. These objectives were organized by themes and compared with the overall goals of UNM 2020. The committee members also identified values that emerged during the discussion that should be considered for ASM's statement of values and principles. The subcommittee developed a discussion draft with initial draft objectives
8. The discussion draft was reviewed with the P&P, department chairs, and staff for comment in January. The P&P provided a response draft with a full set of objectives.
9. The subcommittee developed a revised draft that incorporated comments received and presented it to the full committee at their third meeting on February 13th.
10. On February 13th, the full committee took each existing large goal and developed revised goals and objectives. The notes from the third meeting will be sent out on February 16th to committee members and others for comment by February 21st. All comments will be compiled by Deirdre Markham. This revised draft with comments will be sent to committee members on February 23 and the committee will meet again on Friday, February 27 to determine if there is consensus support for a final proposal.
11. The subcommittee met on Friday, February 27 to review the draft. The draft was presented to the full faculty at the faculty meeting for review and comment.
12. The draft was sent to all faculty and staff to review and complete a template to determine areas of consensus and areas where further work will be needed before they can be incorporated into the strategic plan. Feedback will be collected through March 20th.

Appendix C – FACULTY CREDENTIALS

Full First and Last Name	**Faculty Appointment** <u>Continuing</u> • Lecturer (LT) • Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP) • Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP) • Prof. of Practice (PP) <u>Temporary</u> • Adjunct (AD) • Term Teacher (TMT) •Visitor (VR) •Research Faculty (RF)	**Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s)** (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	**Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty does not teach at least one course.)**		**Faculty Credentials** •Faculty completed a terminal degree in the discipline/field (TDD); •Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR); •Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR •Other (Explain)
Anna Abdulmanova	Visiting (VR)	University of Missouri-Columbia- Ed.D. in Finance	Undergraduate	X	TDD
			Graduate	X	TDD
			Doctoral		
Joe Abrams	Adjunct Instructor (AD)	University of Phoenix-M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Saurabh Ahluwalia	Associate Professor (TAP)	University of California, Los Angeles- Ph.D. in Management	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		

Tracy Armijo	Lecturer (LT)	New Mexico Highlands University- M.B.A. in Finance	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Duane Arruti	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Michelle Arthur	Associate Professor (TAP)	University of Illinois at Urbana-Champaign- Ph.D. in Labor and Industrial Relations	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Christina Bailey	Assistant Professor (TTAP)	Texas Tech University- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
John Benavidez	Lecturer (LT)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Benjamin Berger	Benjamin Berger	Benjamin Berger	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Shawn Berman	Professor (TP)	University of Washington- Ph.D. in Strategic Management	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Alina Bloom	Adjunct Instructor (AD)	George Washington University- Other Masters	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Thomas Bonafair	Adjunct Instructor (AD)	University of Detroit- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).

			Doctoral		
Shalom Bond	Adjunct Instructor (AD)	University of New Mexico- M.A. in Counseling	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Ranjit Bose	Professor (TP)	University of Texas at Austin- Ph.D. in Management Information Systems	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Tiffany Bourelle	Assistant Professor (TTAP)	University of Nevada, Reno- Ph.D. in English	Undergraduate		
			Graduate	X	TDD
			Doctoral		
Thomas Broderick	Adjunct Instructor (AD)	University of New Mexico- B.S. in Accounting	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Richard Brody	Professor (TP)	Arizona State University- Ph.D.	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Ann Brooks	Lecturer (LT)	University of New Mexico- M.Acc.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Nicole Capehart	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Elizabeth Cartier	Visiting (VR)	University of Massachusetts- Ph.D. in Hospitality and Tourism Management	Undergraduate	X	TDD
			Graduate		
			Doctoral		
Victor Chavez			Undergraduate		

	Adjunct Instructor (AD)	University of Twente- Ph.D. in Entrepreneurship	Graduate	X	TDD
			Doctoral		
Hsuan-Chi Chen	Professor (TP)	University of Florida- Ph.D. in Finance	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Elinor Coates	Adjunct Instructor (AD)	University of New Mexico- Ph.D.	Undergraduate	X	TDD
			Graduate	X	TDD
			Doctoral		
James Constand	Adjunct Instructor (AD)	University of New Mexico - M.B.A	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Robert DelCampo	Professor (TP)	Arizona State University- Ph.D. in Management (Organizational Behavior)	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Matt Doxtator	Adjunct Instructor (AD)	University of New Mexico- M.Acc.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Angela Ekofo	Adjunct Instructor (AD)	University of New Mexico- M.B.A. in Management Information Systems	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Burcu Erciyes	Assistant Professor (TTAP)	University of Texas- Ph.D. in Operations Management	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Linda Eshner	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		

Charles Ewing	Adjunct Instructor (AD)	Southern Methodist University- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Nick Flor	Associate Professor (TAP)	University of California- Ph.D. in Cognitive Science	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Sam Fouad	Lecturer (LT)	Georgetown University Law Center- J.D.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Thomas Francl	Adjunct Instructor (AD)	University of Southern California- M.B.A.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Aaron French	Associate Professor (TAP)	Mississippi State University- Ph.D. in Business Information Systems	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Wayne Gaede	Adjunct Instructor (AD)	New Mexico Highlands University- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Robert Gary	Associate Professor (TAP)	Arizona State University- Ph.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Jessica George	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Brian Gillespie	Associate Professor (TAP)	Washington State University- Ph.D. in Marketing	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		

Sandip Gokhale	Adjunct Instructor (AD)	University of Texas, San Antonio- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Greg Golden	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Raul Gouvea	Professor (TP)	University of Illinois at Urbana-Champaign- Ph.D. in Economics	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Christie Gross	Adjunct Instructor (AD)	University of New Mexico- M.S.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Thomas Gutierrez	Staff (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
James Hamill	Visiting (VR)	Arizona State University- Ph.D. in Accounting	Undergraduate	X	TDD
			Graduate	X	TDD
			Doctoral		
Andrea Hetrick	Assistant Professor (TTAP)	University of Georgia- Ph.D. in Psychology	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Leila Hickman	Assistant Professor (TTAP)	Washington State University- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Holly Hitzemann	Adjunct Instructor (AD)	National University- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).

			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Jacqueline Hood	Professor (TP)	University of Colorado at Boulder- Ph.D. in Organizational Behavior and Organization Development	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Mohammad Nazrul Islam	Assistant Professor (TTAP)	Florida International University- Ph.D. in Accounting	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Subramanian Iyer	Associate Professor (TAP)	Oklahoma State University- Ph.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Kathryn Jacobson	Associate Professor (TAP)	Arizona State University- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Ryan Jacobson	Associate Professor (TAP)	Arizona State University- Ph.D.	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Linda Johansen	Adjunct Instructor (AD)	New Mexico State University- Ph.D.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Justin Johnson	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Peter Jurkat	Adjunct Instructor (AD)	Stevens Institute of Technology- Ph.D.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		

Dimitri Kapelianis	Associate Professor (TAP)	Arizona State University- Ph.D. in Business Administration	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Christopher Kiscaden	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Elena Klevsky	Assistant Professor (TTAP)	University of Illinois at Urbana-Champaign- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Ryan Knight	Adjunct Instructor (AD)	University of New Mexico- M.Acc.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Lucio Lanucara	Adjunct Instructor (AD)	Indiana University School of Law, Bloomington- Other Masters	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Harold Lavender	Adjunct Instructor (AD)	University of New Mexico- J.D.	Undergraduate	X	TDD
			Graduate	X	TDD
			Doctoral		
Han Li	Associate Professor (TAP)	Oklahoma State University- Ph.D.	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Shihong Li	Assistant Professor (TTAP)	University of Houston- Ph.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Rhonda Lowe	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Lama Lteif			Undergraduate	X	TDDR

	Assistant Professor (TTAP)	City University of New York- Ph.D.	Graduate		
			Doctoral		
Randy Lunsford	Adjunct Instructor (AD)	Creighton University- Ed.D. in Organizational Leadership	Undergraduate		
			Graduate	X	TDD
			Doctoral		
Xin Luo	Professor (TP)	Mississippi State University- Ph.D. in Business Information Systems	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Raj Mahto	Associate Professor (TAP)	University of Memphis- Ph.D. in Strategic Management	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Irina Malaescu	Adjunct Instructor (AD)	Bowling Green State University- M.Acc.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Leonard Malczynski	Adjunct Instructor (AD)	University of New Mexico- M.A. in Economic Theory	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Lisa Marchiondo	Assistant Professor (TTAP)	University of Michigan- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
George (Yorgos) Marinakis	Adjunct Instructor (AD)	University of New Mexico- Ph.D.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Lana Merewether	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Kelsey Molo	Adjunct Instructor (AD)		Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).

		New Mexico State University- M.A. in Educational Administration	Graduate		
			Doctoral		
Manuel Montoya	Associate Professor (TAP)	Emory University- Ph.D. in Foreign Relations and Comparative Literature	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Amelia Nelson	Lecturer (LT)	Drake University School of Law- J.D. in Law	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Lola Neudecker	Adjunct Instructor (AD)	University of Texas- M.Acc.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Chris Nguyen	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Leslie Oakes	Associate Professor (TAP)	University of Wisconsin - Madison- Ph.D. in Accounting	Undergraduate	X	TDD
			Graduate	X	TDD
			Doctoral		
Emily Ortiz	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Gerard Ortiz	Visiting (VR)	University of New Mexico- M.B.A. in Management	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Allen Montgomery Parkman	Emeritus (Emeritus	University of California- Ph.D.	Undergraduate		
			Graduate	X	TDD
			Doctoral		
Karen Patterson			Undergraduate	X	TDDR

	Associate Professor (TAP)	Texas Tech University- Ph.D. in Organizational Theory	Graduate	X	TDDR
			Doctoral		
Jeremy Pease	Adjunct Instructor (AD)	University of New Mexico - M.B.A in MIS	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Tiffany Pegues	Adjunct Instructor (AD)	Unknown- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Fred Phillips	Lecturer (LT)	University of Texas at Austin- Ph.D.	Undergraduate		
			Graduate	X	TDD
			Doctoral		
Ruth Ann Piatt	Lecturer (LT)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Deborah Pierson	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Marina Popova	Adjunct Instructor (AD)	Saint Petersburg State University- Ph.D.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Regina Puccetti	Adjunct Instructor (AD)	University of New Mexico- Other Masters in City and Regional Planning	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
John Reed	Lecturer (LT)	Harvard Business School- M.B.A. in Management	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).

			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Mary Margaret Rogers	Associate Professor (TAP)	The Ohio State University- Ph.D. in Logistics	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Eugene Rooney	Staff (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Karen Ross	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Catherine Roster	Professor (TP)	University of Missouri-Columbia- Ph.D. in Marketing	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Stacy Sacco	Lecturer (LT)	Pepperdine University- M.B.A. in Management	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Joshua Saiz	Staff (AD)	University of New Mexico- M.B.A.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
George Sanzero	Adjunct Instructor (AD)	Emory University- Ph.D.	Undergraduate		
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Alessandro Seazzu	Lecturer (LT)		Undergraduate		

		University of New Mexico- M.B.A.	Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Garima Sharma	Assistant Professor (TTAP)	Case Western Reserve University- Ph.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Linda Shul	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		
Cherry Singhal	Assistant Professor (TTAP)	University of South Carolina- Ph.D. in Business Administration	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Sarah Smith	Lecturer (LT)	University of New Mexico School of Law- J.D.	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Wellington Spetic	Adjunct Instructor (AD)	The University of British Columbia- Ph.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Trevor Spoelma	Assistant Professor (TTAP)	University of Arizona- Ph.D. in Management and Organizations	Undergraduate	X	TDDR
			Graduate		
			Doctoral		
Claire Stasiewicz	Adjunct Instructor (AD)	University of New Mexico- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Douglas Stewart	Lecturer (LT)	University of Southern California- Ph.D. in Business Administration	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Doctoral		

Cheping Su	Associate Professor (TAP)	Georgia Institute of Technology- Ph.D.	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Robert Tepper	Lecturer (LT)	University of New Mexico- J.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Douglas Thomas	Professor (TP)	Texas A&M University- Ph.D. in Strategic Management	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Jeffrey Toliver	Adjunct Instructor (AD)	Creighton University- Ed.D. in Organizational Behavior	Undergraduate		
			Graduate	X	TDD
			Doctoral		
Mary Towle	Adjunct Instructor (AD)	Columbia University- M.B.A.	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Michael Turner	Assistant Professor (TTAP)	University of Texas at San Antonio- Ph.D. in Accounting	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Harry Van Buren III	Professor (TP)	Katz Graduate School of Business, University of Pittsburgh- Ph.D. in Business environment, ethics and public policy	Undergraduate		
			Graduate	X	TDDR
			Doctoral		
Natalia Vidal	Associate Professor (TAP)	University of British Columbia- Ph.D. in Sustainable Business Management	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Gautam Vora	Professor (TP)	Indiana University- Ph.D. in Finance	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Dennis Wallace	Adjunct Instructor (AD)	University of Virginia- Other Masters	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).

			Graduate		
			Doctoral		
Steven Walsh	Professor (TP)	Rensselaer Polytechnic Institute- Ph.D. in Strategy	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Craig White	Professor (TP)	Texas Tech University- Ph.D. in Accounting	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Reilly White	Associate Professor (TAP)	University of Connecticut- Ph.D.	Undergraduate	X	TDDR
			Graduate	X	TDDR
			Doctoral		
Katherine Williams	Staff (AD)	Mount Holyoke College- B.A. in	Undergraduate	X	Other. Continued professional experience and engagement related to their professional backgrounds and experience (AACSB).
			Graduate		
			Doctoral		
Joni Young	Emeritus (Emeritus	University of Illinois-Urbana-Champaign- Ph.D. in Accountancy	Undergraduate	X	TDDR
			Graduate		
			Doctoral		

Appendix D – PEER REVIEW TABLE

	Total University Enrollment	Unit Undergraduate Degrees/Certificates Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificates Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)	Other (please specify)
PEER INSTITUTIONS	54,058	• BA • 3 Certificates	• 4-BA • 89-Certificate	• MA • 2 MS dual degrees • PhD	• 18-MA • 10-MS dual degrees • 7-PhD	215		
UNM (Fall 2019)	22,702	BBA	2,102 (pre-major + major)	• MS ISA • MBA (includes MBA, Executive MBA and MBA Ed.) • MACCT • Post Masters Certificate	• 68 - MS ISA • 268 - MBA • 71 - Executive MBA • 34 - MBA Ed • 82 – MACCT 9 - Post Masters Certificate	50 tenure or tenure track 14 lecturers		
UNLV	30,457	BS BA	402 - Accounting BSBA 1542 - Business PRE 91 - Economics BA 53 - Economics BSBA 63 - Entrepreneurship BSBA 320 - Finance BSBA 97 - Information Management BSBA 101 - International Business BSBA 287 - Management BSBA 234 - Marketing BSBA 12 - Real Estate and Urban Eco BSBA 3202 - Total Majors Source: https://ir.unlv.edu/IAP/Reports/Content/HeadcountByCollegeAndMajorSummarizedByDegreeType.aspx	• MA • MBA • Exec MBA • MS • 5 MS dual degrees • 4 Certificates •	**Certificate** 2 - Business Administration CERTG 3 - Data Analytics CERTG 4 - Mgmt Information Systems CERTG 6 - New Venture Management CERTG 15 - Total Majors **Master** 105 - Accounting MS 47 - Business Admin (Executive) MBA 158 - Business Administration MBA 24 - Data Analytics& Appld Econ MS 18 - Economics MA 111 - Mgmt Information Systems MS 14 - Quantitative Finance MS 477 - Total Majors Source: https://ir.unlv.edu/IAP/Reports/Content/HeadcountByCollegeAndMajorSummarizedByDegreeType.aspx	86		

UTEP	25,177	BBA	1735 - Business Administration 495 - Department of Accounting and Information Systems 322 - Economics and Finance 513 - Marketing and Management 3065 - College Total Source: https://cierpdata.utep.edu/UTEPFacts/Enrollment_UG.aspx	MAcc MS MBA Ph.D. 2 Certificates	Masters 183 - Business Administration (Dean's Office) 68 - Department of Accounting and Information Systems 18 - Economics and Finance 269 – Masters Total Doctoral 30 - Business Administration (Dean's Office) - Department of Accounting and Information Systems 30 – Doctoral Total Certificate, Non-Degree 2 - Business Administration (Dean's Office) 6 - Department of Accounting and Information Systems 8 - Certificate Total Source: https://cierpdata.utep.edu/UTEPFacts/Enrollment_GR.aspx	101		
NMSU	24,041	Bachelor of Accountancy BBA BA Economics	227 - Freshmen 265 - Sophomore 296 - Junior 642 – Senior Source: https://oia.nmsu.edu/data-reports/factbooks/	MBA MBA/BS in Engineering MBA Ed. MACC MA Economics MS Ag. Econ. MS Applied Stats 3 Certificates 3 Ph.D.	252 - Masters 45 – Doctoral Source (2017 is latest data set): https://oia.nmsu.edu/data-reports/factbooks/	70		

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Phase II Expansion & Renovations Options Analysis

THE HARTMAN + MAJEWSKI DESIGN GROUP
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This study represents the Phase II portion of the Anderson School of Management development plan. Phase I was completed in 2018, now named McKinnon Center (#54). The success of that project encouraged Anderson School of Management (ASM) to initiate the master plan to complete Phase II. The H+M Design Group was tasked with assessing four options for Phase II and the findings are presented in this document.

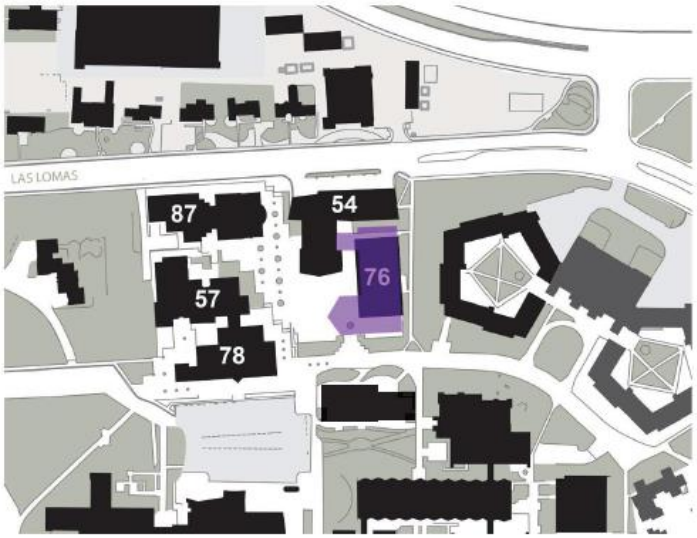
The purpose of this feasibility study is to determine the best path forward to ensure that ASM meets the goals and requirements established by the 2015 Needs Assessment and Facility Program, established by UNM ASM. This Options Analysis includes a high-level evaluation of the current buildings (#54, #87 and #76) and surrounding site occupied by ASM, Graduate School of Management (GSM) and the Anderson Executive & Professional Education Center (EPEC) program. Specifically, on how all programs within ASM would exist within each option and provide known positive and negative aspects to each option reviewed. Options were also analyzed on the viability of modernization and addition to the existing buildings. Each option was also evaluated for support of program and vision of ASM and UNM.

The process of the study was as follows:

- Master Plan Team Meetings: During the process of the study the most critical method of information gathering was done in a meeting setting. The user was able to directly communicate the desires, complications, and wants of Anderson School of Management. During the first few meetings a high-level program was developed to create a baseline for comparison between options. During the next series of meetings the design team and user group discussed and analyzed each of the four options to vet elements that would support or deter the overall vision for both ASM and UNM.

- Building Evaluations: High-level evaluation of the existing spaces of buildings #54, #76 and #87 to catalog current use of spaces and compare to the desired program moving forward.

- Rating Meeting: Following the presentation of options graphically to the users and receiving input UNM planners sat down and ranked each option in seven categories from least favorable (1) to favorable (5) each category was also weighted based on ability to support both ASM and UNM vision.. Following the analysis of each option the totals were calculated, and each option was ranked from 1-4, as indicated on the following pages.



Key Development Factors

RATED #1 OPTION RATING SCORE: 37 (compared to all four options)

- This option allows ASM to build a complimentary building with the newly finished McKinnon Center for Management (#54), strengthening the ASM brand.
- All program for ASM will be in two buildings, with potential connection on the upper levels. This would consolidate the ASM program into one location and one identity.
- Construction will be simplified by removing renovation or attempting to build over existing basement space.
- During construction only the ASM occupants on the second floor of the existing building #76 would need to find temporary space. The Honor's Program would have to find new permanent space.
- Cost Break Down:

BUILDING DEMO	23,500 SF	$ 1,880,000
NEW BUILDING	55,000 SF	$17,600,000
	TAX, G.C. O&P	$ 4,686,158
	TOTAL COST	$24,166,158

OPTION A

Construct new Phase II Building.

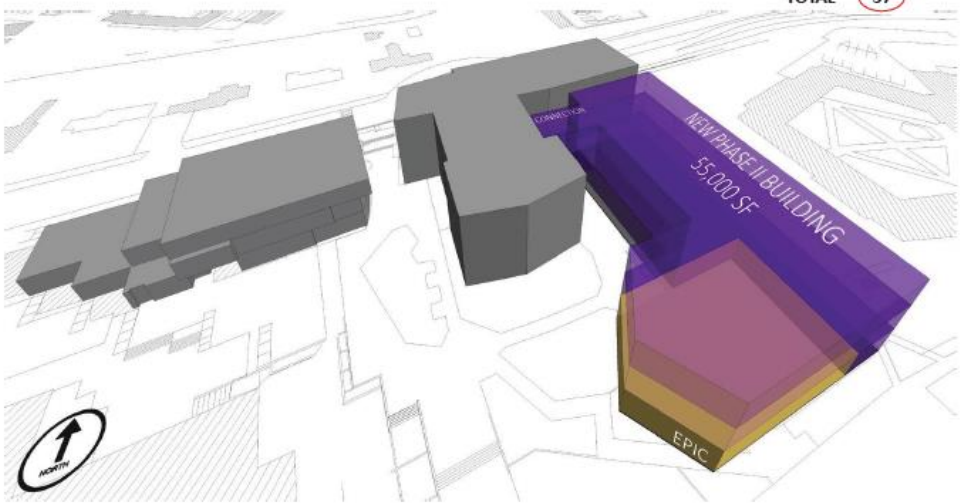
A new Phase II Building, on the existing ASM Building #76 site, would need to be a three-story building to accommodate the full program, as listed within this master plan. This would allow the entire ASM and EPEC program to be housed in both McKinnon and the new Phase II building. This option would solidify the Anderson School of Management Program into two buildings. The space ASM currently occupies in building #87 can be abandoned and available flex space for another program and Farris Library would remain in its current location.

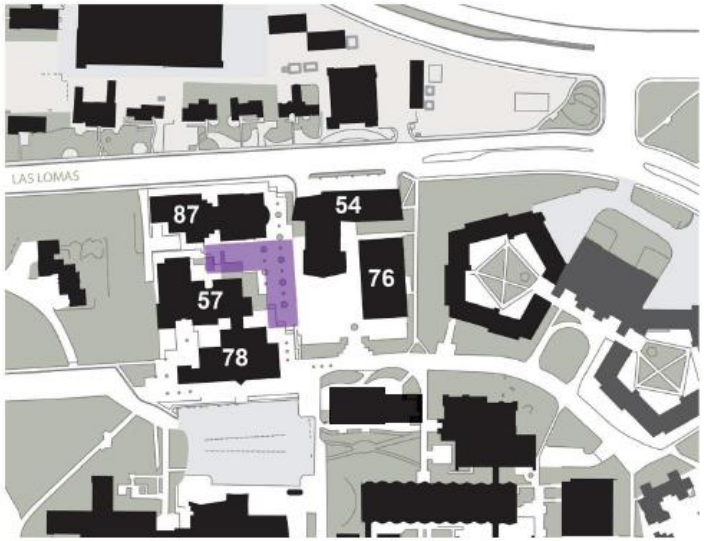
This option would include the following:

- ASM Building #76 would be vacated and demolished. The new program for Phase II would absorb the second floor of Building #76 and displace Honors Collage which would not to be included in new building.
- The new Phase II Building will provide enough space to fulfill the proposed program of 55,500 sf.
- Create surge space for other UNM programs by moving ASM out of building #87.

OPTION'S RATING

FACTOR	FACTOR WEIGHT	RATING					WEIGHTED TOTAL
QUALITY OF END PRODUCT	2	1	2	3	4	(5)	10
FEASIBILITY OF CONSTRUCTION	1	1	2	3	(4)	5	4
EASE OF PHASING	1.25	1	2	3	(4)	5	5
FLEXIBILITY/GROWTH POTENTIAL	1.5	1	2	3	(4)	5	6
COST	1.5	(1)	2	3	4	5	1.5
CONFORMS TO CAMPUS OBJECTIVES	1.5	1	2	3	4	(5)	7.5
MINIMIZES IMPACT TO UNM PROGRAM	1	1	2	(3)	4	5	3
						TOTAL	(37)





Key Development Factors

RATED #2 OPTION RATING SCORE: 28.75 (compared to all four options)

- Quality of renovation is limited to the shell of the existing building #87.
- Construction will be challenging over the existing basement of building #87.
- Construction phasing will be potentially minimized to relocate basement stack areas.
- The second floor of building #76 would be vacated and become surge space for other programs.
- Cost Break Down:

2A) No Space From Parish Library:

BUILDING RENO-MEDIUM	20,000 SF	$ 3,600,000
NEW BUILDING	35,000 SF	$11,200,000
STRUCTURE MODIFICATIONS	-	$ 2,000,000
	TAX, G.C. O&P	$ 4,041,450
	TOTAL COST	$20,841,450**

**THIS TOTAL IS DEPENDENT ON PARISH LIBRARY NOT CHANGING SIZE OR MOVING IN BLDG #87.

2B) Parish Library Remains only on First Floor:

BUILDING RENO-MEDIUM	27,392 SF	$ 4,930,560*
-MAJOR	15,200 SF	$ 4,256,000*
STRUCTURE MODIFICATIONS	-	$ 2,000,000
NEW BUILDING	22,500 SF	$ 7,200,000*
	TAX, G.C. O&P	$ 4,423,117
	TOTAL COST	$22,809,677*

*THIS TOTAL IS DEPENDENT ON THE ADDITION SIZE AND SCALE OF PARISH LIBRARY.

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OPTION B

Renovation of Building #87 with Addition

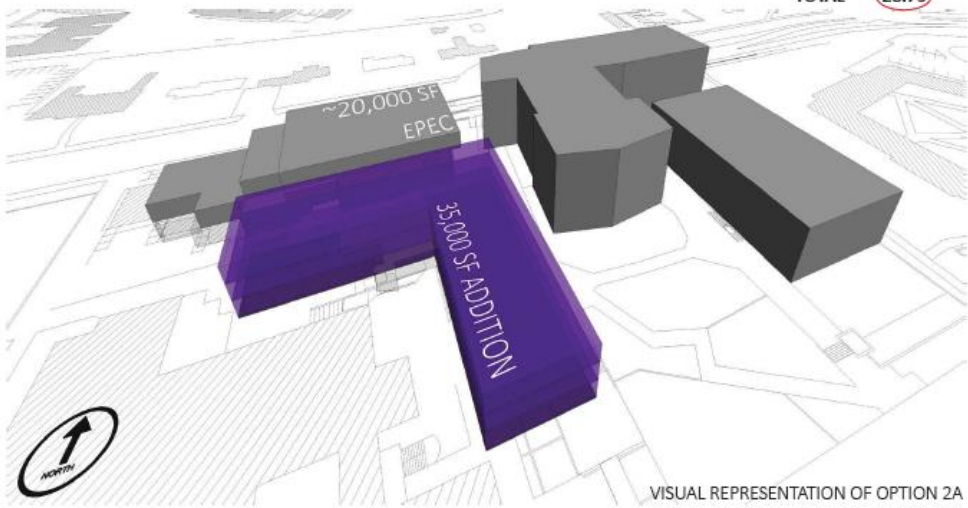
The scale of renovation to the existing building #87 is dependent on the square footage Parish Library would occupy in the Building. The Parish Library currently occupies 56% of the building on the basement, first and second floors. ASM occupies around 20,000 sf of the building. If the Parish Library does not decrease in square footage an addition of 35,000 square feet would be necessary for the proposed program. The new addition at this scale would need to be three stories and conform to the area between the buildings #87, #54, #57 and #76.

This option would include the following:

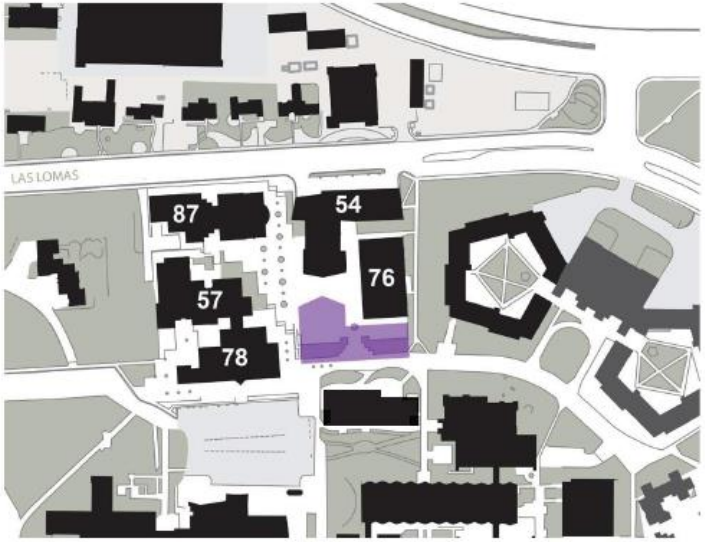
- Renovation of building #87 that will vary from minor, medium and major work dependent on the area to be renovated.
- This option would possibly include the reduction to the UNM Parish Library. The current square footage the library is 24,700 square feet. This square footage can be absorbed by the program and reduce the size of an addition.
- An addition would be necessary to fulfil the proposed program, no matter the reduction of Parish Library. Addition no smaller than 12,300 square feet would be necessary. (The image below shows the addition without the reduction of area to Parish Library.)

OPTION'S RATING

FACTOR	FACTOR WEIGHT	RATING					WEIGHTED TOTAL
QUALITY OF END PRODUCT	2	1	2	3	(4)	5	8
FEASIBILITY OF CONSTRUCTION	1	1	2	(3)	4	5	3
EASE OF PHASING	1.25	1	2	(3)	4	5	3.75
FLEXIBILITY/GROWTH POTENTIAL	1.5	1	2	(3)	4	5	4.5
COST	1.5	1	(2)	3	4	5	3
CONFORMS TO CAMPUS OBJECTIVES	1.5	1	2	(3)	4	5	4.5
MINIMIZES IMPACT TO UNM PROGRAM	1	1	(2)	3	4	5	2
						TOTAL	(28.75)



VISUAL REPRESENTATION OF OPTION 2A



Key Development Factors

RATED #3 OPTION RATING SCORE: 28.5 (compared to all four options)

- Quality of renovation is limited to the ability to modify shell of the existing building #76 within a reasonable construction allowance.
- New building construction at the proposed area (right image) would need to be coordinated with a larger campus plan as circulation from student housing to the east would be significantly modified.
- Construction phasing of the overall project could support minimal temporary relocation of ASM functions, with renovation of building #76 occurring after new building construction.
- The Honors program will be displaced in this option.
- ASM program space currently in building #87 would be vacated, leaving approx. 20,000 sf available as surge space for UNM programs.
- This option allows ASM to strengthen the branding of the program by commissioning a new building that would complement the newly finished McKinnon Center for Management (#54).
- All program for ASM will be in two buildings, with potential connection on the upper levels. This would consolidate the ASM program into one location and one identity.
- Cost Break Down:

BUILDING RENO-MAJOR	20,000 SF	$ 5,600,000
NEW BUILDING	35,000 SF	$11,200,000
	TAX, G.C. O&P	$ 3,941,992
	TOTAL COST	$20,841,450

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OPTION C

Renovation of Building #76 with Addition

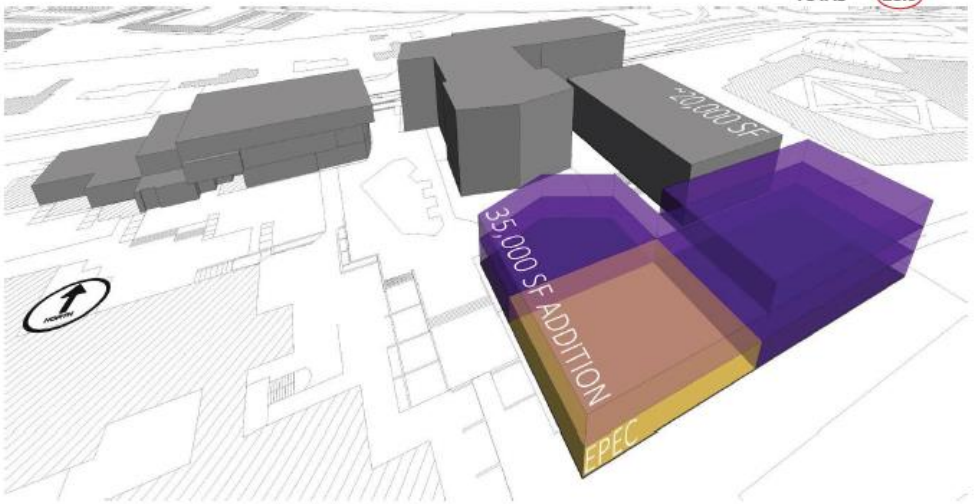
Renovation to the existing ASM Building #76 would include the disruption of ASM administration and professors' offices located on the 2nd floor and the Honors College located on the 1st floor. The building is limited in size and scale and will only be able to fit a portion of the proposed program and therefore a 35,000 sf addition would be necessary. The combination of existing building #76 and new construction will satisfy the needs of the proposed program. ASM and EPEC can be removed completely from building #87 leaving surge space for the University.

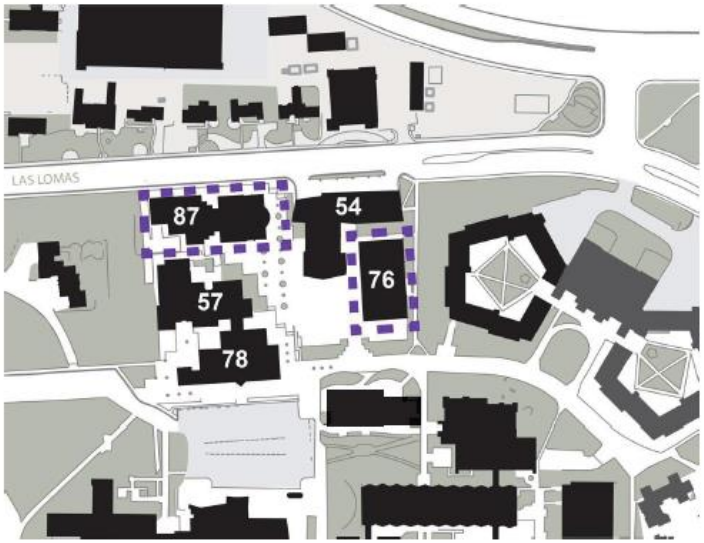
This option would include the following:

- Remodeling of building #76.
- New Construction that would satisfy the remaining program necessary for Phase II.

OPTION'S RATING

FACTOR	FACTOR WEIGHT	RATING					WEIGHTED TOTAL
QUALITY OF END PRODUCT	2	1	**2**	3	4	5	**4**
FEASIBILITY OF CONSTRUCTION	1	1	2	**3**	4	5	**3**
EASE OF PHASING	1.25	1	2	3	**4**	5	**5**
FLEXIBILITY/GROWTH POTENTIAL	1.5	1	2	**3**	4	5	**4.5**
COST	1.5	1	2	**3**	4	5	**4.5**
CONFORMS TO CAMPUS OBJECTIVES	1.5	1	2	**3**	4	5	**4.5**
MINIMIZES IMPACT TO UNM PROGRAM	1	1	2	**3**	4	5	**3**
						TOTAL	**28.5**





Key Development Factors

RATED #4 OPTION RATING SCORE: 18 (compared to all four options)

- Quality of renovation is limited to the ability to modify existing building #76 and #87 within a reasonable construction allowance.
- No addition is expected in this option leaving the program 15,000 sf short of their program goals with little growth potential.
- Construction phasing will be difficult with a need for temporary space during renovation.
- No surge space will be made available.
- The finish product will be the same just slightly nicer spaces with new finishes.

- Cost Break Down:

BUILDING RENO-MEDIUM	40,000 SF*	$ 7,200,000
	TAX, G.C. O&P	$ 1,732,050
	TOTAL COST**	$ 8,932,050

*RENOVATION SQUARE FOOTAGE DOES NOT INCLUDE PARISH LIBRARY PORTION OF BUILDING #87.

**ADDITIONS INCLUDE TAX AND GENERAL CONTRACTOR FEES

OPTION D

Minor Cosmetic Improvements of Buildings #87 and #76

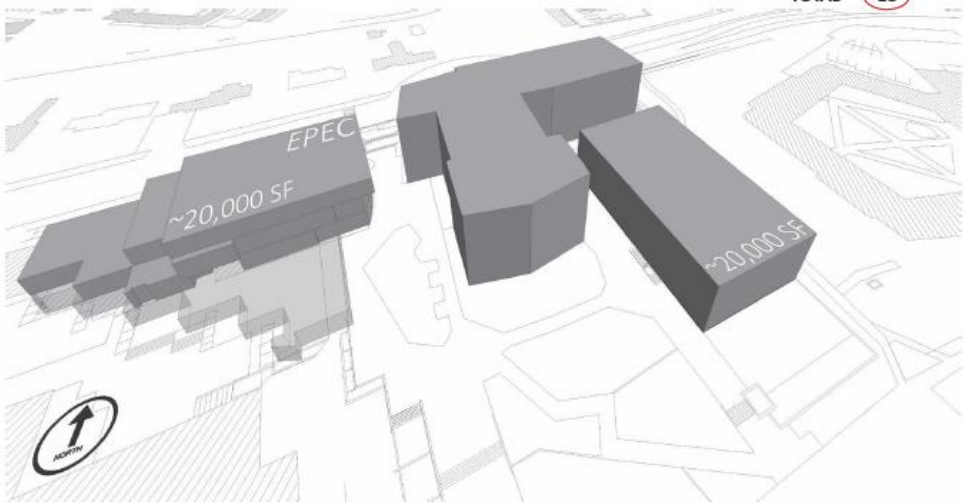
Buildings #76 and #87 are currently occupied partially by ASM program space. ASM occupies the second floor of Building #76. ASM program space uses approximately 44% of Building #87 with the EPEC program housed on the third floor. A medium level of renovation is expected in both buildings. This option will only fulfill 40,000 sf of the desired 55,000 sf programmed and outlined within this master plan. The ASM program will continue to be spread out between three building #87, #76, and McKinnon (#54).

This option would include the following:

- Newly renovated space that ASM currently occupies.
- No new construction and maintenance of the existing campus plan.
- A need for future expansion as the outlined program will not be fulfilled with this option.

OPTION'S RATING

FACTOR	FACTOR WEIGHT	RATING					WEIGHTED TOTAL
QUALITY OF END PRODUCT	2	(1)	2	3	4	5	2
FEASIBILITY OF CONSTRUCTION	1	1	(2)	3	4	5	2
EASE OF PHASING	1.25	1	(2)	3	4	5	2.5
FLEXIBILITY/GROWTH POTENTIAL	1.5	(1)	2	3	4	5	1.5
COST	1.5	1	2	3	4	(5)	7.5
CONFORMS TO CAMPUS OBJECTIVES	1.5	(1)	2	3	4	5	1.5
MINIMIZES IMPACT TO UNM PROGRAM	1	(1)	2	3	4	5	1
						TOTAL	(18)



ASM PROPOSED PROGRAM PHASE II

	Room Name	Quantity	FGI Area requirement (NSF)	Net Included Area (NSF)
ASM Private				
1	Faculty Offices Ful Time	45	125	5,625
1	Faculty Offices Part Time	3	100	300
1	Faculty/Staff Enclaves	3	300	900
1	Garduate Assistant Rooms	2	600	1,200
ASM Private Area Total:				8,025
ASM Public				
1	Case Method Classrooms	4	2000	8,000
1	Hybrid Classrooms	3	1600	4,800
1	Information Assurance Lab	1	1000	1,000
1	Rave Lab	1	300	300
1	Student Study Areas	6	200	1,200
1	Student Organizations	1	600	600
1	Conference Room Type 1	1	700	700
1	Conference Room Type 2	2	500	1,000
1	Café	1	700	700
1	Meditation Room	1	200	200
ASM Public Area Total				18,500
ASM Support				
1	Kitchenettes	2	175	350
1	Living Room	1	2000	2,000
1	Copy Centers	2	300	600
1	Casual Seating Areas	1	1200	1,200
1	Locker Room	1	700	700
1	Outdoor Patio	2	200	400
ASM Support Area Total:				5,250
EPEC Program				
1	Offices	12	120	1,440
1	Storage	3	100	300
1	Hybrid Classrooms	2	1600	3,200
1	Breakout Rooms	4	200	800
1	Conference Rooms	1	300	300
1	Lounge/Lunch Room	1	600	600
1	Kitchen/Food Prep	1	200	200
EPEC Program Area Total:				6,840
	Sub Total All Areas			38,615
	Circulation (Efficiency 20%)			7,723
	Building Grossing Factor (20%)			9,091
Clinic Area Total (GSF)				**55,429**

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PHASE 2 NEW BUILDING
ANDERSON SCHOOL OF MANAGEMENT

PHASES, SIZE, & COST

Phases	Total Cost	Cost per square foot	Size GSF= Gross Square Footage	# Faculty Offices
MCM	$25,414,000	$418	61,000 GSF	24 fulltime
Phase 2	$20,900,000	$418	50,000 GSF	36 full time
Phase 2				4 adjunct offices
Phase 2				2 GA offices
Total Phase 2				42 offices
Total All	MCM + ASM + GSM			78 offices

PHASE 2 NEED	NUMBER OF SPACES	SIZE IN SQUARE FEET.
Classrooms	4 case method (2,000 sf) 3 hybrid (1,600 sf)	12,800
Faculty offices: for full time	44-45 offices	5,500
Faculty offices: for part time	3 offices	300
Kitchenettes	2	350
Student study rooms	6	1,200
Living room	1	2,000
Information Assurance Lab	1	1,000
Rave Lab	1	300
Student Organizations	1	600
Conference rooms	Three: 1 at 700, 2 at 500 sf	1,700
Copy centers	2	600
Faculty and Staff Enclaves	3	900
Grad Assistant rooms	Two	1,200
Casual seating areas	Several	1,500
Total of expected needs		30,000 estimated need
Total GSF 50,000(.6) = 30,000 NASF. 0.6 Efficiency assumed.	NASF = Net Assignable Square Footage	30,000 target

Potential Locations for Phase 2

1) GSM
2) ASM
3) South of MCM
4) ?

Appendix F – STRATEGIC PLAN

Anderson School
Strategic Plan

(approved April 2015; revised December 2018)

VISION

The vision of the Anderson School of Management is to be the destination for our region's students, scholars and business leaders seeking to expand their horizons, and to be the key knowledge and educational resource provider to New Mexico's for-profit businesses, non-profit organizations, tribal communities, and government entities.

Tagline: New Mexico business lives here.

MISSION

The mission of the Anderson School of Management is to serve as New Mexico's flagship institution of business education through demonstrated and growing excellence in teaching, research, and business and civic engagement.

Anderson's ongoing commitment serves to:

- Educate and encourage students to develop the values, knowledge, leadership and business skills that they need to be engaged and well-informed citizens and successful business community members.
- Employ technological resources to make business education accessible to New Mexico's diverse and often underserved populations.
- Discover and disseminate new knowledge that enhances business practices and contributes to the well-being of the citizens of the State of New Mexico.
- Support community development and economic development to enhance the quality of life for all New Mexicans.

Strategic Goal 1: BECOME the Regional BUSINESS SCHOOL of Choice by attracting prospective undergraduate and graduate students and by attracting current UNM students to Anderson

Objective 1.1: Increase the quality of the undergraduate education (C&P/AOL Coordinators/ Associate Dean for Students/Concentration specific faculty)

1. Explore admitting students during the freshman year
   * Assign pre-admission advisor to intended BBA students
2. Develop an Honors Baccalaureate Program
3. Develop preparatory/integrated skills for BBA to increase preparedness and qualified students
4. Identify curriculum objectives to be included across the BBA program

Objective 1.2: Increase the quality of the graduate education (C&P/AOL Coordinators/ Associate Dean for Student/Advisement/Concentration specific faculty)

1) Assess the MBA waiver policy and curriculum content in the core
2) Identify curriculum objectives to be included across the graduate program
3) Identify graduate student competencies desired by local and regional business organizations
4) Develop focused M.S. programs across Anderson to meet needs of New Mexico employers

Objective 1.3: Improve Experience (Chairs, Advisement/Student Recruitment Specialist/ Director Online Programs/Director International Programs/C&P/Concentration specific faculty)

1) Increase the demographic, cultural, and educational diversity of the Anderson student body
2) Actively recruit potential students from diverse backgrounds
3) Make BBA general concentration available online
4) Increase quality of instruction in both online and offline courses

Objective 1.4: Increase the number and variety of employers recruiting at Anderson (Career Services with faculty assistance/MS Advisors/Program Directors/Concentration specific Faculty)

1) Actively recruit employers from New Mexico, Texas, Colorado, and Arizona
2) Set employment % goal for six months following graduation
3) Encourage faculty participation in Anderson School placement activity

Objective 1.5: Position Anderson School of Management's executive and professional education as the premier continuing business education provider in the region (EPEC/EMBA faculty)

1) Partner with local business organizations
2) Partner with regional business organizations

3) Partner with educational institutions to create wider reach in the region
4) Participate in regional conferences and events

Strategic Goal 2: Prepare Lobos for Lifelong Success

Objective 2.1: Provide Excellent Academic Programs and Academic Experiences (Departments for academic programs/Chairs/AOL Coordinators)

1. Integrate experiential learning in all concentrations (examples include but are not limited to projects with businesses and non-profits, portfolio management, internships or business plans)
   *By spring 2016, all concentrations will have identified the specific experiential learning activities applicable to that concentration and demonstrated how all students will have completed at least one such activity by graduation
2. Differentiate undergraduate and graduate programs based on programmatic learning goals and objectives by spring 2016
3. Update learning objectives and learning assessments processes paying particular attention to feedback mechanisms
   *By fall 2015, each core required class will have been assigned a faculty member who is responsible for ensuring learning assessment activities are completed, reported on, and reviewed within the department
   *AOL coordinators and departmental faculty involved in assessment activities to establish communication feedback loops to keep departments and faculty at large involved in AOL assessments and progress
4. Increase emphasis on ensuring solid fundamentals in undergraduate and graduate courses
   * Undergraduate: writing and presentation skills
   * Graduate: writing and presentation skills, plus locating and evaluating the credibility of evidentiary sources and exposure to disciplinary-appropriate methods.
   * Integrate the above into the learning objectives of courses selected by the faculty as appropriate for assessment of these skills

Objective 2.2: Provide access to initial and ongoing career opportunities (Career Services/EPEC/Alumni Office/Dean's Office)

1. Best practices will be developed and communicated to all faculty and staff for how alumni are being tracked and how the alumni office is maintaining future communication and networking opportunities
   *Continue 3- month follow-up through alumni permanent email to prompt recent graduates to update alumni demographic information
2. Increase number of internships and job opportunities to provide students desirable positions that represent career advancement
3. Identify methods to improve quality of data and participation in the student exit survey

Strategic Goal 3: Advance Discovery and Innovation

Objective 3.1: Attract and retain faculty who are engaged in excellent teaching and research (Search Committees/Chairs/Dean's Office)

1. Diversify faculty by increasing hires from underrepresented minorities and women and international faculty
2. Create a 5-year strategic recruitment plan for faculty and update it annually
3. Assess current infrastructure/resources for attracting and retaining faculty

Objective 3.2: Attract and retain staff who facilitate excellence in support of Anderson's mission (Search Committees /Chairs/Dean's Office/EPEC)

1. Create a recruitment and retention plan for staff that is mindful of the competitive landscape

Objective 3.3: Develop a coordinated strategy to increase visibility and impact of research to non-academic stakeholders (Marketing/Dean's Office/Chairs /Behavioral Lab Director)

1. By the time every student graduates, they will be exposed to academic or applied research
2. Support research presentations by faculty and/or students to non-academic stakeholders
3. Collectively, Anderson faculty will provide at least 10 presentations per year to non-academic stakeholders (presentations to advisory boards, community organizations, UNM day)
4. Assess current relevant initiatives and communicate with external constituents through external newsletters, advisory boards, and participation in stakeholder organizations/boards

Objective 3.4: Promote research excellence (Dean's Office/Chairs/Inter-disciplinary faculty task force/EPEC)

1. Develop a clear set of criteria that addresses our accrediting bodies' expectations (innovation, impact, and engagement) and is aligned with accepted national standards
2. Create an evaluation and reward structure for faculty to promote and encourage excellence in the discipline and/or between disciplines which includes consideration of innovation, impact and engagement in research
3. Create and support faculty and student participation in international, national, and regional conferences for areas of distinction
4. Use Albaum lecture series as a vehicle for speakers in at least one of the identified areas of distinction

Strategic Goal 4: Advance and Accelerate Community Development and Economic Development

Objective 4.1: Engage communities through the evolving tapestry of economic development. Develop experiential learning programs with feedback from community partners, signature independent studies, etc.

Apply business skills to help other colleges/areas work on community and economic problems

1) Continue to support community and economic development through existing activities such as the Small Business Institute, Executive and Professional Education Center, New Mexico Small Business Assistance Program, Career and Professional development, and students, faculty and Anderson graduates who work with economic development organizations
2) Continue to support community and economic development through encouraging corporate responsibility through programs such as the Daniels Fund Ethics Initiative, and the New Mexico Ethics in Business Award and student or faculty projects or initiative within each department
3) Provide the opportunity for 100% of ASM students to participate in the promotion of community and economic development through experiential learning

Objective 4.2: Provide management and leadership education to non-traditional areas that impact community and economic development, e.g. Woodrow Wilson program for administrators in elementary and secondary education (existing program), education for physicians and healthcare executives (possible program with medical school). (EPEC/MBA ED faculty/Chairs/Faculty)

* This objective supports UNM 2020 goals of promoting cross-disciplinary activities and collaboration among different UNM units and seeking opportunities for strategic partnerships

1) Create and develop a graduate program for Educational Leaders in New Mexico
2) Provide quality custom training to the New Mexico community including profit, nonprofit and government sectors
3) Explore delivery of educational services to new and underserved constituencies

Objective 4.3: Provide a forum that shapes how we define community and economic development and fosters relationships through active communication with partners and stakeholders by hosting events and speaker engagements such as the Boerighter Business Breakfast Program, the McKinnon CEO Lecture Series, the UNM Business Plan Competition, and the Anderson Hall of Fame.

Strategic Goal 5: Improve Anderson School Infrastructure

Objective 5.1: Strengthen governance structure (P&P/Chairs/Dean's Office/Staff)

1) Refine definition and role of administration and committees consistent with UNM structure
2) Develop clear procedures of accountability (including feedback and continuous improvement) for the governance processes
3) Articulate the role of staff in ASM governance structure

Objective 5.2: Build a culture where faculty and staff demonstrate through their actions the existing Anderson Code of Ethics (see ASM Policy Manual 1.4) (P&P/Chairs/Dean's Office/Faculty and Staff Task Force)

1. Display the Anderson Code of Ethics
    a. Include the code of ethics in the Anderson New Faculty Orientation
    b. Include the UNM code of behavior in the Anderson New Faculty Orientation
2. Review the UNM Respectful Campus Climate Policy annually
3. Create a structure and process for managing internal grievances
4. Create combined (faculty and staff) activities each year with objectives of increasing collaborative and teamwork skills

Objective 5.3: Strengthen financial integrity (CFO/Dean's Office/P&P/Development Office/Staff/IT Committee/EPEC)

1) Create a five-year strategic budget to identify gaps between initiatives and existing resources to guide development activities and revenue generation based upon the strategic plan
2) New initiatives that are proposed will have accompanying funding plans (based on full costing) and show linkage with the strategic plan
3) Continue with existing development goals for the development and Dean's offices.
    * Success in the dean meeting the development goals depends on the quality of proposed programs and that funding sources are available
4) Review the adequacy of current accounting processes and determine what resources are necessary to facilitate timely managerial decisions

Objective 5.4: Improve ASM facilities (Dean's Office/Development Office/Steve Yourstone/ Anderson Fiscal Services /IT Committee)

1) Finalize design and funding for new building
2) Complete phase one of new ASM building by 2018
3) Identify priorities for improving and maintaining existing facilities and seek and develop resources to support facility improvement and development
    * Formalize a feedback mechanism for continuous improvement of facility utility
4) Continue to fundraise and plan in anticipation of eventual phase two of the new (ASM/MCM) building

Objective 5.5: Develop a plan for providing additional research support (databases, labs, library resources) regularly for academic programs (Library Committee)

1) Create and maintain an internal file documenting collaborative resources, expertise, data sources, funding sources, etc. across Anderson faculty
2) Review changes to UNM and Anderson library resources with faculty on an annual basis
3) Create and/or review policies and plans for maintaining the Anderson labs