

UNIVERSITY OF NEW MEXICO

ANDERSON SCHOOL OF MANAGEMENT

ACADEMIC PROGRAM REVIEW

REPORT OF REVIEW TEAM

MAY 20, 2020

**Academic Program Review
University of New Mexico
Anderson School of Management**

Report of Review Team

An Academic Program Review (APR) of the Anderson School of Management (ASM) on April 30 and May 1, 2020. The meetings were held using Zoom video conferencing due to restrictions on travel and face-to-face meetings.

The review team consisted of:

Fran Wilkinson, MPA, MLS, EdD
Professor of Librarianship
Senior Associate Dean, College of University Libraries & Learning Sciences
Internal Reviewer

Scott Dawson, PhD
Dean (retired)
Orfalea College of Business, California Polytechnic State University
External Reviewer

William D. Stout, CPA, PhD
Director and Associate Professor
School of Accountancy
University of Louisville
External Reviewer

This report is based on information and materials provided by ASM in advance of the visit (which subsequently became a “virtual” visit), information obtained from the University of New Mexico (UNM) and ASM websites, and meeting with various individuals and groups on April 30 and May 1, 2020. The nearly 200-page ASM self-study, completed in Spring 2020, provided the basis for the core of this report. The itinerary for the visit is included with this report. We were also provided copies of the most recent AACSB accreditation reports.

We were also provided with the Office of Academic Affairs “Academic Program Review Manual: Process & Procedures,” Eighth Edition (referred to as the APRM).

An exit meeting to discuss preliminary findings of the review team was held on May 1, 2020.

The report follows the format provided by the APRM. The Review Team Worksheet (Appendix F of the APRM) is also included in this report.

REPORT SUMMARY

ASM is accredited by AACSB International, the premier accreditor of business schools worldwide. Currently 840 schools are accredited by AACSB. The Department of Accounting holds supplemental AACSB accreditation, one of 190 programs with that distinction. The next AACSB accreditation review is scheduled for spring 2021.

During the Review, the team met (by video) with numerous faculty members, staff members, members of ASM leadership, members of USM leadership, alumni and members of boards and advisory groups. The team read the nearly 200-page report prepared by ASM.

ASM's high quality faculty and staff are dedicated to student success and the School should represent a point of pride for the University.

The following pages summarize our observations on the various criteria that make up the Academic Program Review process. Included are suggestions that the faculty and staff, together with the new Dean, can pursue to further advance ASM and its stakeholders.

The Review Team thanks all of the people involved in this process for their efforts to make the review successful and complete.

Criterion 1. Introductory Section & Background Information

The Review Team concludes that Criterion 1 is MET.

Introductory and background information provided to the team was complete and provided the team with the necessary background information to conduct the Academic Program Review.

Criterion 2. Teaching & Learning: Curriculum

The Review Team concludes that Criterion 2 is MET.

ASM has developed several new programs, but as the leading business school in the region has plenty of opportunities to partner with other academic units to serve unmet market needs. Closer relationships with industry clusters such as film and healthcare might prove fruitful.

Strengths

- The Managed Online Program (MOP, now Accelerated Online Programs) reaches a new market and has significantly grown enrollment. Backed by enrollment incentives, the MOP is responsive to market needs and includes innovative new courses.
- MBA in Educational Leadership. This program is the only one in the country that certifies graduates for positions of leadership for K-12 education and serves an important need for a market segment.
- MS ISA program designed to meet the needs of technology organizations. This program provides important talent for national labs and technology companies.

Opportunities

- Design the MBA curriculum to offer a distinct point of view that fits the mission and location. Design the curriculum to reflect the distinctive competencies of ASM faculty, the region's unique culture, and the needs of regional employers. How is the value added from the MBA program different than programs offered by competitors?
- Seek more opportunities for collaboration with other academic units. While the MS ISA and new MS PM program are excellent examples of collaboration, more opportunities for collaborative programs could be explored. For example, partnering with the medical school to create an MBA in Health Care or an MS in Health Care Administration would serve unmet market needs. What other university in the region can offer such a program? The growing film industry cluster may provide an opportunity to partner with the arts college.

Criterion 3. Teaching & Learning: Assessment

The Review Team concludes that Criterion 3 is MET WITH CONCERNS.

In the last five years, ASM has made significant strides creating a robust Assurance of Learning system, but data has not been collected for three graduate programs to determine if learning goals are being met.

Strengths

- Learning goals are in place for all programs and closed loop corrective actions have occurred for the core BA and MBA programs. ASM has completed the hard work of completely rebuilding the Assurance of Learning system and has completed closed-loop corrective actions for the largest programs.

Opportunities

- Fully implement Assurance of Learning for all academic programs. Several years after launching the MS ISA, EMBA and MBA Ed Leadership programs, data has still not been collected to determine if learning goals are being met and if corrective actions are needed. During the visit the team learned that ASM has taken steps to close the loop in the near future.

Criterion 4. Students (Undergraduate & Graduate)

The Review Team concludes that Criterion 4 is MET.

ASM's mission of serving the region and one of the largest percentages of underrepresented and first-generation student populations in the country makes a significant societal impact. Faculty and staff are motivated by the mission and many initiatives to improve student success are underway. Additional opportunities exist for further creating an entire ecosystem to ensure student success.

Strengths

- New Associate Dean for Student Success is providing targeted leadership toward solving issues such as class schedule conflicts. Creating this position reflects the recognition to focus explicitly on student success and the Associate Dean is already making a difference.
- Rapid responsiveness to the Covid-19 crisis has led to short-term gains in enrollment. ASM's student focus and experience with online delivery is growing enrollment during unprecedented conditions.
- Career Services offered by ASM and the University appear helpful and sufficient. Students provided positive feedback about career services. The new director for career and alumni initiatives has quickly developed new initiatives for a mentor program.
- ASM serves a very high percentage of URM and first-generation students compared to most business schools in the United States. UNM and ASM make an important societal impact by serving a large percentage of URM and first-generation students, which can be a point of differentiation. Many firms across the county in industries such as accounting are aggressively seeking to increase the diversity of their workforce.
- Required Career class helps students plan for achieving their careers and strengthens bond with ASM. Requiring this class is essential for ensuring that students make the most informed career choice possible and are employed by the time they graduate.

Opportunities

- Create enrollment incentive structure for all programs. When incentives are in place, such as for the MOP and graduate programs, ASM has demonstrated an ability to grow enrollment.
- We understand that ASM is considering the admission of students as freshmen. If so, ASM should consider requiring a "how to succeed at UNM and ASM" course during the first term for entering freshman to increase retention and affiliation. Such a course can include requiring students to develop a four-year graduation plan, giving the dean an opportunity to make a connection with all entering students, communicating opportunities for study abroad and internships, and getting students to start thinking about their choice of career.
- Block schedule students into the required career class. Transfer students must understand curriculum and career paths immediately upon entering ASM to obtain internships and permanent employment upon graduation.

- Develop sharper focus on retention and graduation rates. Initiatives such as the required career class and increased advising will eventually reverse the trend in retention rate and increase graduation rates. ASM should track the percentage of entering freshman graduating in four-years and the percentage of transfer students graduating in two years.
- Improve student orientation of web pages. Adding videos from a diverse group of current students and recent alumni would help prospective students determine their fit with ASM. Put mechanisms in place that will make the web page a funnel for student leads and future enrollment.

Criterion 5. Faculty

The Review Team concludes that Criterion 5 is MET.

Strengths

- ASM has a diverse faculty, particularly at the assistant and associate professor levels. Leadership is aware of that the full professor ranks are less diverse (particularly gender diversity) and is working to address that issue, which cannot be easily resolved in a short time period.
- ASM's tenure-track, and tenured faculty typically teach a total of four classes per academic year, with opportunities for a reduced teaching load to support curriculum development and enhancement, and for research activity. This represents a commitment to research that will attract new faculty in the future, and help retain research active faculty in the competitive market for research faculty.
- ASM offers multiple resources to support faculty. All faculty are able to attend at least one major conference each year, and can obtain funding to attend conferences to present research and develop new research and teaching skills. During our visit, some faculty members commented that they had never been turned down to travel to an important conference, though they realize that there are constraints.
- The ASM annual review process involves senior faculty in evaluating and providing feedback to associate and assistant professors. The involvement of senior faculty ensures associate and assistant faculty get high quality feedback on their career progress. The department chairs hold a "calibration" meeting to review all evaluations, ensuring the overall equity and fairness of the process.
- ASM has been very successful in hiring at the assistant professor level. The team was impressed with the background of the newer faculty, their research activities, and their commitment to ASM. Hiring at this level is very competitive in many disciplines.

Concerns

- ASM's next AACSB accreditation visit is scheduled for spring 2021. A concern is the AACSB standard that 40 percent of teaching should be done by faculty who are classified as "Scholarly Academic" (SA). Leadership believes the standard will be met, but data was not currently available to determine the exact percentage of teaching by SA faculty. Annually tracking the percentage of faculty who fall into qualification categories is a best practice. The test is applied to the school as a whole, and separately to the Department of Accounting, which has supplemental AACSB accreditation.

Criterion 6. Research, Scholarship, & Service

The Review Team concludes that Criterion 6 is EXCEEDS.

Strengths

- As noted under Criterion 5, Faculty, funding is available to support attendance at a major conference each year, and is available to present research at an additional conference.
- Departments hold research seminars during each semester, bringing high-quality speakers and researchers to the school to interact with faculty and stimulate the research climate. A series of outside speakers has been temporarily put on hold, but is expected to resume in the near future. Some research seminars are internal and provide opportunities for tenure-track faculty to receive experience presenting their research, and receive feedback from other faculty.
- The new ASM building has a behavioral lab, which enhances opportunities for faculty to conduct research using undergraduate and graduate students (and possibly others) as participants.
- Tenure-track faculty believe they are adequately funded for travel to conferences, and provided necessary data sources to conduct research aimed at top journals.
- Associate and Full professors also have adequate resources to conduct research for publication in high quality journals.

Opportunities

- During the visit, the Review Team noted that publication standards are set on a department-by-department basis. ASM leadership believes the standards are viewed across the school as fair to all faculty, so this may not be an issue. This might be an opportunity for the newly announced Dean to discuss with faculty and possibly consider if a change is necessary.

Criterion 7. Peer Comparisons

The Review Team concludes that Criterion 7 is MET.

Strengths

- The ASM MBA program is top-ranked in New Mexico, ranked third in the southwest, and ranked higher than peer institutions UTEP and UNLV.
- ASM's graduate programs are larger than UNLV, UTEP, and NMSU.

Opportunities

- ASM currently teaches the larger programs with fewer FTE faculty. Given the need to meet AACSB standards for teaching by SA qualified faculty, ASM will likely need to add to its faculty in the near term to serve these students and meet standards.
- ASM should consider comparing with peer institutions at a deeper level to attain a more complete market comparison of strengths of its programs compared to competitor institutions.

Criterion 8. Resources and Planning

The Review Team concludes that Criterion 8 is MET WITH CONCERNS.

In spite of Instruction & General (I&G) allocations declining since 2014, the committee found that the ASM clearly demonstrated effective resource planning and allocation allowing them to balance their budget. The budget overview demonstrated a clear understanding and strategic use of I&G funding, differential tuition, and a technology fee. The addition of the BBA as a Managed Online Program also provides significant income to the School. Partnerships with international universities are also growing the School's funding. Further, savings were achieved by moving to the Fiscal Shared Services team model.

Of special note in lean budget cycles, is the exceptional support available to faculty for professional development. Faculty at every level reported having all the funding needed to advance their development and scholarship. The current administration has built a strong staff in the Dean's Office which will position well the incoming Dean; however, there are still vacancies to be filled in marketing, communications, the career services center, etc.

The ASM is fortunate to have dedicated and engaged donors. The School is poised for fund raising once the new Dean arrives to provide a clear vision and direction. Once fundraising begins for Phase II of ASM's building plan, the development officer will need assistance to fully realize this goal. One area of confusion for the committee was the relationship between what appears to be somewhat overlapping services, specifically, the ASM Foundation and UNM Foundation as well as the Anderson Career Services and UNM Career Services.

Strengths

- The BBA MOP, with enrollment doubling each semester and a tuition split with 65% going directly to ASM, will provide significant income into the future.
- Income from partnerships with international universities, growing these programs, especially in China, via MOUs & articulation agreements provides further income.
- Moved to Fiscal Shared Services (FSS) model, this move was highly cost effective, saving by not replacing a retired staff; turnaround time on transactions and reporting was also reduced due to the FSS team model.
- Strong support staff, numerous new hires (from positions available due to attrition) have allowed the current administration to build an exceptional support staff, poised to that the School to the next level.
- Generous professional development support to faculty, through a variety of mechanisms, faculty report having all the financial support needed for professional development.
- Dedicated/engaged donor base, awaiting new leadership to shape strong, compelling vision for School.

Opportunities

- Declining resources (I&G and tuition) since 2014, which is due to reductions in state legislative appropriations to all state universities and to a decrease in enrollment.
- Need stable leadership (new Dean), issues to be addressed include:
 - Lack of decision making to move program forward; concern and frustration expressed by faculty, staff, and students.
 - Need to develop and implement a new strategic plan to align with UNM's strategic plan.
 - Need Dean to share vision and tell compelling story of ASM direction to attract donations.
- Multiple vacant positions, including marketing, communications, the career services center. These vacancies should be reviewed and prioritized given the lean budget.
- Need to better articulate alignment between what appears to be somewhat overlapping services, ASM Foundation and UNM Foundation as well as Anderson Career Services and UNM Career Services.
- Need additional support for Development Officer to raise capital for Anderson Phase II (estimated at \$25M).

Criterion 9. Facilities

The Review Team concludes that Criterion 9 is MET.

The new McKinnon Center for Management provides greatly improved, technology-rich learning spaces for ASM students. Although classrooms in the old Anderson School of Management building have been upgraded, faculty offices and other spaces are old and in need of replacement. Securing capital to build Phase II should be a priority of the new ASM Dean and of the University.

Strengths

- New (2018) McKinnon Center for Management (MCM) building (3,445 square feet), known as Anderson Phase I, provides an exceptional space to serve student and faculty needs.
- Numerous technology rich student-centered spaces, mostly in the recently constructed (2018) in MCM.

Opportunities

- Replace the old (1968) Anderson School of Management building, with Anderson Phase II (55,429 square feet), which will provide additional much-needed modern, technology-rich classrooms, house over half of the ASM faculty, and offer spaces for Anderson Executive and Professional Education Center, student organizations, and additional student study spaces.
- Faculty is spread out across multiple buildings, which makes full collaboration difficult.
- ASM's leadership, working with UNM leadership, should carefully consider facility needs in conjunction with trends in higher education, such as greater use of distance education technologies.

Conclusion: Strategic Planning

Though ASM faculty and staff have made important strides serving the needs of students, the lack of permanent dean during the past five years has been to the detriment of a thorough strategic planning exercise and clarity on priorities.

Strengths

- Faculty and staff understand the needs of ASM students. Launching the new MOP program and adapting program delivery after COVID-19 are examples of ASM faculty and staff responding to student needs.
- ASM engages with the community. A particularly poignant example of community engagement is the Small Business Institute helping local businesses apply for funds available from the CARES Act. The Parker Center for Family Business is another example of serving important community needs.

Opportunities

- Hire a permanent dean. A series of interim dean appointments during the last five years has kept ASM from creating a shared vision about priorities, implementing a strategic plan, and developing long-term community relationships. The ASM community anxiously awaits the appointment of a new dean. **[Note: The new Dean was announced subsequent to our review.]**
- Define one primary advisory council. Clarity does not exist about whether the Anderson Foundation Board or the Alumni Advisory Board serves as the primary source of advice and direction for ASM.
- Develop a new five-year strategic plan. A new dean can lead the process of working with the advisory council, faculty, staff, students, and alumni to develop a new strategic plan that will be responsive to regional and national needs, and correspond with the next five-year AACSB Maintenance of Accreditation review.

Appendix: Review Team Worksheet

Review Team Members: William Stout – University of Louisville, Scott Dawson – Cal Poly, and Fran Wilkinson - UNM

Unit: Anderson School of Management

Site-Visit Dates: April 30 – May 1st, 2020

APR Criteria	Evaluation Measures (E/M/MC/NM)	Comments
1. INTRODUCTION & BACKGROUND	MET	
2. TEACHING & LEARNING: CURRICULUM	MET	
3. TEACHING & LEARNING: ASSESSMENT	MET with CONCERNS	Assessment data has not been collected since the launch of the MS ISA and MBA Ed Leadership programs. This is being addressed.
4. STUDENTS (UNDERGRADUATE & GRADUATE)	MET	
5. FACULTY	MET	
6. RESEARCH, SCHOLARSHIP, & SERVICE	EXCEEDS	
7. PEER COMPARISONS	MET	
8. RESOURCES & PLANNING	MEETS with CONCERNS	
9. FACILITIES	MET	
CONCLUSION. STRATEGIC PLANNING		