

Office of Diversity and Community Relations, est. 2007
Diversity Impact Summary 2016

Vision Statement: *Building Excellence through Inclusion*

Inclusive leaders create innovative, dynamic workplaces where employees feel connected to and supportive of one another, and where diverse groups advance and thrive. Inclusion was linked both to employees' self-reported innovation and team citizenship—behaviors that have a profound impact on overall team productivity and product innovation.

Published By: Prime, Jeanine and Elizabeth R. Salib.

Inclusive Leadership: The View From Six Countries. New York: Catalyst, 2014.

Business Case for Diversity – Corporate Partner Proponents:

From 2008-2016, the Haslam College of Business has received \$569,500 in gifts from the following corporate partners to support the diversity initiatives at the University of Tennessee:

- The Boeing Company
- Caterpillar
- Deloitte
- Enterprise Holdings
- Dixon Hughes Goodman
- EY
- KPMG
- McCormick & Co.
- PricewaterhouseCoopers
- PepsiCo
- Scripps Networks Interactive

Corporate Interest 2015-2016:

Amazon, CH Robinson, Dell, Dollar General, Georgia Pacific, HCA, Lockheed Martin, Nissan, Premier Transportation, PYA, TVA, Total Quality Logistics, Under Armor

Enrollment Impact – Fall 2014 vs. Fall 2015:

First Year Freshman:

- 6% increase in Female students.
- 7% increase in Hispanic students.
- 300% increase in American Indian/Alaska Native students.

Transfer Impact - Undergraduate:

- 6.4% increase in Female students.
- 7% increase in Asian/Pacific Island students.
- 14% increase in Hispanic students.
- 29% increase in American Indian/Alaska Native students.

Graduate Enrollment:

- 3% increase in Asian/Pacific Island students.
- 15% increase in Female students.
- 38% increase in Black/African American students.
- 100% increase in American Indian/Alaska Native students.

Recruitment:

Faculty: 2014-2015

- 5% increase in Female faculty.
- 50% increase in Asian faculty.

Pre-Collegiate Outreach:

- *Business Education for Talented Students (BETS) Program*
 - 2015 cohort: 60 % yield to attend UT; 26% yield to enroll in UT Fall 2016.
 - 2016 cohort: 72% increase in participants from 2015.
- *Accounting & Information Management (AIM) Academy*
 - 2016 cohort: 75% increase in participants from 2014.
- *Join the University's Minority Program (JUMP):*
 - 91% yield for students who attended the business showcase in 2016.

Retention:

- Spring 2016 - 87% graduation rate for the underrepresented minority undergraduate students who enrolled in the Haslam College of Business in Fall 2012.
- Business Basics 101 (Fall 2015) - Program designed to ease the transition of first year underrepresented business students. 33% of participants received internships the summer after their first year.
- Women in Business, Entrepreneurship and Leadership Summit: *Empowering Women to Lead in a Global Marketplace* (Spring 2016) – Inaugural event designed to provide students a platform for meaningful dialogue surrounding women in business.

Professional Development:

- Sponsorship to NABA Southern Region Student Conference 2015 – 22% of attendees received job interviews with Fortune 500 companies.
- Diversity Job Fair – hosted 68 companies in 2016, 3% increase from 2015.

Diversity Honors:

- 2016 Torchbearer Award Recipients – Wayne Taylor and Jalen Blue, two underrepresented Haslam College of Business students received the highest honor given by the University of Tennessee.

Accreditation Statement:

AACSB International reaffirms its commitment to the concept that diversity in people and ideas enhances the educational experience in every management education program. At the same time, diversity on a global basis is a complex, culturally embedded concept rooted within historical and cultural traditions, legislative and regulatory concepts, economic conditions, ethnicity, gender, and opinion. As a condition of eligibility to pursue business and accounting accreditation (and for maintenance of accreditation as well) the school must first define and support the concept of diversity appropriate to its culture, historical traditions, and legal and regulatory environment. At a minimum, the school must show that within this context its business programs include diverse viewpoints among participants and prepare graduates for careers in the global context. Furthermore, the school must show how it participates in the changing environment surrounding diversity within its area of influence and service. Accredited programs must demonstrate commitment and actions in support of diversity in the educational experience.

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Haslam College of Business

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