



August 8, 2022

Stephen L. Mangum  
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Dear Dean Mangum:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by University of Tennessee at Knoxville is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of University of Tennessee at Knoxville.

University of Tennessee at Knoxville has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2026-2027. A timeline specific to the school's visit year is available [here](#).

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report University of Tennessee at Knoxville is to be commended on the best practices found on **Attachment A**.

The school should begin to address the areas identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2024, the school is asked to update the CIRC on the progress made in addressing the areas listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for the most current information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in black ink, appearing to read "Jikyeong Kang".

Jikyeong Kang, Chair  
Board of Directors

c. peer review team

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Attachment A

This section provides a brief description of commendations and best practices of the school that demonstrate leadership and high-quality continuous improvement in management education.

1. The leadership of the Haslam College of Business (HCB) should be commended for the welcoming, supportive, transparent and collegial culture that exists within the college. Consistently throughout the visit, faculty, staff and students indicated their appreciation for the dean's and executive team's leadership. In multiple sessions, faculty and staff indicated that they were encouraged to try new approaches or programs to help make sure the college is innovative. The faculty and staff were also very complimentary of university leadership.
2. The leadership, faculty and staff for HCB should also be commended for the dedication and commitment to providing the best possible experiences during this very challenging COVID period for all universities. The leadership team has facilitated excellent communication among its constituents and the faculty and staff have gone above and beyond to continue achieving the college mission. Particularly impressive is how HCB has been able to increase its first-year retention rate and college enrollment level to the highest in college history during this COVID period.
3. The HCB has completed a remarkable fundraising campaign with approximately \$282 million raised surpassing the initial goal by 61 percent. The passion and commitment of HCB alumni is impressive and will position the college in an excellent position for future success.
4. The HCB has developed a faculty mentoring program that provides excellent opportunities for new faculty to be supported and achieve their goals.
5. The HCB has established a professional development program that provides excellent opportunities for students to identify their career goals, develop a resume, and confidently convey their skills and goals to prospective employers.
6. The HCB established a new joint Heath Integrated Business and Engineering program. This collaborative program with the Tickle College of Engineering is creating excellent opportunities for the business and engineering students that are enrolled with excellent well-paying job prospects.
7. The HCB established a new Tri-Continent Master of Science in Supply Chain Management that partners with universities in China and Germany to provide cohorts from the three continents immersive experiences in the three major global regions. Throughout the program, faculty focus on supply chain decision making within cross-cultural teams made up of students from each area of the world. Students gain supply chain management competencies along with awareness of issues that challenge or facilitate supply chain management strategies in multi-cultural settings across three major global regions.
8. The HCB established the office of Technology-Enhanced Education (TEE) to support faculty engagement with students through emergent technologies. TEE offers both consultative training and technological solutions for instructors and learners who are engaging virtually. TEE assisted with the quick transition to online delivery for HCB faculty during COVID 19. It is impressive how HCB course evaluation scores remained strong with the rapid transition from face-to-face to virtual settings within an eight-week period in mid-2020.
9. HCB faculty have done an excellent job of creating engagement opportunities with external stakeholders to co-create scholarly products that simultaneously inform theory and practice, increasing the impact to the broader community. This engagement with external stakeholders has helped inform the research questions addressed by faculty as well as provided datasets that allow the faculty to draw inferences.
10. The Organizational Action Projects (OAP) that are required as a part of the graduate and executive education programs provide students and faculty immersive experiences to work on actual challenges and opportunities

confronted by business and nonprofit organizations. As a result of these projects, students and faculty have been able to make a substantial impact across a multitude of organizations in the healthcare, distribution, manufacturing, and military areas. These projects have provided hundreds of millions of dollars in benefits to the organizations involved.

11. HCB established the Haslam Serves program, a monthly service initiative, that partners with community agencies to encourage faculty, staff, and students to serve their local community. Individuals that contribute over 160 hours of volunteer service are recognized annually at the Haslam Volunteer Impact Ceremony.
12. HCB incorporated into their capstone senior level course a requirement that all students complete six hours of community service to get them thinking about how they can positively impact their community. Since the inception of this requirement in spring 2020, students have contributed over 17,000 hours of community service.

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Attachment B

This section identifies areas that the school should address during the coming review cycle. Please be prepared to discuss progress made in addressing the areas in the continuous improvement review application.

1. The school should thoroughly review and revise its strategic plan where it is appropriate, as it is observed that the strategic plan has not been revised in a major way since 2015. (Standard 1: Strategic Planning)
2. The school relies on the employment classification of faculty to determine if faculty are participating or supporting. However, the school allows for moving some participating faculty to the supporting classification if they are not meeting the expectations of their role. To be more straightforward and improve transparency, the school should review and revise its definition of "participating" faculty and clearly state the expectations of the role. (Standard 3: Faculty and Staff Resources)
3. In the spirit of continuous improvement, the school should continue to enhance diversity, equity, inclusion and belonging. The school has demonstrated a commitment to this goal, including funding a number of initiatives, however, its demographics show limited diversity. The school should continue its dedication and attention to these efforts. (Guiding Principle 9: Diversity and Inclusion)
4. The school will be evaluated on its progress toward meeting its aspirations for societal impact. The school will need to develop a strategy for societal impact that is consistent with its mission, including identification of its aspiration in this area and demonstration of exemplars of success. (Standard 9: Engagement and Societal Impact)