

**PhD Project
Student Survey
Report**

January 2007

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BACKGROUND

The PhD Project is an information clearinghouse created to increase the diversity of business school faculty by attracting African Americans, Hispanic Americans and Native Americans to business doctoral programs and by providing a network of peer support.

RESEARCH OBJECTIVES

In partnership with the PhD Project, Bernard Hodes Group conducted a survey among students to understand the impact of minority professors on minority and non-minority students.

The survey addressed the following areas:

- Number of minority professors instructing current classes
- Number of minority professors instructing classes ever taken
- Whether respondents believe minority professors positively impact education of minority students
- Whether respondents believe minority professors positively impact education of non-minority students
- Whether respondents believe minority professors impact minority students' employment/internship decisions
- Whether respondents believe minority professors impact non-minority students' employment/internship decisions
- Whether any professors influenced respondents' employment/internship path
- Whether any professors provided insight into specific companies
- Whether respondents believe that students, regardless of race, who have taken a class from minority professors are better prepared to work in diverse business environments

METHODOLOGY

The PhD Project sent email invitations including survey URL <http://www.recruit survey.com/2006PhDProjectStudents/survey/> to approximately 1,200 professors and students in its network. Teaching faculty among this group then forwarded the invitation to their students. Each respondent was entered into a drawing to win one of five Amazon.com gift cards.

A total of 679 surveys were completed between November 13 and December 13, 2006. Hodes Research tabulated and analyzed the data. Areas with a significant difference between minority and non-minority responses are indicated in the report.*

** Non-minority respondents are defined as those who identified themselves as Caucasian. Minority respondents include all those with other ethnic and racial backgrounds.*

EXECUTIVE SUMMARY AND IMPLICATIONS

STUDENT PROFILE

Almost three quarters (73%) of the students are undergraduates with most in their senior year (39%). One quarter (27%) are graduate students.

Two fifths of the students (44%) identified themselves as Caucasian. Almost one third (32%) are African American or Black. One in ten (10%) are Hispanic or Latino. Less than ten percent each identify themselves as: Asian American (7%), mixed race (2%), Native American Indian (2%), Asian (1%) or African (1%).

Nearly six in ten (59%) are female.

On average, students currently have two minority business professors. Including the current year, students have had an average of almost three minority business professors. Only 5% have never had a minority business professor.

Implications: The racial and ethnic makeup of the respondent base includes almost 25% more minority representation than the total number of students who enrolled in degree-granting institutions in fall 2004¹. In addition, almost all students have had exposure to a minority business professor and are positioned to offer relevant feedback.

INFLUENCE OF MINORITY PROFESSORS ON EDUCATION, EMPLOYMENT AND INTERNSHIPS

Two thirds of the students (68%) believe that parents are the most influential in terms of deciding on employment or internship opportunities. Next in influence are Professors, where six in ten (60%) respondents perceive they are the most influential for decisions on employment or internship opportunities.

Preparation for Diverse Business Environment: More than three quarters of the students (76%) feel that all students will be better prepared for a diverse work environment after taking a class taught by a minority professor. More minority than non-minority students (82% vs. 69%) feel this way.

Impact of Minority Professors on Education: Almost all (92%) believe that minority business professors are having a positive impact on the education of minority students. The primary reason for this influence is that minority professors are perceived as role models and/or inspiration (48%).

¹ Data compared to the National Center for Education and Statistics table of Total Fall Enrollment in Degree-Granting Institutions, Digest of Education Statistics: 2005.

- Slightly fewer (87%) feel that minority business professors are having a positive impact on the education of non-minority students. The most frequently cited reason for this positive impact is that minority professors offer non-minority students access to different viewpoints (30%).

Impact on Employment or Internship Decisions: Eight in ten (83%) feel that minority professors impact minority students' employment and/or internship decisions. Two in five (44%) feel this way because the minority professors offer advice and direction.

- Two thirds (67%) feel that minority professors impact non-minority students' employment or internship decisions. More non-minority students than minority students feel this way (72% vs. 64%).
 - o When asked to elaborate on their answer to this question, more than half of the students (53%) feel that minority professors have the same impact as non-minority professors. One in five (19%) say that minority professors share their experiences and perspectives with the students.

PERCEIVED IMPACT OF MINORITY PROFESSORS

Whether Positive Impact of Minority Professors On:				
	Education of Minority students	Education of Non-Minority Students	Minority Students' Employment or Internship Decisions	Non-Minority Students' Employment or Internship Decisions
Base	680	675	669	665
	%	%	%	%
Yes	92	87	83	67
No	8	13	17	33

Implications: The majority of students believe that minority business professors have an impact on both minority and non-minority students in preparing them to work in a diverse work environment, their education in general, and their employment or internship decisions. This acknowledgement by both minority and non-minority students of the favorable impact of minority professors can be used to encourage more minority students to become business professors and can be used in the promotional material for The PhD Project.

INFLUENCES OF ANY PROFESSOR

Almost six in ten (59%) say at least one (or any) of their professors have had an influence on their employment or internship choices. More minority students than non-minority students say their professors have had an influence on their employment or internship path (62% vs. 54%).

- The most often cited reasons for this influence by those who say their professors influenced them are: providing information on jobs (29%), opened their eyes to a new opportunity (28%) and provided them general encouragement or advice (23%).
- Of those whose professors did not influence their employment or internship decisions, one in four (25%) say they had already decided on their direction and slightly fewer (24%) indicate that they did not ask for advice.

More than half (53%) say their professors have not provided insight about specific companies regarding employment or internships. One in three (32%) do not recall any professor giving them this insight. Almost one in three (29%) report that their professors offered them overall insight, not specific information about companies.

Implications: When comparing students' perceptions about the impact of minority professors to the impact of any professor, it seems that more students believe that minority professors impact their education, internships and employment than any professor. This might indicate that minority professors have a focus on guiding students on employment and on internships. It also appears that many professors do not give insight on specific companies. They may tend to give more general advice.

DETAILED FINDINGS

INFLUENCES ON EMPLOYMENT OR INTERNSHIP OPPORTUNITIES

Respondents were asked to rate each of a series of possible influences regarding how influential they are in terms of deciding on employment or internship opportunities. The respondents used a scale of 1-5 where “1” means the person or source is least influential and “5” means the person or source is most influential.

Respondents were most influenced by their parents, with more than two thirds assigning them a “4” or “5” rating. Parents are followed by Professors (60% assigned a “4” or “5” rating) and friends (40% assigned a “4” or “5” rating).

**POSSIBLE INFLUENCES ON EMPLOYMENT OR
INTERNSHIP OPPORTUNITIES
(1 to 5 scale, where “5” means most influential
and “1” means least influential)**

Influencer	Base	Rated 4 or 5	Rated 3	Rated 1 or 2	Mean
Parent	677	68%	18%	14%	3.85
Professor	679	60%	26%	14%	3.58
Friend	676	40%	33%	27%	3.14
Online or printed publication/resource	678	31%	33%	27%	2.89
Other person or influence	506	23%	26%	31%	2.80

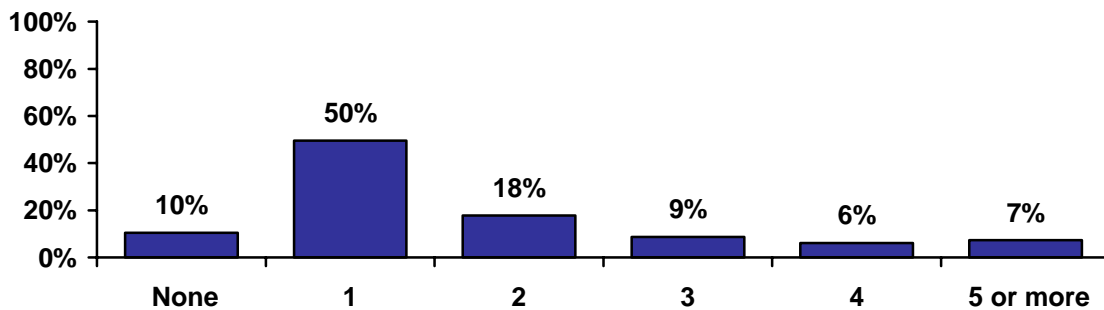
Almost three in ten (29%) of those who provided an “other” mention feel they were influenced by a family member other than a parent. Almost one in four (23%) say they were influenced by someone at the company or a recruiter. One in ten feel they were influenced by an academic adviser or career counselor (10%) or a mentor (10%). Fewer mentioned religious leaders as an influence or indicated that it was a personal decision. n=125

NUMBER OF CURRENT MINORITY BUSINESS PROFESSORS

Half of respondents (50%) currently have one minority business professor. Thirteen percent have four or more minority professors.

- On average students currently have about two minority professors. This average includes those who say they do not have any minority professors.

CURRENT NUMBER OF MINORITY BUSINESS PROFESSORS



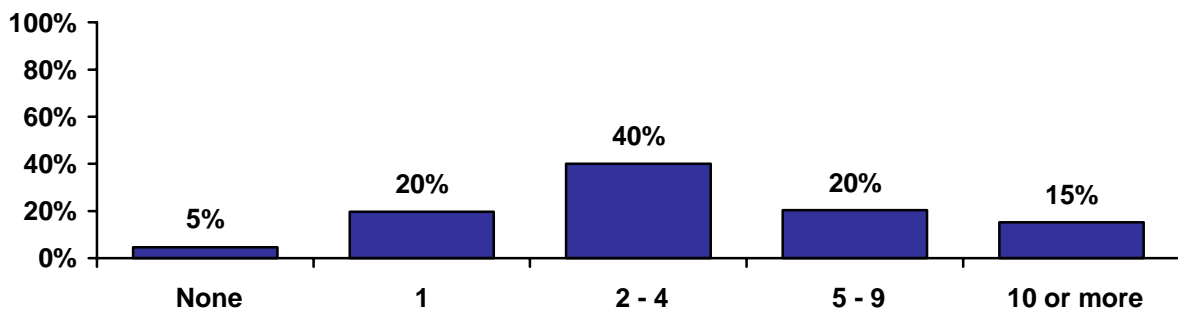
n = 679

NUMBER OF MINORITY BUSINESS PROFESSORS EVER HAD

Three quarters (75%) have had two or more minority business professors during their college career (2 to 4 business professors = 40%; 5 to 9 = 20%; 10 or more = 15%).

- On average respondents have had almost three minority business professors (2.8).

TOTAL NUMBER OF MINORITY BUSINESS PROFESSORS EVER HAD

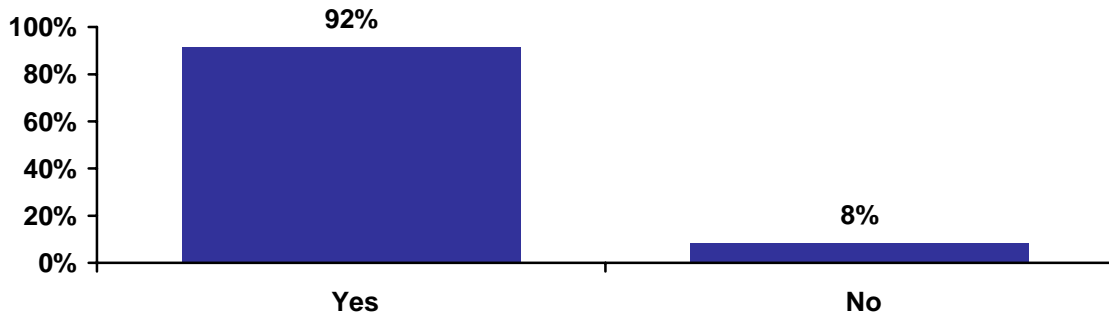


n = 678

BELIEF THAT MINORITY PROFESSORS ARE POSITIVELY IMPACTING THE EDUCATION OF MINORITY STUDENTS

An overwhelming majority (92%) believe that minority business professors are having a positive impact on the education of minority students.

WHETHER MINORITY PROFESSORS POSITIVELY IMPACT EDUCATION OF MINORITY STUDENTS



n = 680

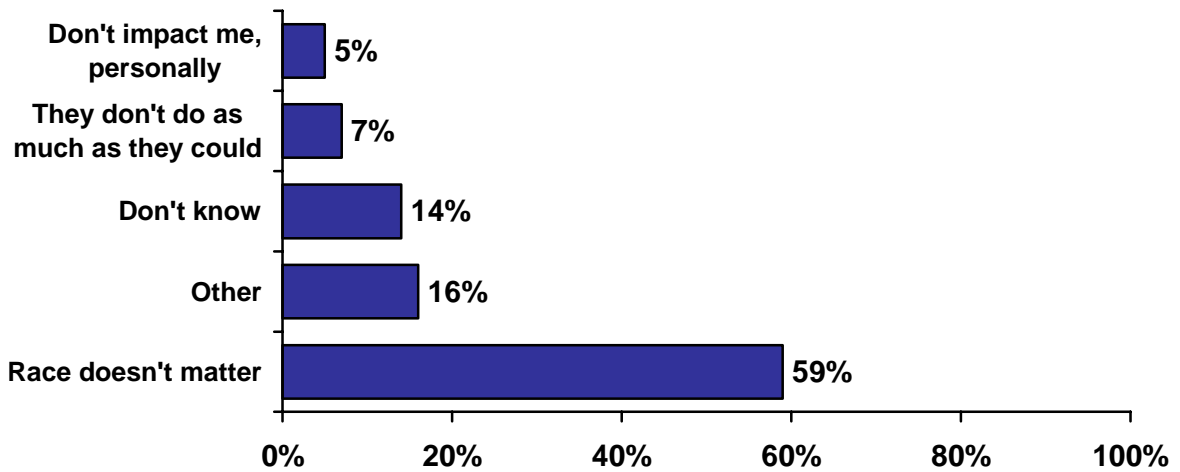
When asked to elaborate, nearly half of respondents who said “yes” indicated that minority professors are role models/inspiration for minority students (43%). Another one in six believes that they allowed minority students to relate to someone like themselves (16%). One in eight respondents feels that race does not make any difference (13%).

Role models/inspirations	48%
Allows students to relate to someone like themselves	17%
Race does not matter	15%
Other	13%
Provides practical advice/increases awareness	9%
Brings different perspectives to the students	7%
Real life perspective on work environment	5%
Helps with diversity	3%
Not sure	2%

n = 423

Among those who said “no,” almost six in ten (59%) feel that race doesn’t matter - that any professor, minority or non-minority, can impact the education of students.

REASONS STUDENTS DO NOT BELIEVE MINORITY PROFESSORS HAVE A POSITIVE IMPACT ON MINORITY STUDENTS

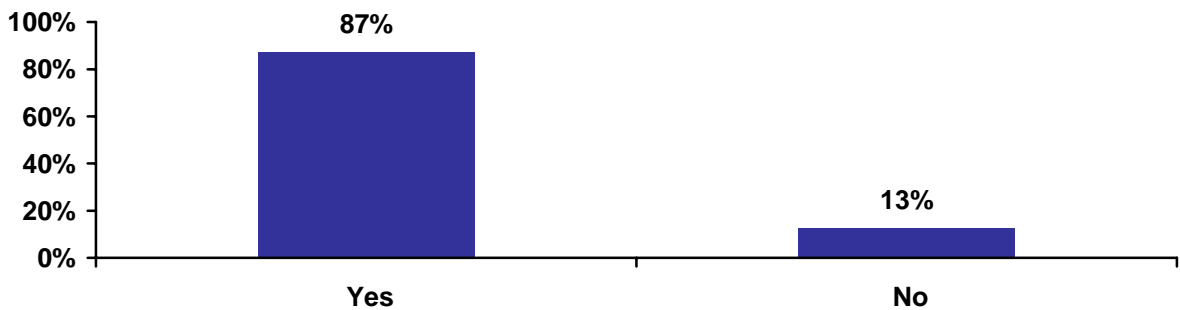


n = 44

BELIEF THAT MINORITY PROFESSORS ARE POSITIVELY IMPACTING THE EDUCATION OF NON-MINORITY STUDENTS

Almost nine in ten students (87%) believe minority professors are positively impacting the education of non-minority students.

WHETHER MINORITY PROFESSORS POSITIVELY IMPACT EDUCATION OF NON-MINORITY STUDENTS



n = 675

Among those who said “yes,” over one quarter believe that minority professors offer different viewpoints/experiences/cultures to non-minority students (30%) and nearly one quarter state that race does not make a difference (23%).

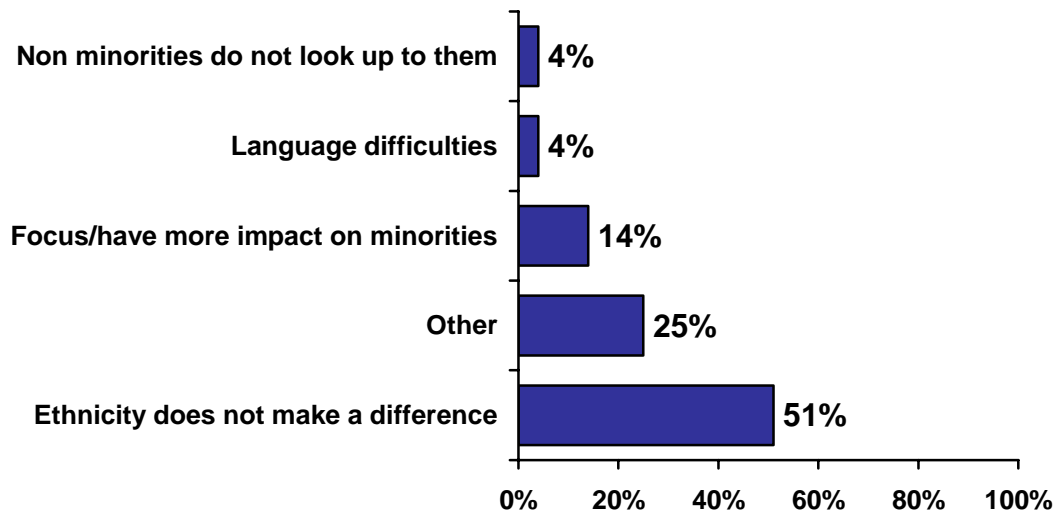
One fifth cited some other reason (16%), while fewer respondents believe that minority professors help to dispel stereotypes/prejudices (14%), demonstrate or encourage diversity (11%), and are role models/inspiration (9%).

Offer different viewpoints	30%
Race doesn't make a difference	23%
Other	16%
Dispel stereotypes/prejudices	14%
Shows/encourages diversity	11%
Inspiration/role model	9%
No impact/not much impact	1%
Provide advice/contacts to business world	1%

n = 352

More than half (51%) of those who feel that minority professors did not have an impact on non-minority students said the professor's ethnicity does not make a difference. One in seven (14%) believe that minority professors would have more of an impact on minority than non-minority students.

REASONS STUDENTS DO NOT BELIEVE MINORITY PROFESSORS POSITIVELY IMPACT THE EDUCATION OF NON-MINORITY STUDENTS

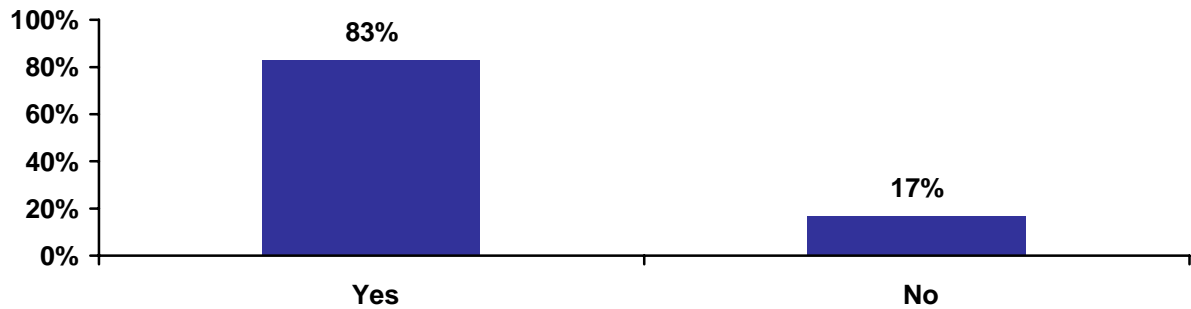


n = 51

**BELIEF THAT MINORITY PROFESSORS ARE HAVING AN IMPACT ON
MINORITY STUDENTS' EMPLOYMENT OR INTERNSHIP DECISIONS**

Eight in ten respondents (83%) believe minority professors have an impact on student employment or internship decisions.

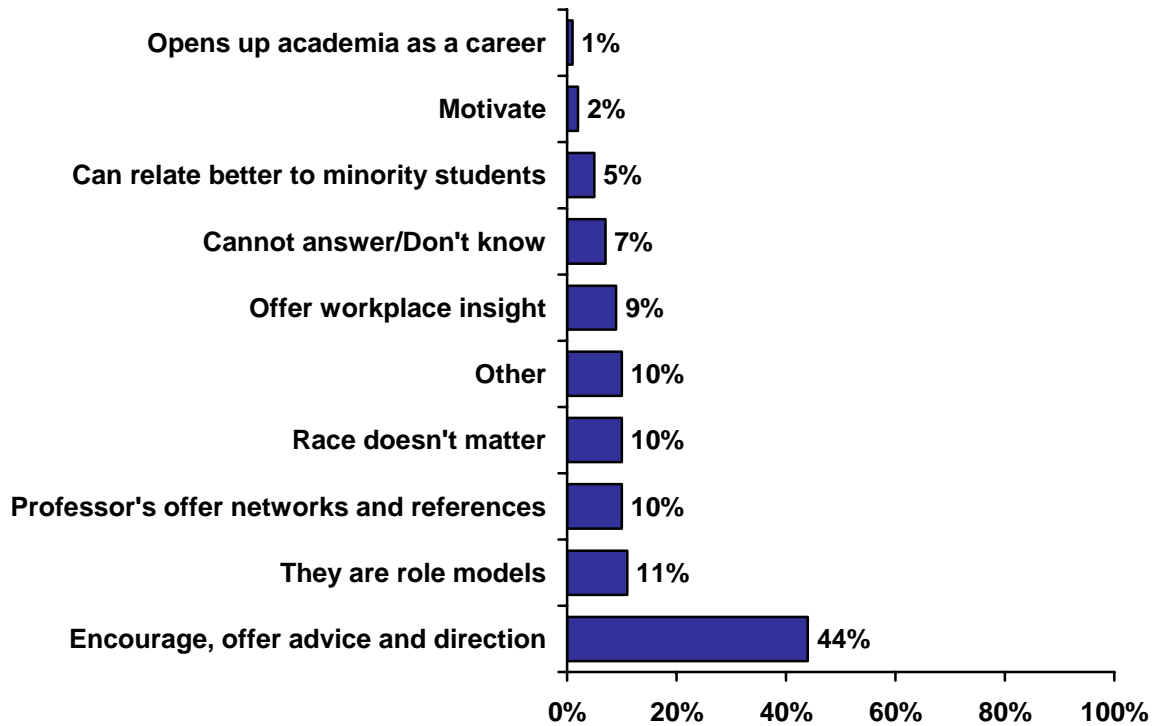
**WHETHER MINORITY PROFESSORS IMPACT MINORITY STUDENT
EMPLOYMENT/INTERNSHIP DECISIONS**



n = 669

Among those who said yes, over two fifths (44%) believe that minority professors encourage minority students, offer them advice and give them direction regarding employment or internship decisions. One tenth feels that minority professors are role models (11%) and/or provide networks and references (10%). One in ten (10%) feel that the race of the professor does not make a difference.

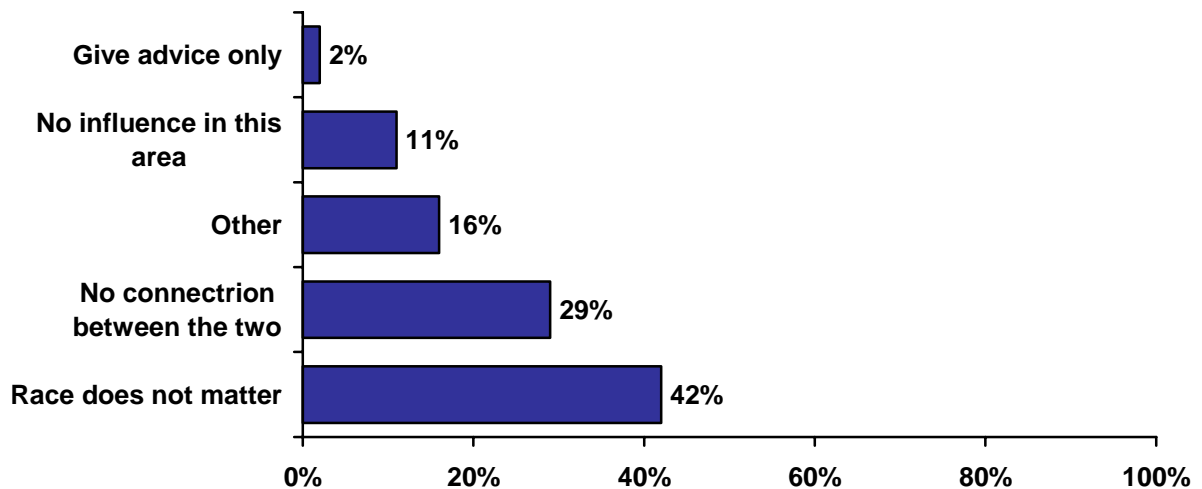
REASONS STUDENTS BELIEVE MINORITY PROFESSORS ARE HAVING AN IMPACT ON MINORITY STUDENTS' EMPLOYMENT/INTERNSHIP



n = 310

Two in five (42%) of those who said that professors do not have an impact on minority student decisions on employment or internships feel that ethnicity does not matter in this area. Three in ten (29%) do not feel that there is a connection between the two. n=45

REASONS STUDENTS DO NOT BELIEVE MINORITY PROFESSORS ARE HAVING AN IMPACT ON MINORITY STUDENTS' EMPLOYMENT OR INTERNSHIP DECISIONS



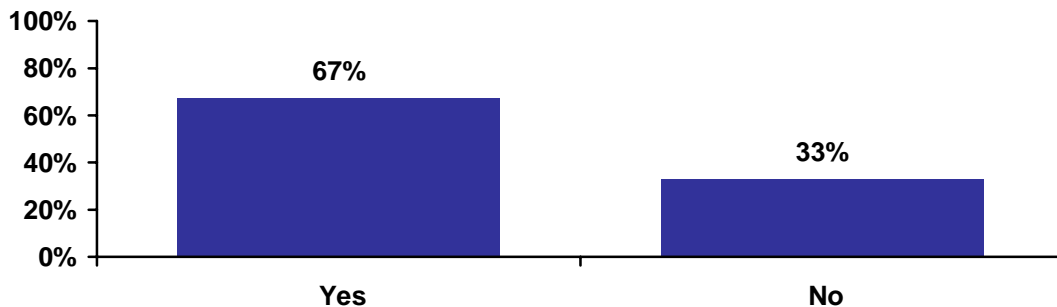
n =45

BELIEF THAT MINORITY PROFESSORS ARE HAVING AN IMPACT ON NON-MINORITY STUDENTS' EMPLOYMENT OR INTERNSHIP DECISIONS

Two thirds (67%) believe minority professors are having an impact on non-minority students.

- More non-minority students than minority students feel that minority professors have an impact on non-minority students regarding employment or internship decisions (72% vs. 64%).

WHETHER MINORITY PROFESSORS IMPACT MINORITY STUDENT EMPLOYMENT/INTERNSHIP DECISIONS



n = 665

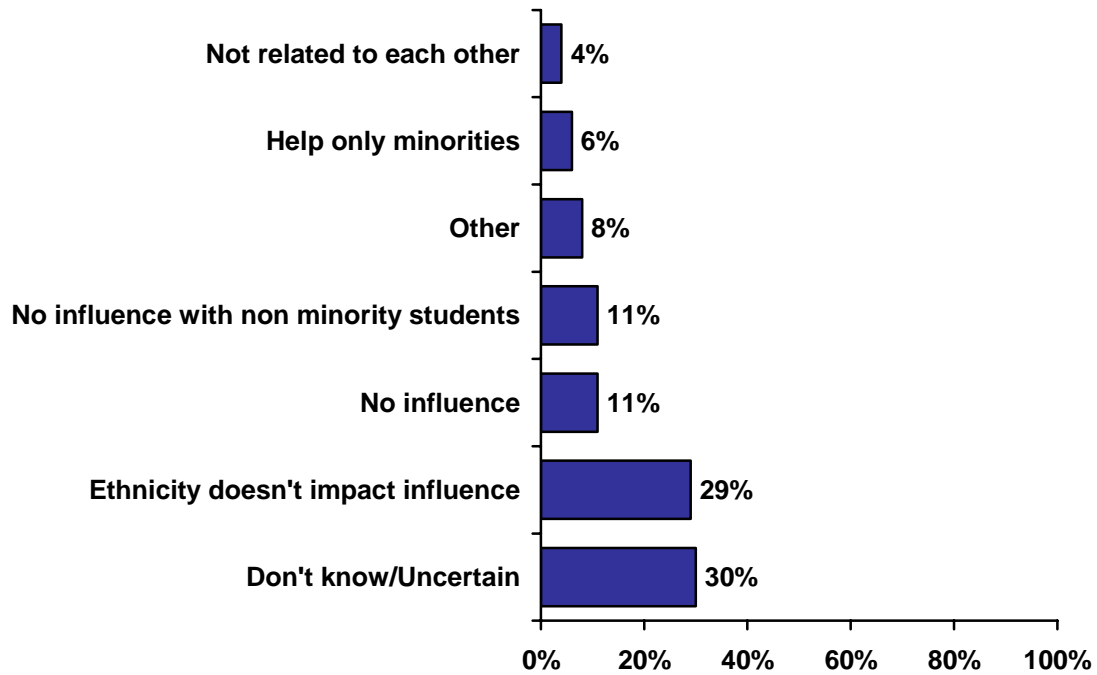
When asked to elaborate, among those who said “yes,” over half (53%) believe that minority professors have the same impact as non-minority professors or that ethnicity does not make a difference in terms of impact. One in five (19%) feel that minority professors share their experiences/perspectives with non-minority students while over one tenth (14%) believe they have no impact but did not elaborate.

Believe the impact is the same as for minorities	53%
Share experiences, perspectives/inspiration	19%
There is an impact, but did not elaborate	14%
There is an impact with regards to diversity issues	11%
There is an impact, but not as much for minorities	5%
They offer recommendations and references	4%

n=167

Among those who said “no,” one in three (30%) are uncertain about the influence of minority professors on non-minority students’ employment or internship positions. Another three in ten (29%) say that a good professor will have an impact regardless of ethnicity.

REASONS STUDENTS BELIEVE MINORITY PROFESSORS ARE NOT HAVING AN IMPACT ON NON-MINORITY STUDENTS' EMPLOYMENT OR INTERNSHIP DECISIONS



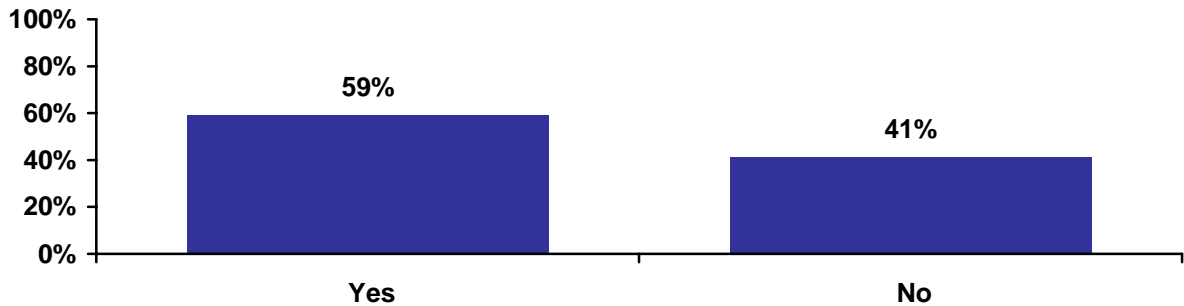
n = 114

WHETHER ANY PROFESSOR INFLUENCED RESPONDENT REGARDING EMPLOYMENT OR INTERNSHIP PATH

Almost six in ten (59%) say any of their professors have had an influence on their employment or internship choices.

- More minority students than non-minority students say their professors have had an influence on their employment or internship path (62% vs. 54%).

**ANY PROFESSOR INFLUENCED EMPLOYMENT/
INTERNSHIP PATH**



n = 675

Among those who say their professors influenced them, one in three (29%) indicate the professors provide them with information on jobs and internships, open their eyes to a new field or career (28%) and offers general encouragement (23%).

Provide information on internships/jobs	29%
Open eyes to new field/career	28%
Provide general encouragement/advice	23%
Provide advice on job selection	19%
Other	6%
Provide advice on school/course selection.	3%

n = 232

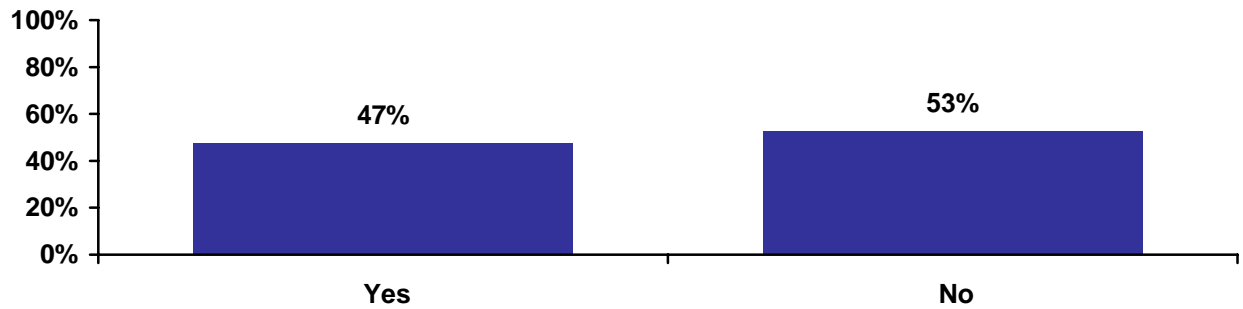
For those who feel that their professors do not influence them, one quarter (25%) are already decided and do not seek advice. Another quarter (24%) does not ask or utilize their professor for employment or internship advice. One in seven (15%) prefer to get their advice from someone other than a professor.

Already decided/did not seek advice	25%
Do not ask/utilize	24%
Prefer to get advice from others	15%
Professors do not talk about employment /internship	14%
Already employed	11%
Their opinion differs from my own	6%
Cannot answer/don't know	3%
Other	4%

WHETHER ANY PROFESSORS PROVIDED INSIGHT INTO SPECIFIC COMPANIES

More than half (53%) say their professors have not provided insight about specific companies regarding employment or internships.

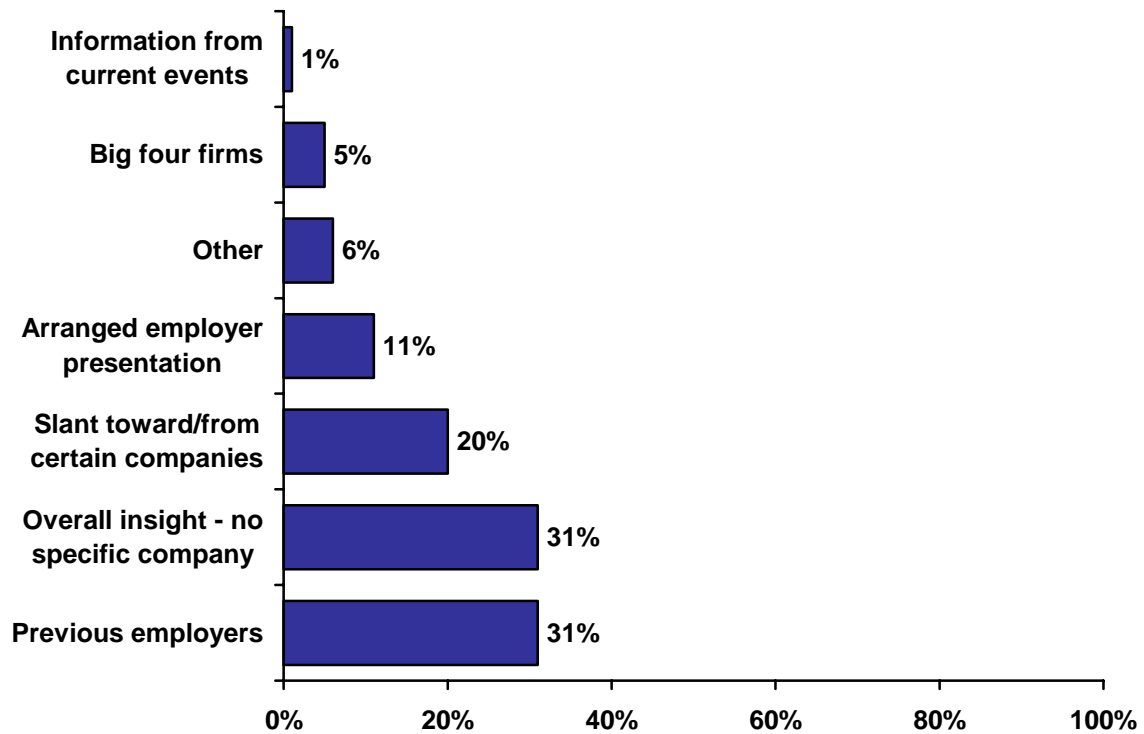
ANY PROFESSOR PROVIDED INSIGHT INTO SPECIFIC COMPANIES



n = 673

Among those who said “yes,” one third each says their professors provide advice about their own previous employers (31%) or provide overall insight but not about specific companies (31%).

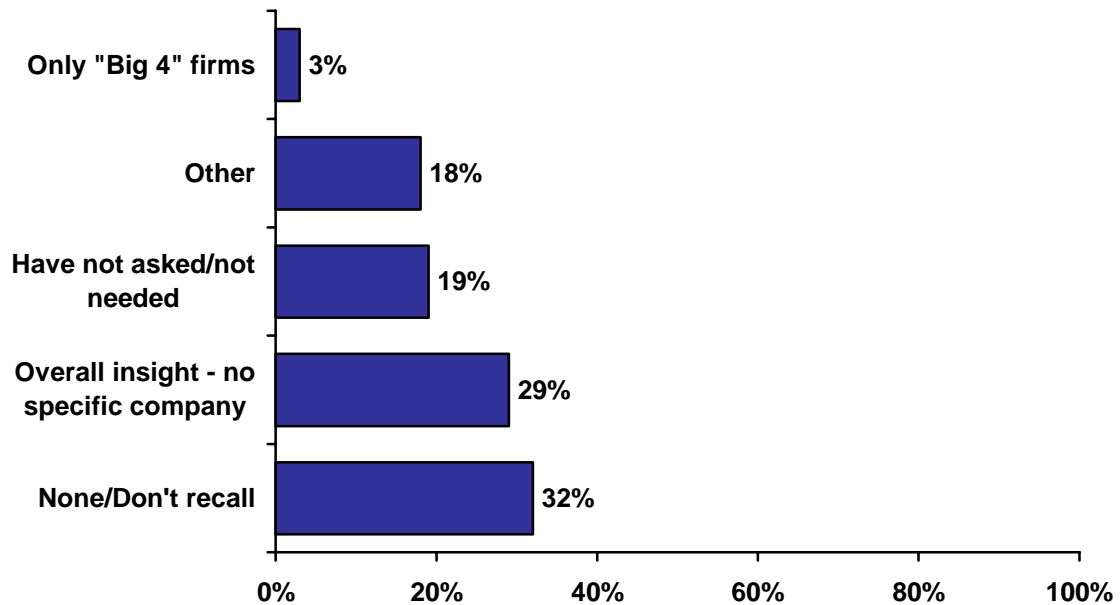
INSIGHT ON COMPANIES PROVIDED BY PROFESSORS



n = 153

Among those who feel their professors did not provide insight, about one in three say their professors do not provide insight or they do not recall (32%). Nearly a third (29%) says their professors provide overall insight but no information about specific companies.

REASONS RESPONDENTS FEEL INSIGHT NOT PROVIDED BY PROFESSORS



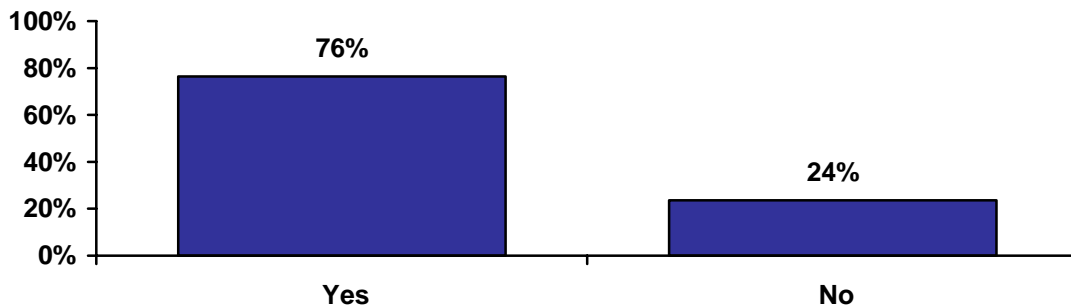
n = 77

BELIEF THAT STUDENTS, REGARDLESS OF RACE, THAT HAVE TAKEN A CLASS FROM A MINORITY PROFESSOR, WILL BE BETTER PREPARED TO WORK IN A DIVERSE BUSINESS ENVIRONMENT

Three quarters of the student respondents (76%) believe that students will be better prepared to work in a diverse business environment after taking a class taught by a minority professor.

- More minority students than non-minority students feel that students will be better prepared to work in a diverse business environment if they had a class with a minority professor (82% vs. 69%).

WHETHER STUDENTS BETTER PREPARED FOR DIVERSE BUSINESS ENVIRONMENT IF HAD A CLASS WITH A MINORITY PROFESSOR



n = 676

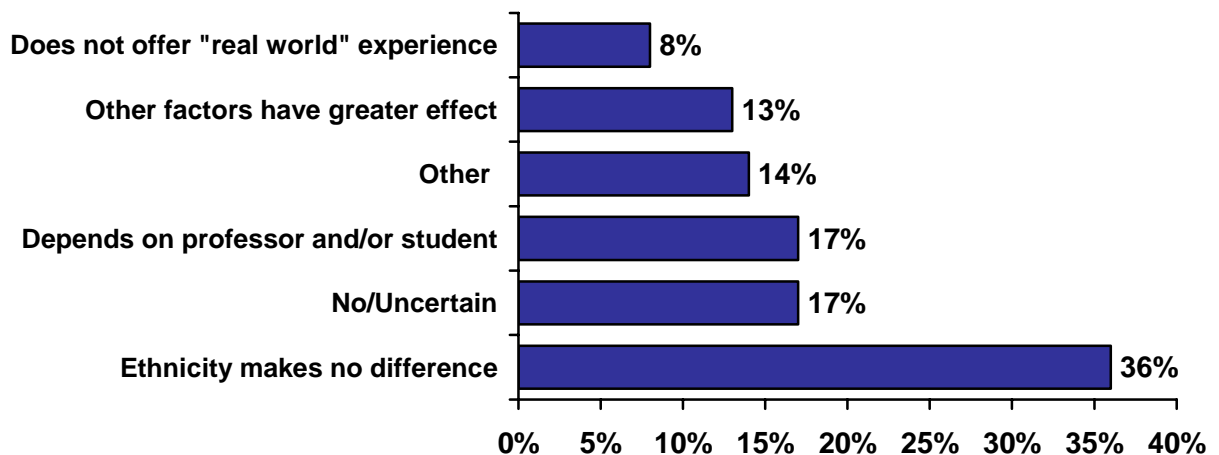
More than one third (36%) of those who feel that students will be better prepared for a diverse work environment say having had a minority professor provides exposure to diversity (36%) and one fifth say it gives students an opportunity to learn diverse perspectives (21%) and prepares them to work with/learn from others (20%).

Offers exposure to diversity	36%
Opportunity to learn from diverse perspective	21%
Prepares to work with/learn from others	20%
Depends on professor and/or student	11%
Impacts stereotypes/prejudice	9%
Other	9%
Ethnicity does not make a difference	6%

n = 266

More than one third (36%) of those who do not feel that students will be better prepared say the ethnicity of the professor does not make a difference on preparation for a diverse business environment. Seventeen percent each say either no or that they are uncertain or that it depends on the professor or student.

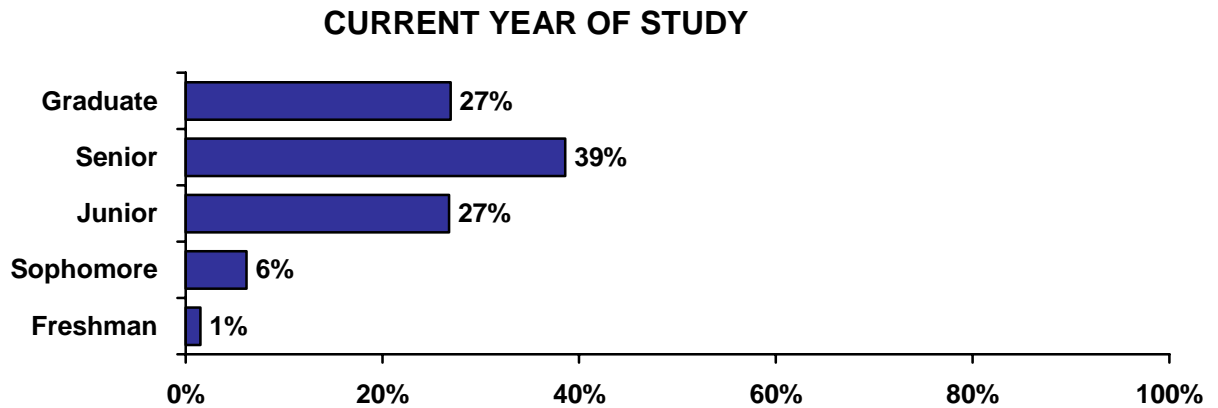
REASONS RESPONDENTS FEEL THAT STUDENTS, REGARDLESS OF RACE, WHO HAVE TAKEN A CLASS FROM A MINORITY PROFESSOR, WILL NOT BE BETTER PREPARED TO WORK IN A DIVERSE BUSINESS ENVIRONMENT



n = 83

CURRENT YEAR OF STUDY

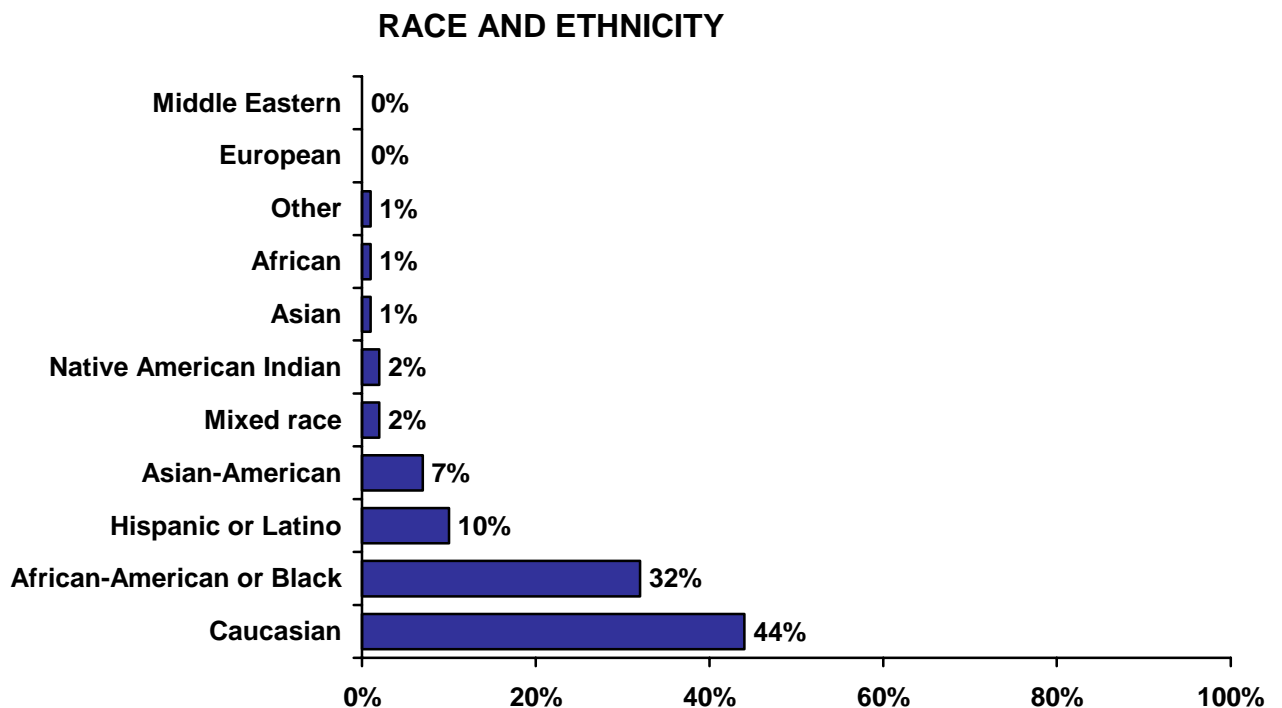
Two in five respondents are seniors (39%). Slightly over one quarter are either graduate students or juniors.



n = 675

RACE AND ETHNICITY

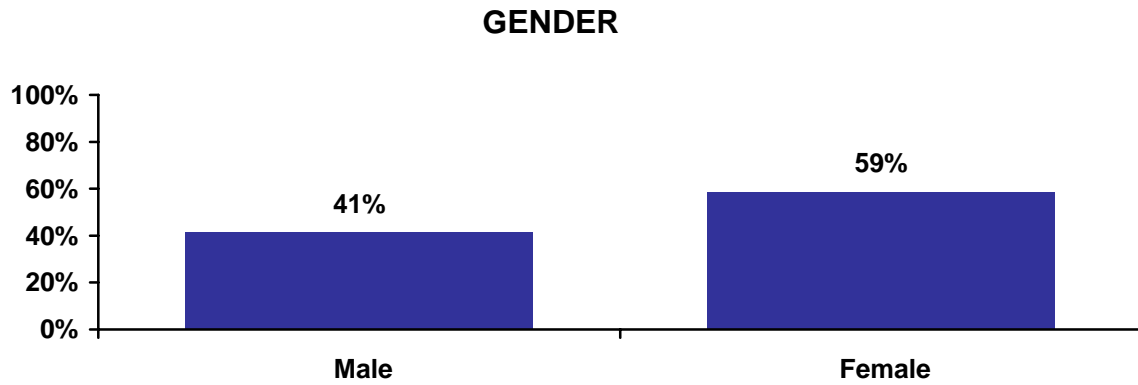
Caucasians make up over two fifths of respondents (44%) while African Americans/Blacks make up one third (32%). One in ten are Latino or Hispanic.



n = 662

GENDER

Nearly three fifths of student respondents are female (59%).



n = 648