



Student Survey Report

THE PHD PROJECT, STUDENT SURVEY REPORT

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ABOUT THE THE PHD PROJECT

The PhD Project was founded in 1994 with the explicit mission of increasing the ethnic diversity of business school faculty by attracting African-Americans, Hispanic-Americans and Native Americans to business doctoral programs. An essential component of The PhD Project is providing a network of peer support for those minorities enrolled in doctoral programs in accounting, finance, information technology, management and marketing disciplines.

When The PhD Project began, there were 294 minority professors in the United States. Today, there are 746 and that number is growing. In addition, there are currently 1,163 members of the minority doctoral students' associations.

The objectives of The PhD Project are to inspire, enable and support minorities in their commitment to pursue a business doctorate, with the career goal of becoming a professor and mentoring a generation. The premise is quite simple: The PhD Project espouses the principle that diversifying corporate America begins with greater diversity in the college classrooms; greater diversity in college classrooms depends on increasing the ethnic diversity at the head of the classroom. Increase the number of ethnically diverse professors teaching business curricula and the result will be an increase in the number of minority students enrolling, completing and achieving their education and career goals.

The PhD Project is fortunate to have the ongoing support of its wonderful Sponsors: KPMG Foundation, Graduate Management Admission Council, 141 Participating Universities, Citigroup Foundation, Ford Motor Company, AACSB International, AICPA, Abbott Laboratories, Merrill Lynch & Co. Foundation, Inc., State Street Corporation, Pfizer, Inc., Robert K. Elliott, Goldman, Sachs & Co., Hewlett-Packard Company. With more than 125 recently conferred PhD Project professors currently teaching in classrooms across the U.S., it is now possible to validate The PhD Project premise. It was with that objective in mind that the survey was designed and implemented.

METHODOLOGY

The purpose of this study is to assess the impact that minority (i.e. African-American, Hispanic-American, Native-American) professors have on their college students. Respondents were targeted for the survey by nature of their current enrollment in a course taught by a minority professor, identified through The PhD Project database.

An online survey was distributed to these students via an email invitation issued from their course professor. The invitation set forth the objectives of the survey and ensured confidentiality through the administration and tabulation of survey data by a third party research partner, Bernard Hodes Group. A sample of the survey is enclosed for your review. It consists of short answer questions, a few of which allow for further elaboration, as well as two optional questions concerning ethnicity and level/year of study. Once completed, the student participants emailed their responses directly to Bernard Hodes Group for confidential tabulation and assessment.

The survey was administered nationwide between November 9-29, 2004. A total of 919 responses were received. The email addresses of those who completed the surveys were entered into a random drawing. Five names were drawn and subsequently each of the five was awarded a \$50.00 Amazon.com gift certificate.

SURVEY INSTRUMENT

The PhD Project Survey of Students

1. What/who is your primary influence when deciding on a career path?
 - Professor
 - Parent
 - Friend
 - Other relative? Please specify
 - Other person or influence? Please specify

2. How many minority professors (African-American, Hispanic-American or Native American) do you currently have instructing your classes?
 - 1
 - 2
 - 3
 - 4
 - 5 or more
 - None

3. Do you believe minority professors are positively impacting the education of minority students?
 - Yes
 - No
- 3A. Of non-minority students?
 - Yes
 - No

Please elaborate:

4. Do you believe minority professors are having an impact on minority students' career decisions?
 - Yes
 - No
- 4A. On non-minority students' career decisions?
 - Yes
 - No

Please elaborate:

5. Do you believe that students, regardless of race, who have taken a class from a minority professor, will be better prepared to work in a diverse business environment?
 - Yes
 - No

Please elaborate:

The following questions are optional:

Race and Ethnicity:

- White
- African-American
- Asian-American
- Hispanic (White)
- Hispanic (Black)
- Native American Indian
- Other (Please indicate)

Year of study:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

Gender:

- Male
- Female

• EXECUTIVE SUMMARY

As we look at the data obtained from the recently implemented national survey among students of minority professors, it is important to keep in mind the demographic of the survey pool. Among the 919 survey respondents, 60 percent are White and 20 percent African-American. The survey also differentiates participants according to year/level of their current enrollment. It is interesting to note that at both the graduate and senior levels African-American participants represent significant segments of these population pools, comprising 42 percent and 24 percent respectively. The most significant representation of both Hispanic-American and Native American students occurs at the graduate level (14% combined for Hispanic American, and 4% for Native American). The highest number of Asian American students responded at the senior level at 6%.

The survey was constructed around three important issues:

- 1) Identify primary influences on students' career decisions
- 2) Determine impact of minority professors on minority and non-minority students
- 3) Assess whether classes taught by minority professors better prepare students for a diverse business environment.

Primary influence factors tend to vary among the survey respondents. While 62 percent of all survey respondents cite their parents as the main influence on their career path decisions, when considering the ethnicity of the respondents interesting data emerges. When we look at the ethnic composition of these respondents, White Hispanic respondents considered their parents' influence most strongly at 66 percent, with White respondents following closely at 65 percent. Sixty percent of African and Asian-American respondents considered their parents the primary influence in making a career decision. Twenty-nine percent of African-American survey participants acknowledge the importance of the professors' influence, with Whites and White Hispanics at 22 percent.

The survey participants offered overwhelmingly positive affirmation with 92 percent of the total student sample believing that minority professors have a positive impact on the education of minority students. "Minority professors open minds much more effectively." It is not surprising that between the Hispanic (White) and the African-American respondents their affirmation is close to unanimous with 98 percent and 95 percent, respectively.

The survey also seeks to quantify the impact that minority professors have on non-minority students. Eighty-two percent of all respondents affirm a positive impact. It is at the graduate study level that the highest percentage (94%) is realized. This increase may be attributed to a greater percentage of minority participants at the graduate level, the level at which the White demographic contains its lowest participant pool percentage. As one respondent put it: "Any individual can be impacted by their professor instilling in their minds, 'if I can do it, you can too'. Minority instructors give hope to upcoming graduates that they too can attend graduate school and can succeed."

To better understand the impact minority professors have on their students, three fifths of the participant pool offer further elaboration, with three core factors emerging as most crucial regarding the professors' impact:

- ❑ A unique perspective based on a point-of-view that is outside the ethnic majority of the culture (20%)
- ❑ A role model for achievement (19%)
- ❑ A means of dispelling stereotypes by their presence (17%)

EXECUTIVE SUMMARY (Cont.)

The majority of respondents who feel those minority professors have little impact cite that minority status, per se, makes no difference: “I think it is important for an individual to be well rounded, and that includes interacting with people of a different nationality. In the real world, especially in the workplace it is very diverse, and one must know how to act accordingly around others. There is nothing worse than mistreating someone because of their race or sex.” It is not surprising that 85 percent of respondents feel that minority professors positively impact the career decisions of minority students: “Minority students still have a narrow view of what they can achieve and the career options available to them. Non-minority students often respect the guidance of minority professors because they often feel they understand the true struggles that exist in pursuing a career.” Sixty-five percent of respondents feel that minority professors positively impact similar decisions among non-minority students.

It is also worth noting that some respondents feel that minority professors provide a richer educational experience due to their background and are more motivating since it is assumed that these professors needed to overcome more obstacles than their non-minority counterparts: “It is encouraging to a person to see someone who has faced the same struggle as they have and to overcome obstacles.”

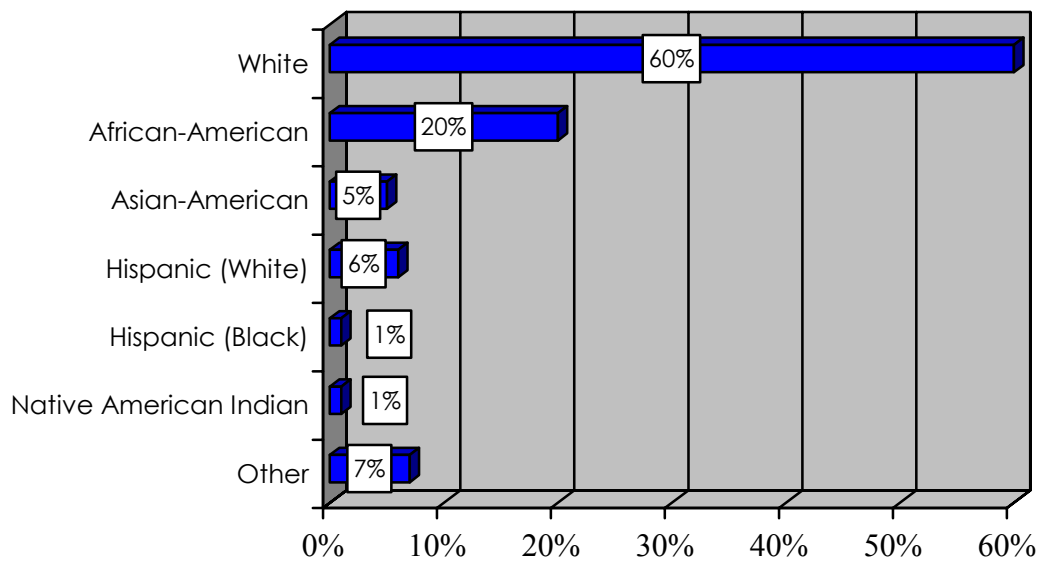
Finally, what impact do minority professors have on students as they prepare for careers in a diverse business environment? Seventy-seven percent of the respondent pool believes that students of minority professors will be better prepared to work in diverse business environments. African-Americans represent the greatest ethnic demographic (85%) affirming this belief.

RESPONDENT PROFILE

For purposes of this study the respondent data is profiled according to race/ethnicity and year/level of study. It should be noted that response to these questions is optional; 849 of the 919 participant pool responded to the race/ethnicity question; 891 of the 919 participant pool responded to the education year/level question

RESPONDENT RACE/ETHNICITY

Three fifths (60%) of those responding are White and one fifth (20%) is African-American. Seven percent are Hispanic (White and Black combined)*, five percent Asian American, and one percent Native American.

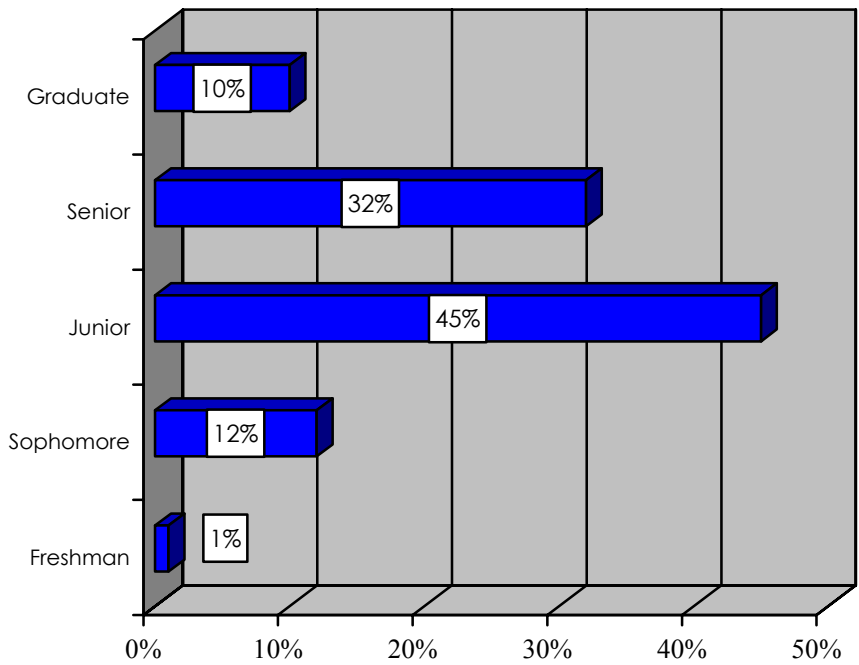


* Hispanic (White) and Hispanic (Black) are taken from the U.S. Census Bureau definition of race and ethnicity categories.

RESPONDENT PROFILE

RESPONDENT YEAR/LEVEL OF STUDY

Nearly half (45%) of survey respondents are in their junior year of study and one third (32%) are seniors. Twelve percent of respondents are sophomores and one in ten (10%) is a graduate student; only one percent of students surveyed were freshmen.



Whites make up the majority of sophomore; junior and senior survey respondents (70%, 69% and 56%, respectively) and one quarter (26%) of graduate students. The largest minority group among those surveyed is African-Americans, having the greatest representation at the graduate level (42%), where they represent the largest demographic.

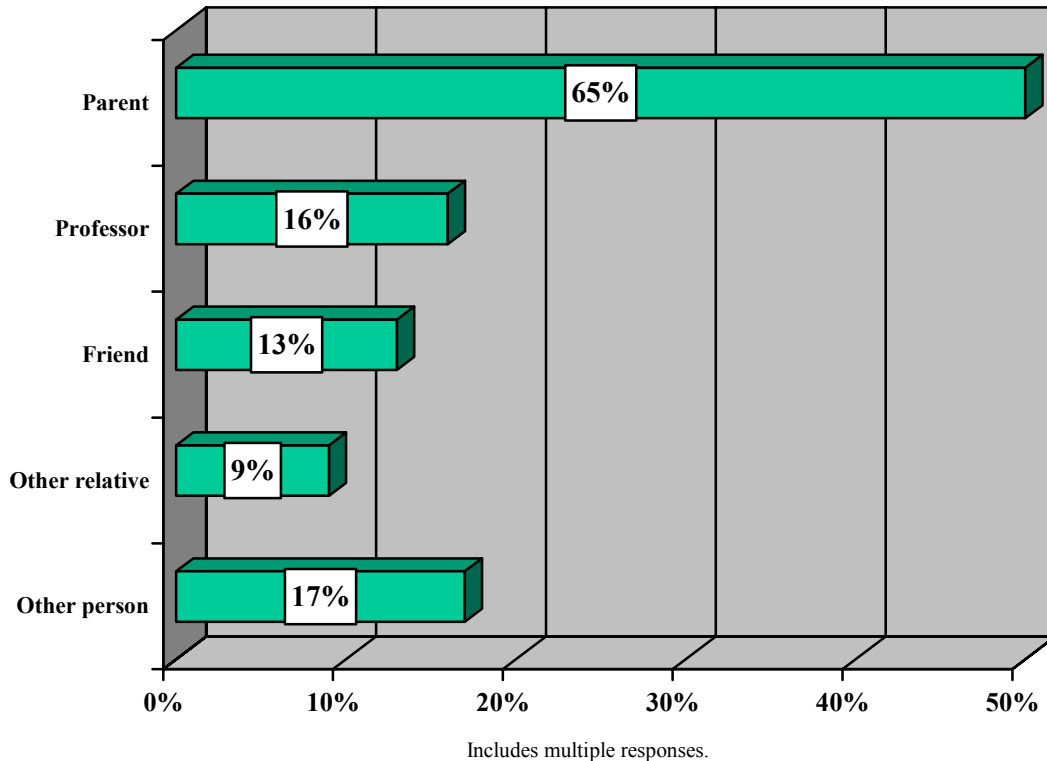
YEAR/(Base)	White	African-American	Asian-American	Hispanic (White)	Hispanic (Black)	Native American	Other
Graduate (85)	26%	42%	5%	11%	3%	4%	10%
Senior (288)	56%	24%	6%	3%	0%	0%	10%
Junior (405)	69%	13%	5%	5%	1%	1%	6%
Sophomore (107)	70%	15%	4%	7%	0%	2%	3%

ANALYSIS AND FINDINGS

INFLUENCE ON CAREER PATH DECISIONS

Two thirds (65%) of students surveyed indicate that their parents are the main influence on their career path decisions. Second in importance are professors (16%), followed by friends (13%) or other relatives (9%). Of those participants who mentioned “other” persons (17%), the majority (60%) said the decision was theirs, alone.

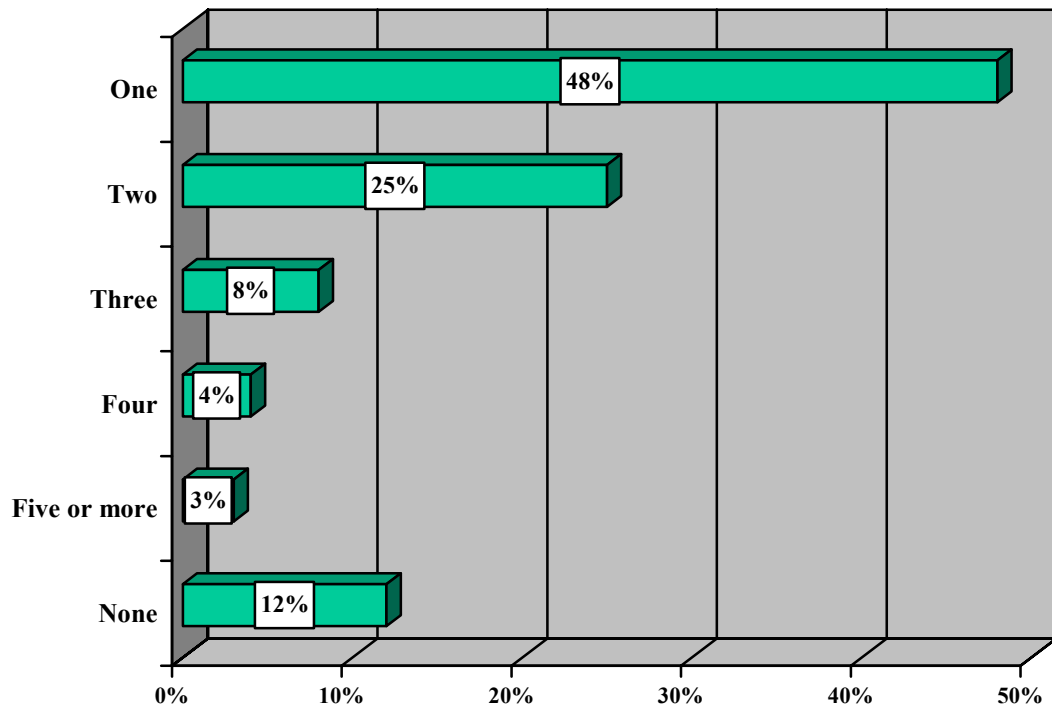
African-American students have the largest percentage among the study’s demographic groups attributing professors’ influence on their career path decisions (29%). Asian-Americans rely on friends more than other ethnic groups (22%) and African-Americans indicate “other” persons (29%) more than other ethnic groups, suggesting that their career decisions are more likely to be individually based. The importance of professors’ influence grows incrementally among respondents as they move from sophomore to graduate level—sophomore (12%), junior (19%), senior (29%) and graduate (44%).



ANALYSIS AND FINDINGS

NUMBER OF MINORITY PROFESSORS CURRENTLY HAVE

Nearly half (48%) of respondents currently take classes with only one minority professor. One quarter have two classes with minority professors and 15 percent presently have more than two minority professors. Twelve percent of respondents are not taking any classes with a minority professor.



ANALYSIS AND FINDINGS

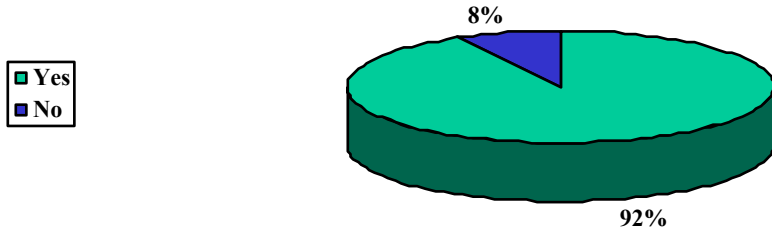
MINORITY PROFESSORS' IMPACT ON EDUCATION OF MINORITY STUDENTS

More than nine in ten of all respondents (92%) feel that minority professors have a positive impact on the education of minority students. Nearly all (99%) of the respondents at the graduate level feel that professors have a positive impact on minority students.

When looking at ethnicity, Hispanic (White) students are almost unanimous (98%) in recognizing the positive impact of minority professors on minority students, followed closely by African Americans at 95%.

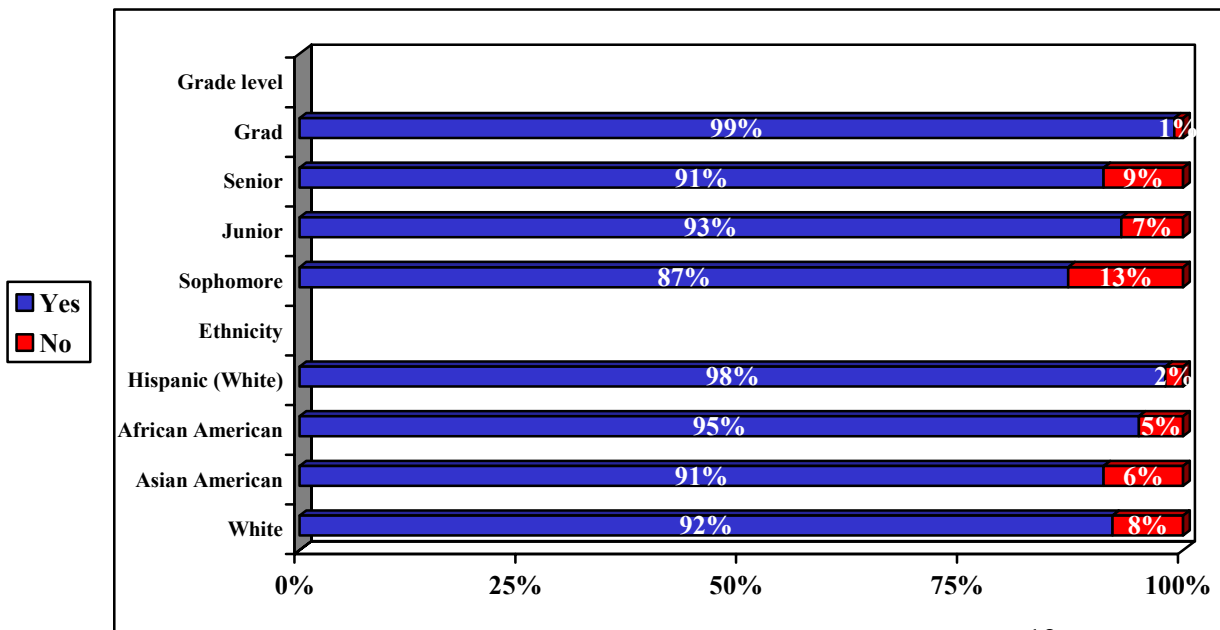
ANALYSIS AND FINDINGS

Minority Professors Positively Impact Education of Minority Students (Total Respondents)



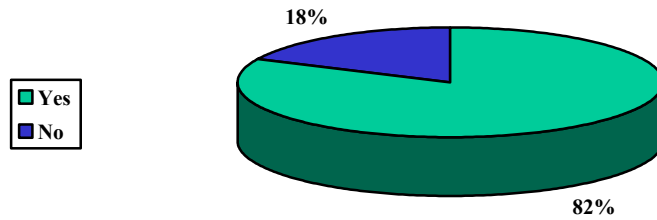
MINORITY PROFESSORS IMPACT ON EDUCATION OF NON-MINORITY STUDENTS

Minority Professors Positively Impact Education of Minority Students



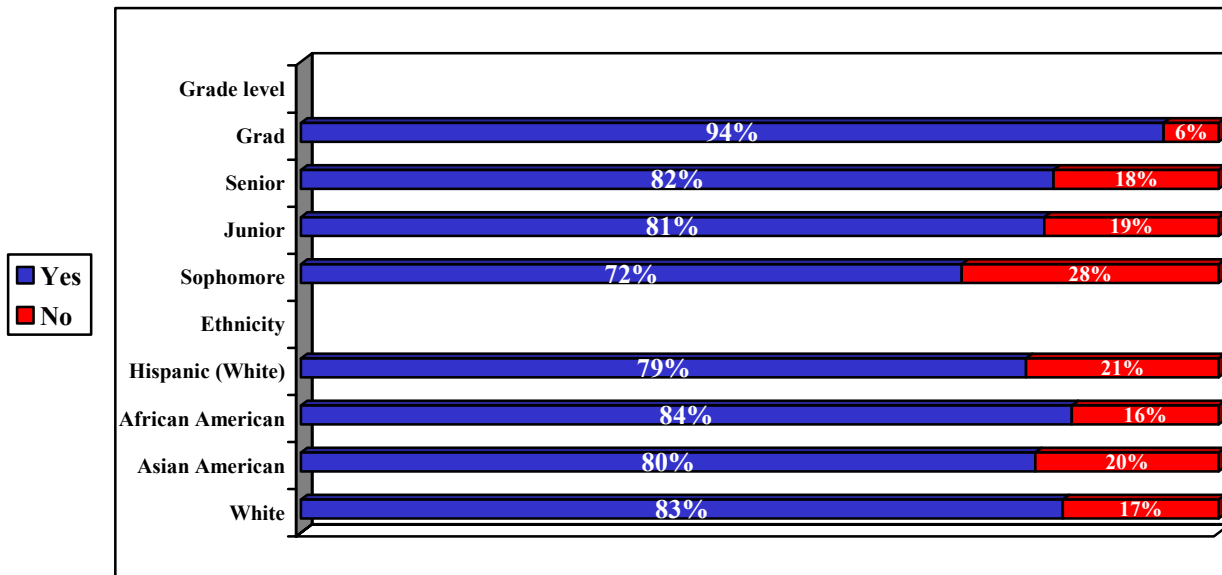
Eighty-two percent of all respondents believe that minority professors have a positive impact on the education of **non-minority** students. Once again, the graduate level respondents represent the greatest percentage of affirmation with 94 percent.

Minority Professors Positively Impact on Education of Non-Minority Students (Total Respondents)



Minority respondents felt that minority professors positively impact the education of non-minority in about the same percentages as White students, with responses in the low 80 percent range. African-American students believed the impact to be strongest at 84 percent.

Minority Professors Positively Impact Education of Non-Minority Students



ANALYSIS AND FINDINGS

MINORITY PROFESSORS IMPACT ON STUDENT EDUCATION

Fifty seven percent (523) of respondents in the study elaborated on the reasons minority professors could positively impact the education of minority and non-minority students. Among those expressing the view that minority professors have a positive impact on both student groups, three major reasons are given:

- ❑ Providing a unique perspective based on a point-of-view that is outside the ethnic majority of the culture (20%);
- ❑ A role model for achievement (19%); and
- ❑ Dispelling stereotypes by their presence (17%)

Eight percent of respondents who mentioned positive impact mentioned such observations as: minority students relate more readily to minority professors, minority professors seem more approachable and that they appear more motivated as professionals. Generally, respondents feel that minority professors provide a richer educational experience due to their background and are more motivating since it is assumed that these professors needed to overcome more obstacles than their non-minority counterparts.

About one third (31%) of respondents feel that minority professors have little impact on minority and non-minority student education. Although most answered this as a negative (professors do not impact students), the general tenor of the responses was that the students felt themselves to be “colorblind” in assessing these teachers. Most felt that minority professors were equal in ability to non-minorities and that ethnicity was really irrelevant to the quality of educational experience delivered by the instructor. The remaining five percent of these respondents felt that minority professors did not impact education due to qualification issues, such as language or communication difficulties, or their having too narrow a focus.

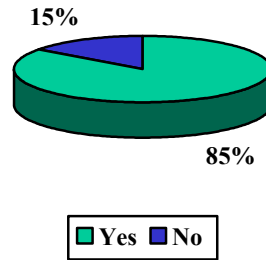
ANALYSIS AND FINDINGS

MINORITY PROFESSORS IMPACT ON MINORITY STUDENTS' CAREER DECISIONS

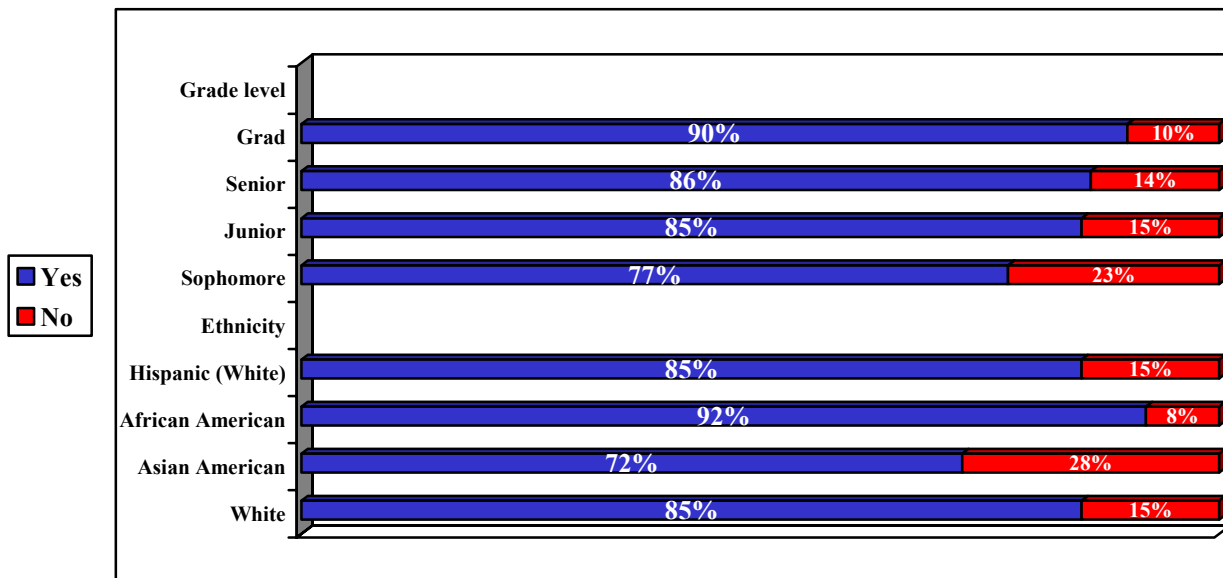
Eighty-five percent of respondents feel that minority professors positively impact career decisions of minority students.

At the graduate level, respondents felt most strongly that minority professors' positively impact (90%) minority students' career decisions. By ethnicity, African-Americans had the highest percentage of agreement on professors' impact on minority students (92%).

**Impact Minority Student Career Decisions
(Total Respondents)**



Minority Professors Impact Minority Student Career Decisions

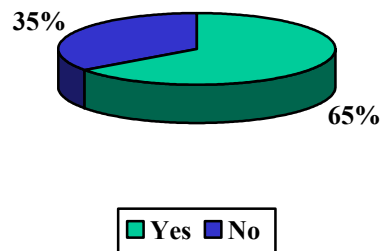


ANALYSIS AND FINDINGS

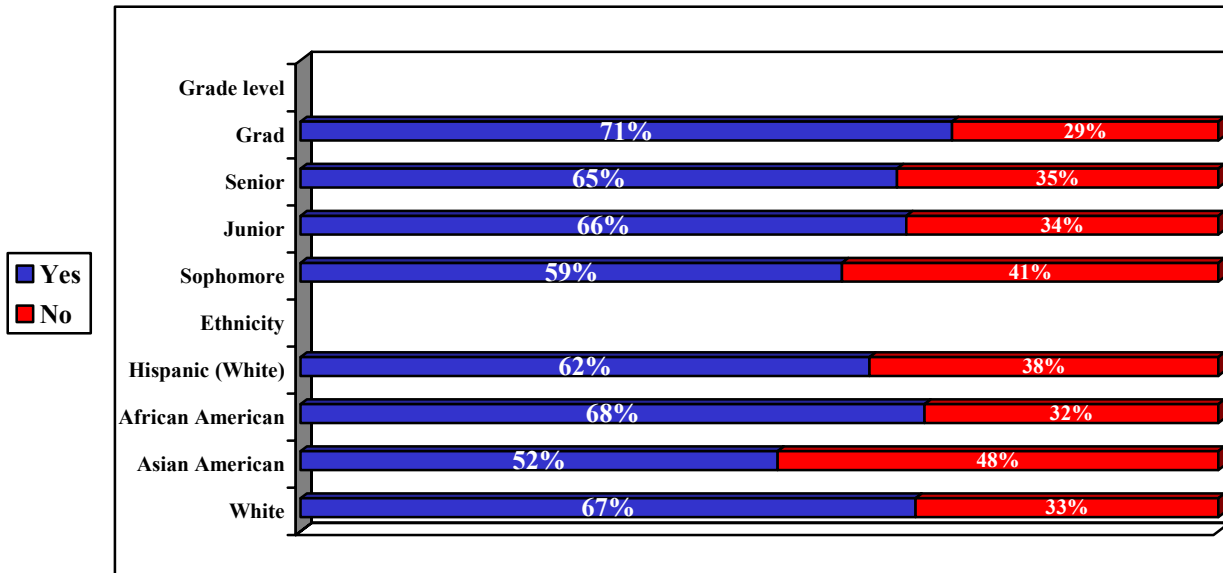
Sixty-five percent of respondents feel that minority professors positively impact similar decisions among non-minority students, illustrating the far-reaching effects of a diversified classroom.

Again, Graduate level respondents felt this most strongly at 71 percent. By ethnicity, African-American respondents have the highest positive response (68%) regarding the effect on non-minority students, followed closely by White respondents (67%).

Impact on Non-minority Student Career Decisions (Total Respondents)



Minority Professors Impact Career Decisions of Non-Minority Students



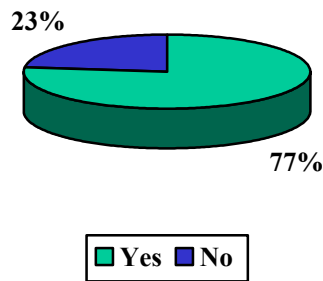
ANALYSIS AND FINDINGS

MINORITY PROFESSORS IMPACT ON PREPARATION OF STUDENTS TO WORK IN A DIVERSE BUSINESS ENVIRONMENT

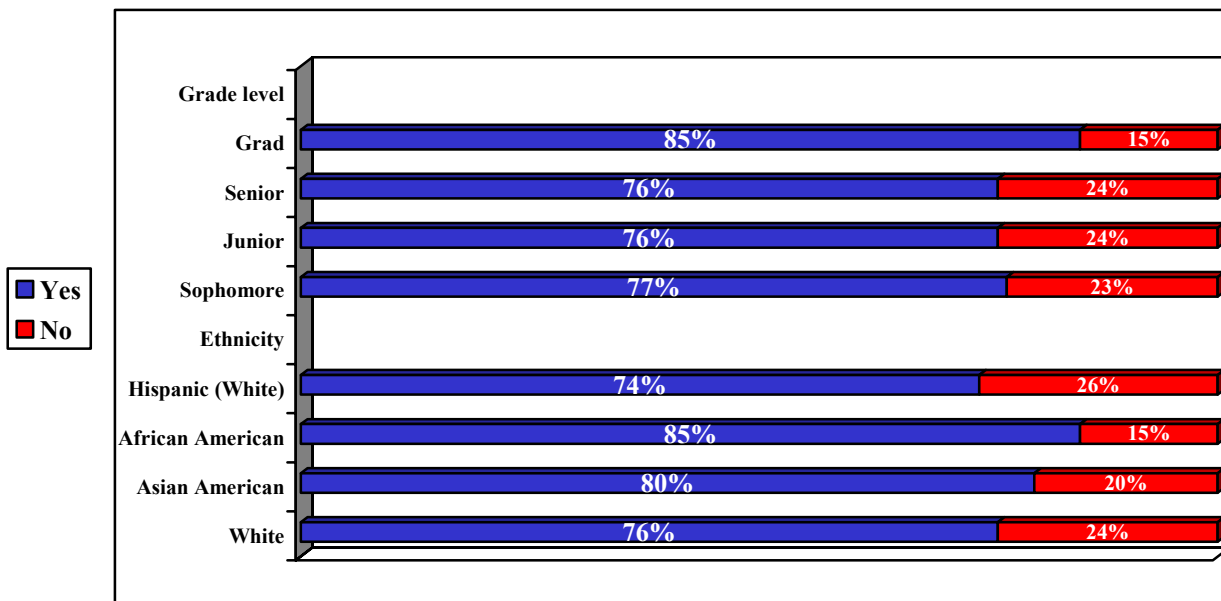
Seventy-seven percent of those surveyed feel that students will be better prepared to work in a business environment as a result of their having a minority professor. Within the graduate level respondent pool, 80 percent believe that students are better prepared for work in a business environment as an outcome of minority-taught courses. Both seniors and juniors responded with the smallest percentages to this question (76% each).

Among the ethnic groups surveyed African-Americans (85%) represent the highest percentage of students that feel minority professors provide this better preparation.

Students Better Prepared to Work in a Diverse Business Environment (Total Respondents)



Students Better Prepared to Work in a Diverse Business Environment



ANALYSIS AND FINDINGS

REASONS GIVEN:

Almost all respondents feel that studying under a minority professor provides an important experience that will help to prepare them for the diversity they will encounter in the workplace. Of those few students who did not see the value of minority professors in preparing them for a diverse workplace, many acknowledged the importance of the instructor's role while mentioning that it was only one portion of the preparation that would be needed.

Positive areas that respondents emphasized most frequently were a diversity experience that better prepared them for the workforce (47%) and exposure to a range of cultural offerings (30%).

CONCLUSIONS

When questioned about the main influences on their career path decisions, college and graduate students enrolled in classes taught by minority professors indicated that self reliance and consultation with parents are the most prominent forces in their career planning; nearly one fifth (16%) attributed significant influence to their college professors. Nonetheless, nearly all students feel that the minority professors provided a positive impact to both education and career decisions of minority and non-minority students.

The primary reasons that students feel minority professors had such influence were (1) the unique perspective that they bring to the teaching profession based on their distinct sensibility, (2) their status as role models (both to minority as well as non-minority students) and (3) the fact that these professors, by their very presence, help many students to literally envision diversity and dispel prior stereotypes that might be associated with minorities. The students who believe that minority professors have little influence on student education generally take the position that they view their educational process by the outcome and do not judge the nature of facilitators. Thus, being a good teacher is the only metric that is important and minority status is irrelevant in this sphere. The students assume that a professor's embodiment of academic competence and motivational qualities are factors unaffected by individual worldview.

Respondents believe strongly that minority professors affect their students' career decisions. Nearly nine in ten students (85%) surveyed feel these professors strongly impacted career decision-making processes of minority students and nearly seven in ten (65%) feel that non-minority student decisions were impacted as well. Over three quarters (77%) of respondents also feel that students will be better equipped to work in a diverse business environment for having educational experience shaped by a minority professor.

There is little doubt that the premise upon which The PhD Project is built (diversify the front of the classroom, diversity the class) is well received by nearly all of those surveyed. Respondents readily attest to the positive benefits of The PhD Project in impacting both educational as well as career decisions of minority and non-minority students. It is perhaps to be expected that the benefits of the Project are seen to be stronger for (and among) minorities.

Generally, all student groups see minority professors' roles as more pronounced among minority students, and that these instructors *emblemize* the type of diverse thinking that will be present in the corporate world, thus providing an important introduction. The large proportion of African-American and Hispanic (White) graduate students surveyed who rate the program highly as they rise in academic level suggests that their perceived value of the Project grows incrementally as they obtain more academic and real-world experience.