



**PhD Project
Survey of Professors**

July, 2006

TABLE OF CONTENTS

METHODOLOGY.....	3
EXECUTIVE SUMMARY & IMPLICATIONS.....	4
ANALYSIS & FINDINGS	6
APPENDIX	16
SURVEY INSTRUMENT	54

METHODOLOGY

The PhD Project is an informational gathering source for minorities in Corporate America who wish to pursue a PhD toward becoming a business professor. In partnership with the PhD Project, Bernard Hodes Group conducted an online survey among professors from business schools, interviewing them about the state of diversity in academic institutions.

The PhD Project sent e-mail invitations to the professors, which included a survey URL, <http://www.recruitsurvey.com/2006PhDprojectprofs/survey/>. Surveys were completed from June 2, 2006 through June 27, 2006. Hodes Research tabulated and analyzed the data. A total of 237 respondents completed the survey.

The survey consisted of 18 questions covering the following topics:

- Title
- Ethnicity
- University/Business School
- Discipline
- Point in career introduced to PhD Project
- Length of time teaching
- Total number of students taught this semester
- Percentage of students who were African American, Hispanic American and Native American
- Percentage of minority students this year compared to previous years
- Percentage of increase or decrease of minority students from last year
- Total number of minority students (African American, Hispanic American, Native American) advised regarding their careers
- Whether ever provided career advice to a student regarding a career with a PhD Project sponsor, and types of career advice provided
- Willingness to coordinate on-campus presentations with PhD Project sponsors
- Types of assistance needed to accomplish on-campus presentation
- Impact professors have on students

EXECUTIVE SUMMARY & IMPLICATIONS

RESPONDENT PROFILE

The majority of respondents were African-American assistant professors from a range of academic institutions and from a variety of disciplines, including accounting and management. Nearly two-fifths (38%) were introduced to the PhD Project in graduate school, and a majority (65%) had been teaching for six or more years. One-half teach 51 to 100 students.

Implication: The professors represented in this research were highly experienced and came from numerous universities. Their influence is far reaching.

MINORITY STUDENTS

Most of the minority students taught by these professors are African American (mean of 7.3%), followed by Hispanic American (5.6%), and Native American (1%). Compared to previous years, more than half of the professors felt the percentage of minority students had remained about the same. Of those who had seen an increase, the increase was between 1 percent to less than 10 percent.

Implication: While there has been progress in increasing minority enrollment at the universities and business schools, there still needs to be more effort in this direction.

ADVICE REGARDING CAREERS

About three-quarters of the professors (76%) have provided career advice to six or more minority students. On average, professors advised about 23.5 minority students. Two-fifths (40%) have provided advice regarding a career with a PhD Project sponsor. The types of advice provided to minority students included: advice concerning careers and jobs, the PhD Project, having an academic career, and obtaining a PhD degree. Nearly three in 10 (29%) have given specific advice on the PhD Project.

Implication: These professors have provided strategic advice to their minority students, especially pertaining to the PhD Project. As professors have advised on average 23.5 minority students in the past, there is a good opportunity to influence many students concerning the PhD Project.

PHD PROJECT PROMOTION

Over three-fourths of the professors said they were willing to coordinate on-campus presentations with PhD Project sponsors. Most would like sponsor contact information and presentation resources (information packets), and to be contacted about an on-campus presentation.

Implication: Professors are very open to working with the PhD Project.

EXECUTIVE SUMMARY & IMPLICATIONS

IMPACT ON STUDENTS

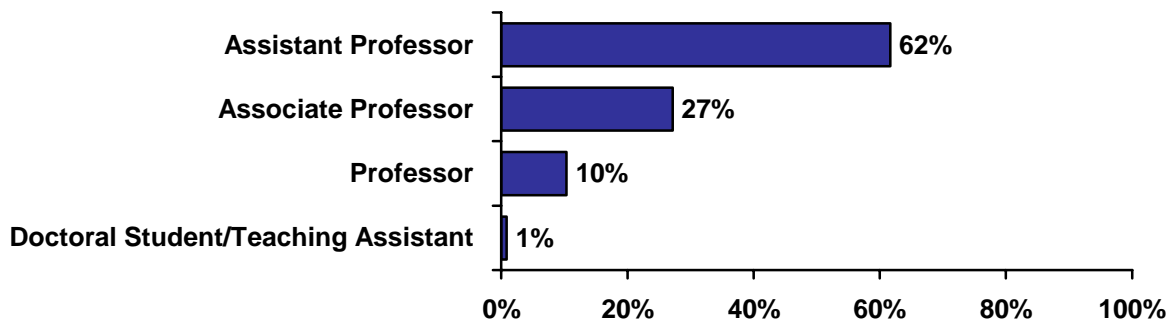
Minority professors have had a significant impact on both their minority and non-minority students: They guide them on career choices, act as a positive role model, provide mentorship and minority outreach, and offer their seasoned perspective.

Implication: Minority professors have a singular, valuable impact on both minority and non-minority students. The alliance between The PhD Project and minority professors is of tremendous benefit to students, schools, communities, corporations, and organizations.

ANALYSIS & FINDINGS

CURRENT TITLE

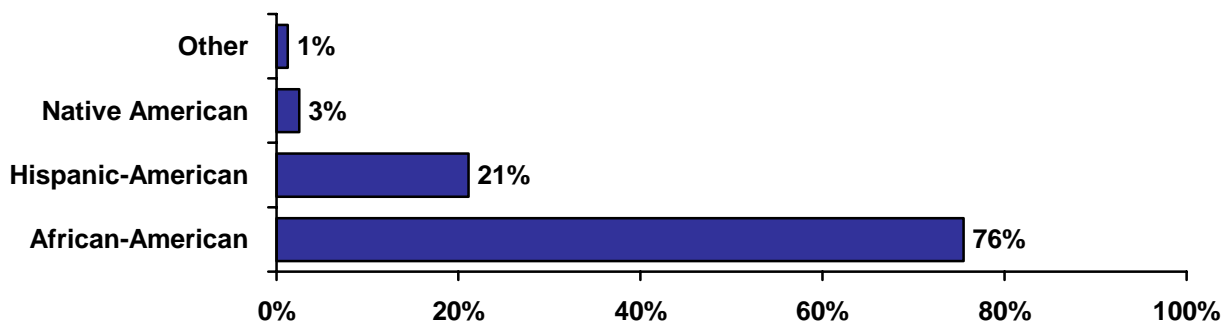
More than six in 10 respondents (62%) were assistant professors and over one-quarter (27%) were associate professors. Ten percent were full professors.



Base = 232

ETHNICITY

Most of the professors were African-American (76%), one-fifth (21%) were Hispanic-American and three percent were Native American. Other ethnicities specified included Caucasian, mixed race, and a "U.S. permanent resident."



Base = 237

ANALYSIS & FINDINGS

UNIVERSITY/BUSINESS SCHOOLS

Multiple mentions of universities and business schools where the professors are faculty members are listed in the table below. (See the Appendix for a complete list.)

The most frequently cited schools were: University of Texas (12 mentions), Georgia State University (6 mentions), North Carolina A&T State University (5 mentions), and University of Illinois (5 mentions).

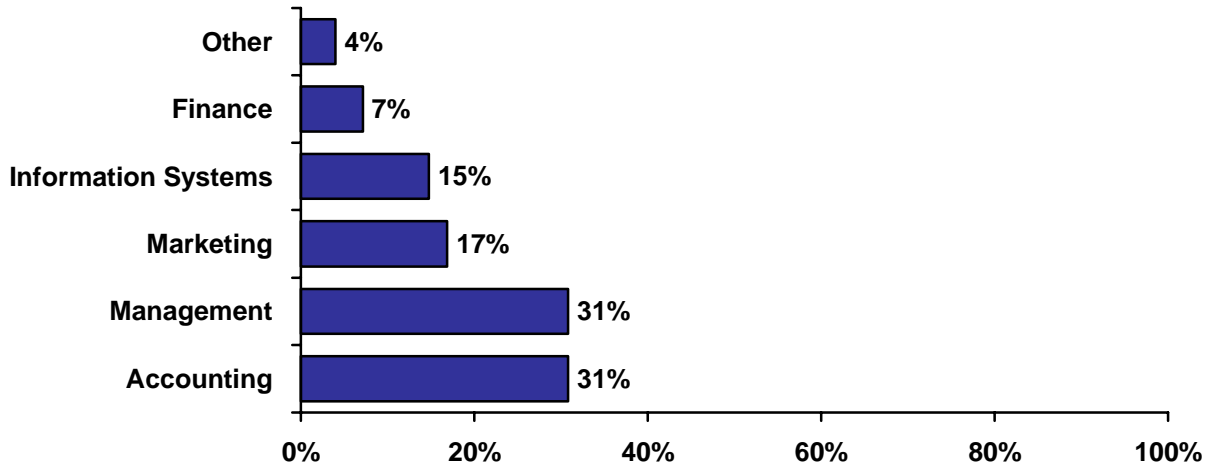
Schools Mentioned More Than Once In Which Professors Are Faculty Members			
Institution	#	Institution	#
University of Texas	12	University of Georgia	2
Georgia State University	6	Texas State University/McCoy	2
University of Illinois	5	Quinnipiac University	2
North Carolina A&T State University	5	Pepperdine University	2
University of Arizona	4	New Mexico State University	2
California State University	4	Morehouse College	2
University of South Florida	3	MIT Sloan School of Management	2
University of Delaware	3	Middle Tennessee State University	2
Pennsylvania State University	3	Miami University	2
North Carolina State University	3	Kennesaw State University	2
Morgan State University	3	Johns Hopkins University	2
Clemson University	3	Jackson State University	2
Washington State University	2	Indiana University	2
University of Southern California	2	Howard University	2
University of Virginia	2	Grand Valley State University	2
University of Tennessee at Chattanooga	2	Elon University Love School of Business	2
University of Southern Mississippi	2	DePaul University	2
University of South Carolina Aiken	2	Cornell University	2
University of Puerto Rico	2	Boston College	2
University of Houston	2		

Base = 213

ANALYSIS & FINDINGS

DISCIPLINE

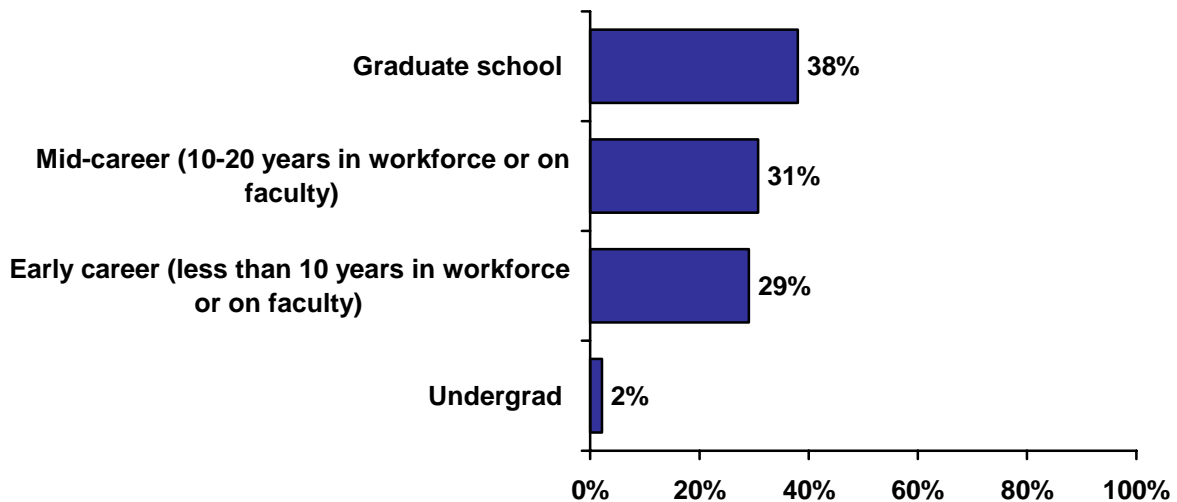
The top-named disciplines taught by the professors were: Accounting (31%), management (31%), marketing (17%) and information systems (15%). Other mentions included international business, operations, advertising, entrepreneurship, law and organizational psychology.



Base = 237

POINT IN CAREER INTRODUCED TO THE PHD PROJECT

Almost two in five (38%) were introduced to the PhD Project in graduate school. About one in three were introduced mid-career (31%) or early on in their careers (29%). Two percent were introduced as undergrads.

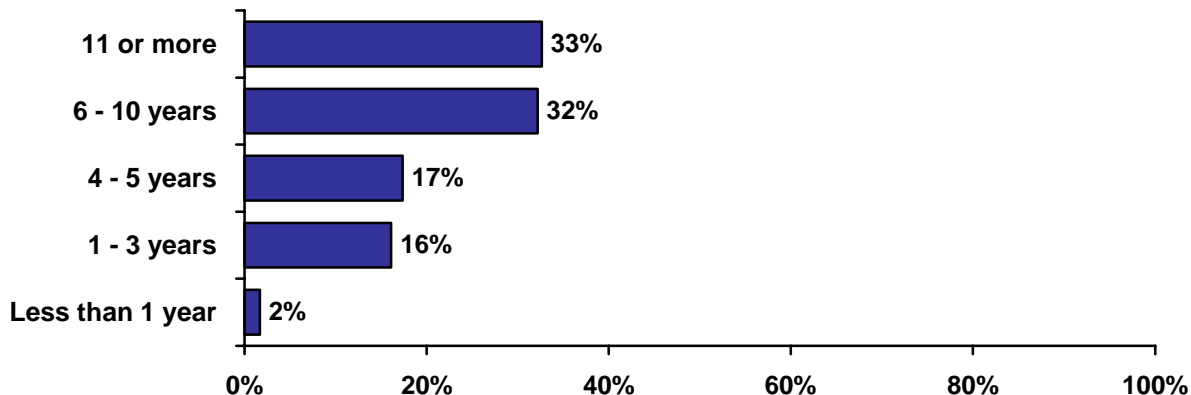


Base = 234

ANALYSIS & FINDINGS

LENGTH OF TIME TEACHING

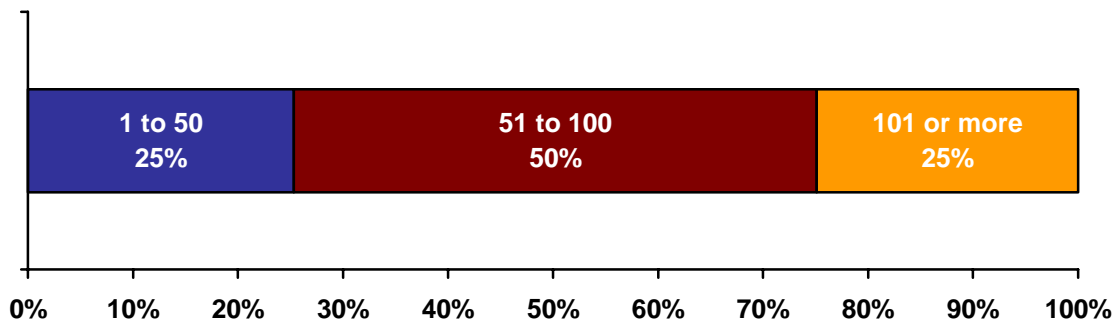
One-third (33%) have been teaching for 11 or more years. Slightly less (32%) have been teaching between six and 10 years.



Base = 236

NUMBER OF STUDENTS

One half of the professors (50%) taught between 51 and 100 total students this semester. One-quarter each taught 1 to 50 students (25%) or 101 or more students (25%).



Base = 233

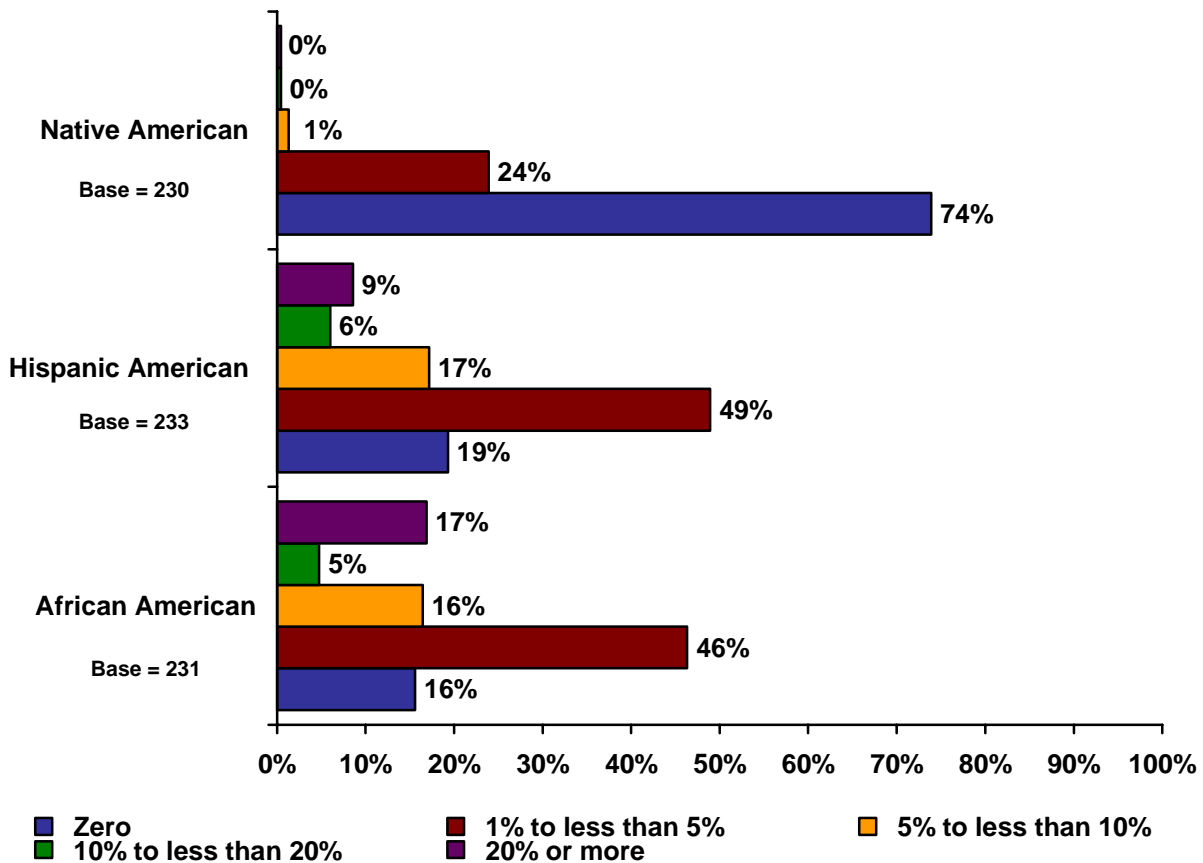
ANALYSIS & FINDINGS

PERCENTAGE OF MINORITY STUDENTS

African American: Nearly one-fifth of the professors (17%) taught 20 percent or more African-American students this past semester. Almost half (46%) taught 1 percent to less than 5 percent African-American students. Sixteen percent had zero students and another 16 percent taught from 5 percent to less than 10 percent African-American students. On average, there were approximately 7.3 percent African-American students taught this semester by the professors.

Hispanic American: Nearly half (49%) of the professors taught 1 percent to less than 5 percent Hispanic-American students. Nineteen percent had no Hispanic-American students and 17 percent taught from 5 percent to less than 10 percent Hispanic-American students. Nine percent had 20 percent or more Hispanic-American students this semester. On average, professors taught about 5.6 percent Hispanic-American students.

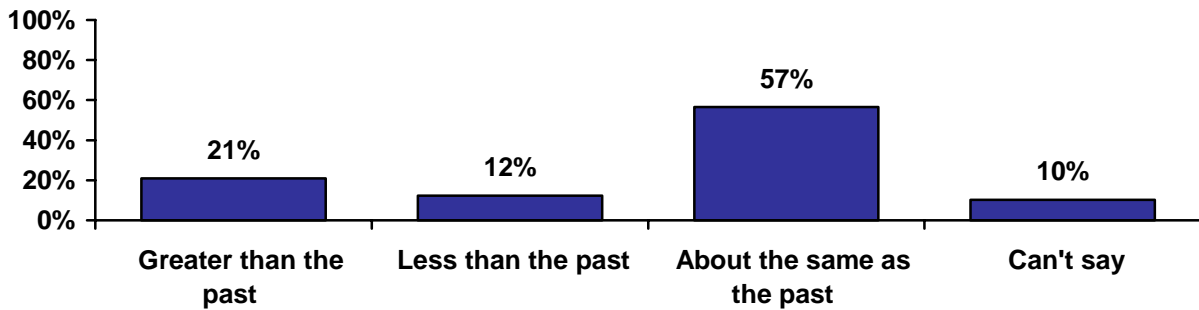
Native American: Nearly three-fourths (74%) of the professors had zero Native American students this semester. Twenty four percent had 1 percent to less than 5 percent Native American students. On average, professors had about 1 percent Native American students in their class.



ANALYSIS & FINDINGS

PERCENTAGE OF STUDENTS THIS YEAR COMPARED TO PREVIOUS YEARS

More than half of the professors (57%) felt that the percentage of minority students compared to previous years was about the same. One-fifth (21%) said the percentage was greater and 12 percent stated there were less minority students now than in the past.

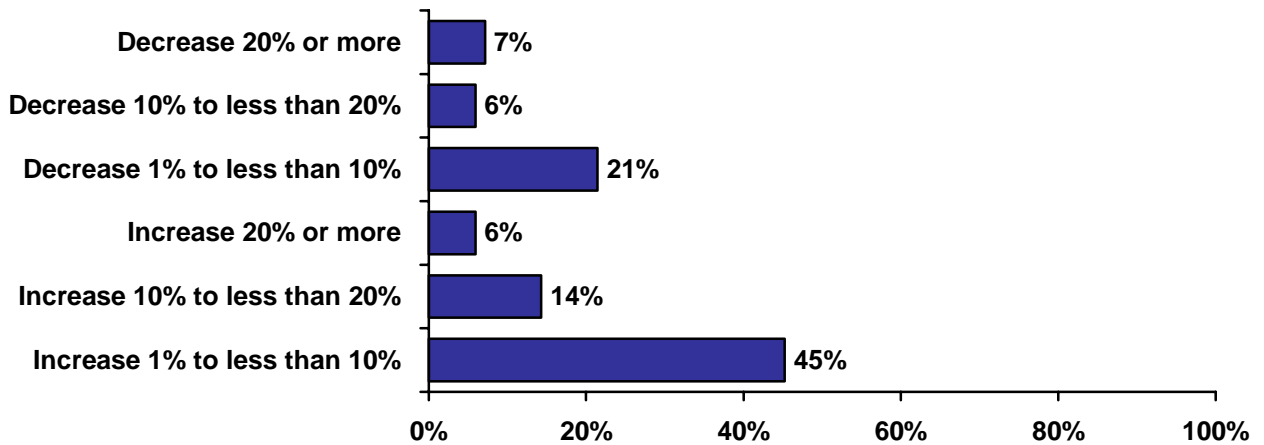


Base = 235

INCREASE OR DECREASE OF MINORITY STUDENTS FROM LAST YEAR

Nearly half of the professors (45%) said there was an increase in minority students from 1 percent to less than 10 percent. Fourteen percent reported an increase in minority students of 10 percent to less than 20 percent.

One-fifth (21%) saw a 1 to less than 10 percent decrease, and 7 percent saw a decrease of 20 percent or more.

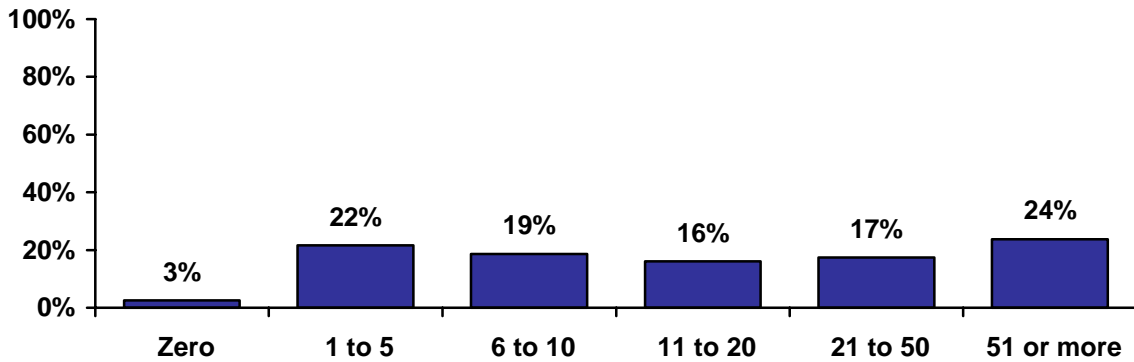


Base = 84

ANALYSIS & FINDINGS

TOTAL MINORITY STUDENTS (AFRICAN AMERICAN, HISPANIC AMERICAN, NATIVE AMERICAN) ADVISED REGARDING CAREERS

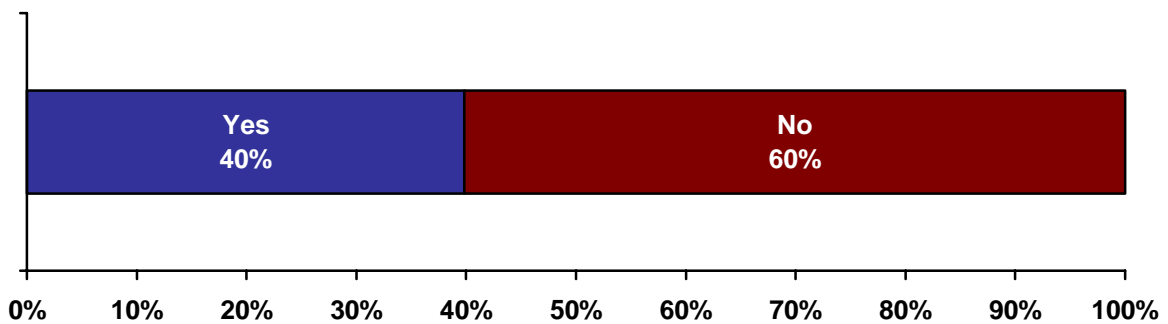
Over one-quarter (24%) have advised 51 or more minority students regarding their career. Twenty-two percent have advised between 1 and 5 students, and nearly one-fifth (19%) have advised between 6 and 10 students. On average, professors have advised approximately 23.5 minority students regarding their career.



Base = 236

EVER PROVIDED CAREER ADVICE WITH A PHD PROJECT SPONSOR

Two-fifths (40%) have provided career advice to a students regarding a career with a PhD Project sponsor. Three-fifths (60%) of professors have not provided this career advice.



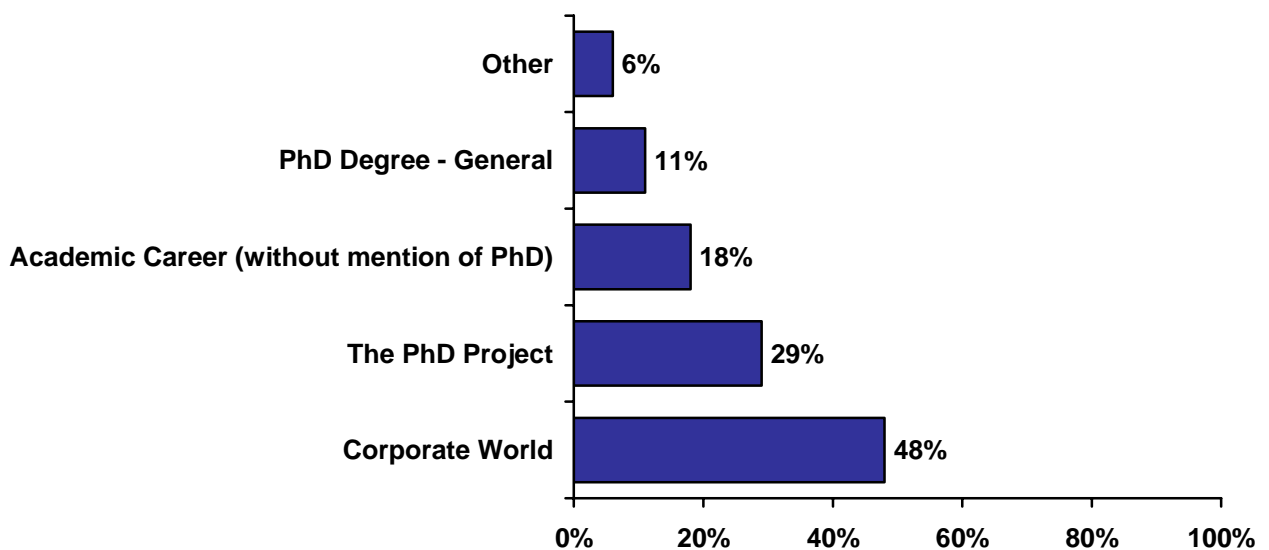
Base = 236

ANALYSIS & FINDINGS

TYPES OF CAREER ADVICE PROVIDED

Professors provided their minority students with advice on a variety of topics. These topics primarily included: the PhD Project; general PhD degree information; academic career advice; information regarding corporate employers and occupations, and tactical career advice such as interviewing and job-search techniques.

See Appendix for the verbatim responses to this question.

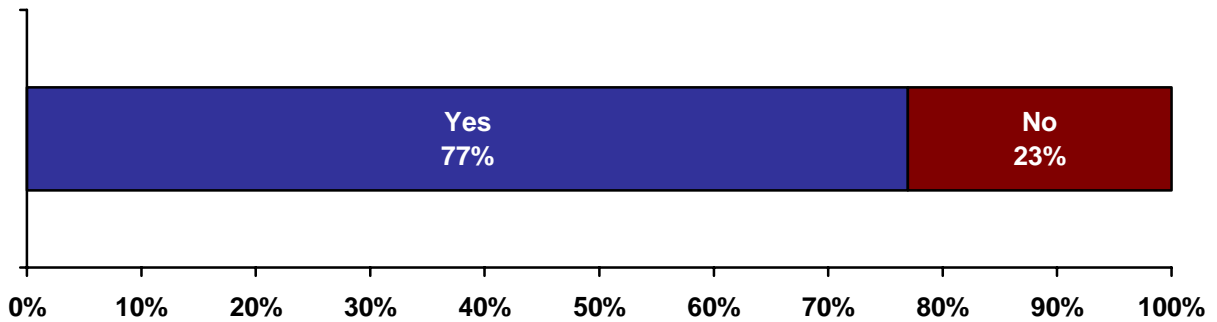


Base = 91
More than one type of advice could be mentioned.

ANALYSIS & FINDINGS

WILLINGNESS TO COORDINATE ON-CAMPUS PRESENTATIONS WITH PHD PROJECT SPONSORS

More than three-quarters (77%) were willing to coordinate on-campus presentations with PhD Project sponsors.

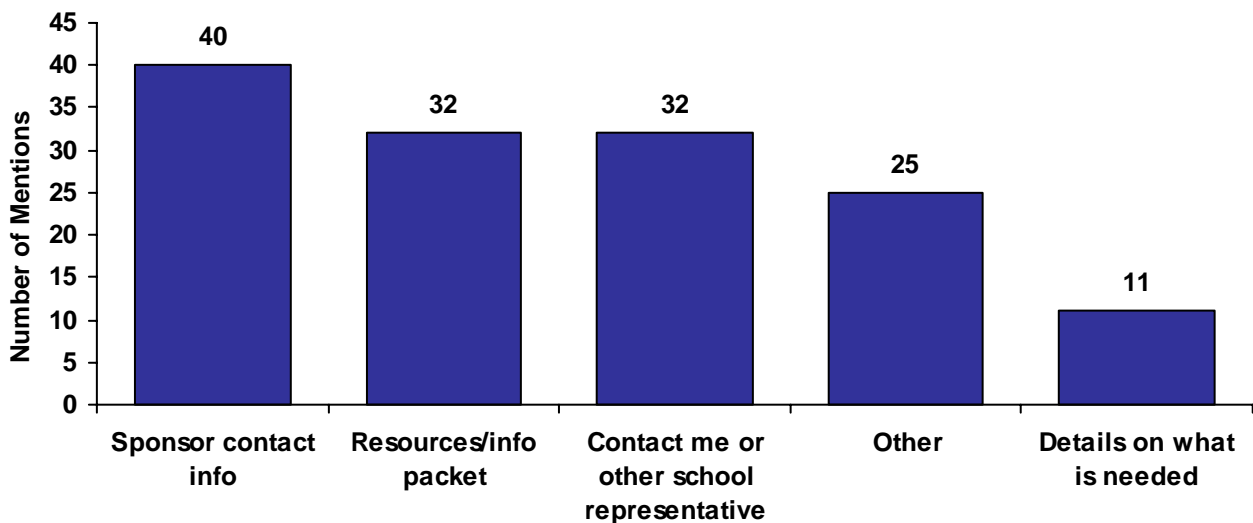


Base = 230

TYPES OF ASSISTANCE PROFESSORS WOULD LIKE

To facilitate on-campus presentations with the PhD Project, professors would like: sponsor contact information; resources such as presentation material and information packets; to be personally contacted by the PhD Project or for the PhD Project to contact another department (dean, career center, etc.), and/or to be provided with details on how to coordinate on-campus presentations.

See a complete list of the suggested assistance in the Appendix.



Base = 145

ANALYSIS & FINDINGS

IMPACT PROFESSORS HAVE ON STUDENTS

They guide and influence career choices, provide assistance on obtaining internships, and act as role models and mentors. The professors of the PhD Project have clearly had an important and lasting impact on both minority and non-minority students.

Below are the categories in which respondents revealed the kinds of impact they have on their students. This is followed by a few comments made in the survey. (For a complete list of comments, please see the Appendix.)

IMPACT	# MENTIONS
Influence of career choices, future, professional enhancement	39
Role model, inspiration	34
Held in high esteem	19
Mentor to students	14
Minority outreach/offer support/involvement	12
Offer guidance, are approachable, comfortable for students to interact with	10
Are a comfort/positive impact to majority [non-minority] students	8
Enhanced perspective/expand awareness	7

Below are a few comments from professors:

Many minority students attribute their success in college to the fact that they see me as a role model. They believe in themselves knowing that they have someone like them who actually stayed in school and earned their PhD. Interestingly, the white students feel that they learn more about the real world from people like me than they ever expected. As far as the interactions and experience with students across the board, it's been an all-around positive experience.

I think appearance alone has a significant impact. And then when the students learn my background, and that they have to address me as Dr. just like everyone else, I think they're impressed. I would never have had the opportunity to make this kind of impact without the PhD Project. I have many non-minority students that confide in me for career and course guidance.

In most cases, I am the first African-American professor (or even teacher) with whom my white students have had a class. Most of the time, the experience is a positive one for both of us. I realized this past school year what an impact I'm making here. I taught several students for the second and third time (their choice). Several made it a point to introduce me to their parents at graduation. I get invitations to graduation parties. One student put it best. In his note of thanks, he admitted to being glad that he "took a chance with the hard teacher". I taught four African-American students this past semester, an all-time high. I have an ongoing mentoring relationship with a Hispanic male who graduated two years ago.

APPENDIX

Question 2: Please indicate your ethnicity

African

Caucasian

Multiracial with Native American in addition to being African American

US permanent resident

Question 3: Please indicate your University/Business School

Alcorn State University

Alliant International University/Marshall Goldsmith School of Management

American University/Kogod School of Business

Arkansas State University College of Business

Army Baylor University

Babson College

Benedict College

Boston College

Boston College/Carroll School of Management

Bowling Green State University

BYU

California State Polytechnic U., Pomona; College of Business; MHR Dept.

California State Polytechnic University Pomona

California State University, Northridge

California State University/College of Business

Claremont Graduate University

Clarkson University School of Business

Clemson University

Clemson University

Clemson University

College of Business, University of Cincinnati

College of Charleston, School of Business & Economics

College of William and Mary

Colorado State University

Cornell University

Cornell University

Cox School of Business, Southern Methodist University

Dartmouth College/Tuck School

Delta State University

DePaul University

DePaul University/School of Accountancy & MIS/College of Commerce

Duke University/Fuqua School of Business

Earl Graves School of Business & Management, Morgan State University

Eastern Michigan Univ.

Elon University

Elon University Love School of Business
Emory
FAU
Fayetteville State University
Florida International University
Florida State University
Gallaudet University
George Washington University, College of Arts and Sciences
Georgetown University/McDonough School of Business
Georgia State University
Georgia state university
Georgia State University
Georgia State University
Georgia State University
Georgia State University
Gonzaga University
Grand Valley State University
GVSU
Hampton University
Hofstra University, Frank G. Zarb School of Business
Howard University
Howard University
Illinois Wesleyan University
Indiana State University
Indiana University- Kelley School of Business
Iowa State University
Jackson State University
Jackson State University
James Madison University
Johns Hopkins University
Johns Hopkins University/ School of Professional Studies in Business and Education
Kansas State University
Kean University
Kennesaw State University
Kennesaw State University/Michael J. Coles College of Business
Louisiana State University
McCoy College of Business Administration - Texas State University San Marcos
Melbourne Business School, Melbourne Australia
Mercer University
Miami University
Miami University/Richard T. Farmer School of Business
Middle Tennessee State University/College of Business
Middle Tennessee State University/Jennings A. Jones College of Business
MIT
MIT Sloan School of Management

Montclair State University
Morehouse College
Morehouse College
Morgan State University
Morgan State University/Earl Greaves School of Business
NC Agricultural and Technical State University
NC State
NC State U
New Mexico Highlands University / School of Business Administration
New Mexico State University
New Mexico State University
North Carolina A&T State University
North Carolina A&T State University
North Carolina A&T State University School of Business and Economics
North Carolina A&T State University/School of Business and Economics
North Carolina A&T State University
Northeastern University
Northern Arizona University
Northern Kentucky University
Penn State
Pennsylvania State University
Pennsylvania State University Harrisburg
Pepperdine University
Pepperdine University, Seaver College, Business Administration Division
Purdue (Krannert School of Management)
Quinnipiac University
Quinnipiac University
Radford University
Rensselaer Polytechnic Institute
Rice University
Rider University
Robert Morris University
Rutgers Business School
Salem State College/ Bertolon School of Business
Sam M. Walton College of Business
Samford University
San Francisco State University
Savannah State University
Shenandoah University Harry F. Byrd Jr. School of Business
Simmons School of Management
South Carolina State University/College of Business
St. Joseph's University/ Haub School of Business
St. Xavier University/ Graham School of Management
Syracuse University
Texas Christian University/ Neeley School of Business

Texas Southern University Jesse H. Jones School of Business
Texas State University/McCoy
The University of Mississippi Tupelo Campus
The University of Texas at Dallas
The University of Texas at Dallas, School of Management
Touro University International
Troy University Montgomery / Sorrell Business School
Univ. of North Carolina at Greensboro
University of Alabama
University of Alabama
University of Alabama
University of Alabama at Birmingham (UAB) School of Business
University of Arizona/Eller School of Management
University of Arkansas
University of Arkansas at Little Rock
University of central Florida
University of Colorado at Denver
University of Delaware
University of Delaware/College of Business & Economics
University of Delaware/school of urban affairs and public policy
University of Florida
University of Georgia
University of Georgia
University of Houston
University of Houston-Clear Lake
University of Idaho, Moscow
University of Illinois
University of Illinois
University of Illinois at Chicago
University of Illinois at Urbana-Champaign
University of Illinois, Urbana-Champaign
University of Iowa
University of MA, Dartmouth, Charleton College of Business
University of Maryland, Robert H. Smith School of Business
University of Miami
University of Michigan School of Information
University of Missouri--Columbia
University of Montana/School of Business Administration
University of Nebraska - Lincoln
University of New Orleans
University of North Carolina Wilmington
University of North Texas/College of Business Administration
University of Notre Dame
University of Oklahoma
University of Oregon

University of Puerto Rico- Mayagüez Campus
UNIVERSITY OF PUERTO RICO, SAN JUAN
University of Richmond, Robins School of Business
University of South Carolina
University of South Carolina Aiken
University of South Florida
University of South Florida
University of South Florida
University of Southern California
University of Southern Mississippi
University of Southern Mississippi
University of Tennessee at Chattanooga
University of Tennessee at Chattanooga
University of Texas at Austin/McCombs (visiting). University of Virginia/McIntire starting in 2006
University of Texas at Austin/McCombs School of Business
University of Texas at Brownsville
University of Texas at Brownsville/ School of Business
University of Texas at El Paso
University of Texas at El Paso
University of Texas at San Antonio
University of Texas at San Antonio
University of Texas at San Antonio
University of Texas Pan American
University of Utah - David Eccles School of Business
University of Virginia
University of Virginia/Darden School of Business
University of Washington
University of Wisconsin - Milwaukee
University of Southern California/Marshall School of Business
University of Wisconsin-Madison
UT Austin
Villanova University
Virginia Tech University
Wake Forest University Graduate School of Business
Washington St. University
Washington State University
Washington University in St. Louis
Western CT State University / Ancell School of Business
Western Kentucky University
Whitman School of Management, Syracuse University
Wilkes University (Sidhu School of Business & Leadership)
Winston-Salem State University
Zicklin School of Business, Baruch College CUNY

Question 14: Have you ever provided career advice to a student regarding a career with a PhD Project sponsor?

Question 15: If yes, please indicate the types of career advice provided.

Students who are interested in pursuing an academic career, I have made them aware of the PhD Project.

Auditing

The importance of keeping good grades at undergrad and grad levels to enhance the chances of securing better jobs and/or going on to earn their PhDs in order to become profs.

I have advised students about career opportunities in accounting in various avenues (public, private, all areas of government, education, etc.). I advise all types of bright students regardless of their current major. There are many students at Elon University that come in as business majors, but they have not identified an area of concentration. Principles of Accounting is generally the first business course students take and I use that opportunity to talk about career opportunities in accounting. Many times a student will then become an accounting major because they feel better informed about what accounting is and what opportunities exist.

I told them about the organization, I told them they should consider getting a PhD

I am a former banker so I have shared my experience and have provided advice on banking careers. I talk about my days at Citigroup often in the classroom. One of my students just graduated this year and is joining Citigroup this summer.

Encouraging them to consider a career in academia

I ALWAYS TALK ABOUT THE PHD PROJECT, THE BENEFITS OF THE FIRST ORIENTATION AND THE IMPORTANCE OF THE OTHER MEETING ONCE WE JOIN THE PHD STUDENT ASSOCIATION I ALSO TALK WITH THEM ABOUT THE PROGRAMS IN USA AND THE ALTERNATIVES

Preparation, Practice, Pursuit of Opportunities, Internships, Interviewing, Assertiveness

Write letters of recommendation to enter a PhD program. Referred several to the KPMG PhD website.

school selection

student should seek an accounting PhD

I advised students to consider a PhD in Accounting due the shortage and the demands for more minority faculty members in business area.

Helped to explain the benefits of a PhD and the outstanding support group at the KPMG Foundation.

encouraged students to visit PhD project website, to speak with graduates, to visit schools

I advised a student as to how many years could/should he work with XYZ firm before pursuing a master's degree. This particular student also had/has an interest in pursuing a doctorate.

Provided advice about careers in public accounting, banking and investment banking.

Acquiring a PhD to those attending the PhD Project. Being a McNair mentor to an undergraduate student and encouraging student to get a PhD as we complete a research project.

Actually I don't know who the sponsors are, so I can't say for certain whether I have or haven't so I just replied no.

General advice about type of company, types of jobs, type of work environment likely to find.

I suggest the PhD Project to any student of color interested in doctoral training

Got students interested in attending the Chicago meeting. Encouraged students to enroll in Ph.D. Programs.

1. Mock interview practice (including body language, dressing for success, appropriate language, etc.) 2. How to look for a company that can make a difference with respect to having a good reputation for having a diverse workforce. 3. Encouraging students to take advantage of the Study Abroad programs we have available (and which are becoming routine for the majority students). I have tried to lead by example in this respect: this year I am teaching global business environment, international management and managing cultural differences and I took one class to Queretaro, Mexico and leave Thursday for Audencia in Nantes, France.

Academic Career

Seeking internship; applying for graduate Fellowships, conferences to attend or networking opportunities.

I discussed the advantages of the PhD program, which is sponsored by KPMG, offers to minority students seeking a terminal degree. Also, the importance of Black professors to Black students.

We have a series of professional development courses at our university. One of the main topics we discuss are strategies for obtaining graduate level education.

I advice students to pursue cooperative education experience at accounting firms and supervise them accordingly.

Resume and interview advice Choosing the right offer to match life goals Selection of graduate programs Relocation advise

Advice regarding types of schools that would be best for their career and family goals. Advice regarding the pros and cons of corporate careers versus academic careers.

Career advice to accounting students wanting to work for KPMG.

Referring to specific employers or to the PhD project for doctoral studies.

I had an undergraduate student who has a specific interest in working in academia and I advised him to explore graduate schools but also advised to apply to attend the PhD project conference in November of each year. I also invited him to have open discussions with other minority males in academia and offered names of contacts.

I told them that I thought that working with a particular sponsor would be good, based on my personal experience and feedback received from others.

When I identify good students at the undergraduate level, I advise them to think in the academic career by continuing their education to MBA and then Ph.D. -if they are US resident (a large number of Hispanic students at my university are not) then I tell them about the PhD Project

My advice is more informative. I make them aware of the PhD Project and all we offer.

Consider a career in higher education, qualifications, and available support resources (including the PhD Project).

I have provided the following types of advice: (1) the process for earning a doctorate in business, (2) entry-level positions at various firms, including PhD Project sponsoring firms, (3) information on course selection and (4) passing tests such as the GMAT.

Pursuing a doctorate, an internship, and a career with the sponsor.

pointed students from Detroit-area toward KPMG

Creating an awareness of the potential they have to embark on PhD.

Negotiating a job offer; importance of training for future career path; mentoring and networking within the MIS profession

I have counseled numerous students to seek careers in public accounting (KPMG is a PhD Project sponsor).

A career as a professor is an excellent lifestyle choice. You will earn a decent income, excellent fringe benefits, and occupy a position of respect in the community. While you will work many hours to achieve professional success, the faculty status will afford you greater control over your life.

employment

I encouraged them to consider pursuing a doctorate and going to the website

Usually, graduating students will ask about the difference between large international accounting firms and the smaller local accounting firms.

Introduced African American student who was starting a doctoral program to the Ph.D. project.

Encouraged seniors and graduate students to visit the PhD Project website. Spoke to students on the ability to make a difference by pursuing an academic career, as well as the investments in pursuing a doctorate in business.

Helped students evaluate job offers. Helped students prepare for interviews. Encouraged and registered students to attend recruiting conference specifically designated for students of color - two of the employers were Project sponsors.

I am advising first semester juniors and the advice is more academic at this time.

Resume and interviewing help. Providing information about working in corporate America. Providing an ear for students who wanted to discuss the choices to be made between job offers. Directing their attention to the career aspects of jobs above and beyond the salary currently being offered them. Helping them focus on the match between their abilities, interests and personalities and the firms who were offering them employment and/or the firms they would like to target for employment opportunities.

I answered no to question 14 as off the top of my head, I cannot think of other sponsors beyond KPMG.

Interviewing, etc.

One of my promising graduates, I told about the PhD Project and the upcoming seminar. I also advised her on opening up her options to becoming a college professor.

Pursue a teaching career by obtaining a Ph.D.

I occasionally teach Masters of Accountancy students, and I spoke with some of them regarding a career with KPMG. However, these were non minority students.

Suggestion to consider KPMG for long term employment.

Look at their track record in terms of: (a) admitting minority students, (b) how long to complete program, and (3) placement.

Essentially, continue education, create the ability to have options be professional in outlook and approach

On several occasions, potential candidates for the PhD Project or candidates who I have met at the PhD Project contact me via phone or email and I have gladly answered their questions.

I gave them material, fliers and pamphlets, URLs and also talked about my personal experience. I explained how the PhD project enhanced my doctoral student experience. How it thoroughly supplemented what I was learning by being involved with other students across the country and by being introduced to leading authors in the field. As if the academic issues were not reason enough, I explained how the PhD Project provided great moral support in talking about minority issues in a way that is not talked about anywhere else.

Choice of School and careers at the PhD level.

Suggested they might want to parlay their interest and knowledge in Human resources and academia into a teaching career. Also did this with student whose interest is finance.

Possible opportunities for higher education and funding.

Public Accounting careers - long term employment and internships.

Academia is the life!

Financial Services

Through the INROADS internship program, I help students navigate through the process. I work directly with recruiters at accounting firms. Unfortunately, in Grand Rapids I do not have a good working relationship with KPMG. And although I have checked zero for the number of underrepresented minorities in my classes, I usually have a handful every semesters that are stellar. My ratios of all minorities is, however, less than 1%. I also help these students map out the most direct route to their undergraduate program and assist in choosing the best option for graduate school and the CPS exam. I work with the students on all levels. I have a juried presentation in Intermediate 2 where the CPA's are the jury and have first hand contact with all top accounting students in a professional meeting environment. There is a long list of mentoring activities that I am involved in with the minority students as well as what I call the "general population."

First and foremost, I've provided them with the fact that having full and accurate information is key. Second, having a strong support group is critical to their success. And last, provided them with the idea that more of 'us' in front of the classroom helps the diversity of the classroom. I also like to remind others that mentoring and/or teaching non Hispanic whites also is good for us, as it shows people outside of our communities that there are many success stories in our respective communities.

Advised focused on opportunities, the potential impact they could make, and the support available to pursue goals.

On a frequent basis, I advise African-American students to consider a career in college teaching. Many of them have not considered the teaching profession as being a lucrative financial option. However, whenever I share the average 9-month starting salaries as presented by AACSB, they begin to have a different perspective. Additionally, I explain the level of job satisfaction associated with teaching and research.

I have talked with students and alumni about the program and its value. I have also referred many to the published information about the program.

I advised some students who wished to pursue traditional MBA jobs, and I encouraged other students to pursue doctoral degrees leading to professorial careers.

I have encountered students with interest in getting Ph.D. but are hesitant about the financial hardship they may face in the process. These students are gainfully employed in the corporate world and are worried if they will be able to make it financially without the corporate world. I have encouraged them to pursue their dream of having a Ph.D. and referred them to the Ph.D. project for possible financial support. Most importantly I encourage my students to contact the Ph.D. project to join a network of professionals like themselves who are pursuing their dreams, to learn and network with like minded people.

Provided job leads to students interested in working for Motorola.

1) Think about giving back 2) Think about the difference you can make in the lives of other 3) Think about the starting salaries of a professor

I spoke to a graduate student interested in pursuing a PhD.

I have continually advised students of the need to demonstrate their critical thinking and problem solving skills. I've also cautioned them about being overly aggressive and recognizing that they are part of a team. Therefore, success may require that one listens and accepts the views of others. I also talk with students about dress codes, mannerisms, and personal attributes that affect the work environment. Too often one encounters young people going to work looking like they just left a party. To avoid this problem, I remind students of (1) the need to be professional at all times, (2) the importance of email addresses that convey professionalism, and (3) the need to create professional-sounding greetings on their cell phones.

entry level and more education

Marketing Director

Discussed the expectations of working in a corporate environment

Teaching and academic

As their professor and mentor, I spent personal time suggesting that these African- American, Hispanic, Native American students consider NOW or sometime soon a career as an academic. I explained to them the many advantages and joys of being a professor, and the ability to influence your students' lives, particularly minority students. I also give them the KPMG Foundation website.

Mainly provided insight on difference between public accounting and private sector.

Graduate Professional Degrees (MS, MBA) vs. PhDs Work-Life Balance Corporate career moves and negotiation Role of Mentoring and Sponsorship

My minority students are very interested in a variety of careers - Big 4, national, regional, government, and career firms. I do everything I can through the networks I know to promote the students that have performed well for me. I connect them with professionals so that the minority students can get the answers to the questions they have about career choices.

Career in Auditing, Taxation, Consulting, academic, etc

General information about career opportunities or information about pursuing a Ph.D.

obtaining a PhD in Business

Question 16: Would you be open to coordinating on-campus presentations with PhD Project Sponsors?

Question 17 : If so, how can The PhD Project help you accomplish this?

Provide presentation materials Information packet for potential candidates

Providing a list of company names and representatives in the Athens vicinity.

By sending me some motivational PPT materials that may have been used at other universities. I could then present such at some student groups' meetings. I think this might be a practical and affordable means of getting the message across.

I have served as a volunteer for the PhD project in the past. Johns Hopkins does not have a PhD program in business/management at this time. However, i have served on doctoral dissertation committees and I have been a reader for dissertation defenses.

Making introductions of myself to the appropriate person in the sponsor organization.

Initially contact the Dean to provide exposure to the type of information available.

Elon currently has an homogenous student body composed primarily of white upper income students. However, Elon has been working hard to achieve more diversity in all areas of the university (students, faculty, administrative staff). While Elon has made great strides in recruiting African American students, the majority of these students do not major in business. I contend that a big reason why Black students do not major in business is that they are not familiar enough with what business is really about and they have misconceptions about how difficult the courses are. The majority of the white students at Elon have parents who own businesses or are executive level employees in business. Therefore, they have been exposed to business issues all their lives. The majority Black students at Elon do not personally know any Black business owners and their parents tend to view their work as a job rather than a career. Elon has only a few Black students in the business school, but there are many more Black students who would probably major in business if they understood the opportunities better. The PhD Project could facilitate this understanding.

Mainly put us in contact

Contact me and give me details on what they would like to do

1/ The PhD can continue to encourage the increase of minorities in Business Schools, particularly in Accounting where the job is due to SOX effects. 2/ The PhD Project can convince Business Schools to hire more Minority Faculty. There is a gap in this matter,

Actually, Gallaudet University already has a program to recruit and prepare individuals with disability for college teaching careers. It is in the form of a four-year fellowship. The program is open to everyone but minorities have as much opportunity to participate as other groups. There are not enough potential participants in the PhD project to justify a presentation at Gallaudet. But I am willing to present at other schools in the Washington DC area.

Not sure. Definitely introductions, networking, so that I can meet and dialogue with the potential presenters.

Either have the sponsor(s) contact us or have a meeting in which we meet with the sponsor(s) at the PhD Project meeting in November or at our MDSA or professional meetings

Provide presentation materials.

I tried to do this before but since the grants for PhD students were discontinued there has been a decline of interest. I can help, but I need some help figuring out what I am promoting.

Establishing (posting/publishing) a list of contacts for each organization that could facilitate an introduction to someone that is geographically close to my university.

Provide tools

Contact the University of Richmond's Career Development Center and they will coordinate it with me.

I will be changing universities this academic year. So, I am not sure. However, it is important and I am open to coordinating on-campus presentations with PhD Project Sponsors.

Providing guidelines and suggestions.

Need more details as to what it would entail.

I need to think more regarding this thought "how can the PhD Project help?"

Presentation format/examples

At this time, I'm not quite sure. I would need to give this some thought.

The PhD Project can identify the companies (and contact information at those companies) who have an interest in doing campus presentations here.

Provide me with a proposal.

Letter to me and the Dean of the College of Business and Economics

I would like to know more about who the sponsors are, specifically for Marketing. And, then I need to know what areas they are hiring for and what criteria they have in order to determine if they can assist with presentations to my classes.

Provide a listing of contacts that would have interest in presenting at my institution.

While I would be more than willing to work with a sponsor for an on-campus presentation I am relocating to Melbourne Australia. However, if there were pre-planned events in the US during the times I am here, I would be more than willing to attend.

Contact me and the Career Placement Center in the School of Management to make the arrangements.

Send suggested program to present to the Department Chair.

Express an interest in visiting our institution which can be forwarded to our college's Director of Research and Dean.

Because we only teach MBAs, there are rarely students at Darden interested in doctoral training. I would be open to being a liaison between undergrads and the Project.

Provide names of students to invite

I would be happy to have any sponsor come to speak to larger audiences and as many classes as they like (or are willing to speak at). I would like an introduction from The PhD Project and perhaps some feedback from someone who has already accomplished this.

I have a ppt presentation of the PhD project and I do use it all the time. Send invitation to those in my local area

In principle, I would be willing to help coordinate on-campus presentations with PhD Project sponsors. However, I need more information about how this was done in the past with other schools so that I have a sense of what I need.

In Feb, 2007, I'm working with students to find sponsors and career/grad school participants for the Big 12 Conference on Black Student Government and Leadership. There will be 1200 students on our campus, and we are aggressively seeking concurrent session speakers, plenary speakers, career fair participants and funding sponsors. Any way you can facilitate those connections will be appreciated.

Our school is in the middle of nowhere. The nearest airport is about 100 miles away and our minority graduate students and program is still developing. However, some type of literature to distribute or post would be a good start for now.

The PhD Project representative can contact me or the students organizations (Beta Alpha Psi or Accounting Club-ALOEAEEM) that coordinate campus presentations.

The minority population is very small here. I actually wouldn't mind the coordination, but I think the pool is smaller than most.

I just need to get information concerning the length of time for the presentations and when is the best time for the presentation. I think the other matters will fall into place.

1. providing PowerPoint presentation materials 2. providing information practices on the PHD project for distribution prior to on-campus visit. 3. paying for costs of room rental and reception after presentation.

Visits and presentations to my classes can be arranged.

The PhD Project could assist by providing data, PowerPoint presentations, or other specific information to be shared with students.

Our Career Services office supports on campus activities. I can get the sponsors in contact with the office

By providing contact information to key sponsors.

We don't have doctoral programs here at St. Xavier

I am willing to assist with the on-campus presentations with PhD project sponsors.

A list of contacts and sponsors in the IS field that recruit in IS professionals from the Hampton Roads Area in VA.

This is something that would have to be worked out through further discussions.

By providing information on what they wish to accomplish and who they want to target.

Contact me at mdawkins@terry.uga.edu or on my cell at 404-542-9330.

I'm not sure how I could ensure participation in this activity, as I'm an adjunct faculty member.

I can refer them directly to our dedicated business school recruiter.

I'm not sure at this point. Currently, Kennesaw State offers an MBA and a Master of Accounting degree. We are currently developing a proposal for a DBA degree, so the recruitment efforts for that program (if approved) might incorporate information about the PhD Project.

materials/presentation similar to what I was exposed to when I first learned about the Project at the National Black MBA Assn annual conference. The stats on downsizing organizations were particularly powerful for me. It's clear that with this generation of students we do need to address the "What's in this for me" issue because I think they don't have a reference point for what it means to work in an academic environment.

Provide contacts and information

I think that is important to make the administration of the Univ. aware of the Ph.D. Project. Fortunately, we changed Ph.D. director who is aware of the Project and also open and willing to recruit students minority for the program - big difference from the previous Ph.D. director....

We would first need to identify culturally diversified students who are interested in obtaining a PhD. In my three years here at The University of Mississippi, I have not seen one culturally diverse student graduate with a PhD in a business area.

Please contact our program administrators for further information. All major accounting firms currently conduct on-campus presentations at USC.

Provide a list of names and numbers of individuals from the sponsor firms.

N/A

Let me know who is interested.

At the present time, only one discipline at my school offers the PhD in the College of Business (financial economics). I don't know how many years it will take before my university can offer the degree in other disciplines in the university. When the university can offer the degree, I would probably need materials and resources to coordinate the introduction.

Facilitate contacts with sponsors.

By providing materials and possibly a video that one can show at meetings of minority students. Also, by coordinating with certain minority students who have leadership abilities and can organize conferences, etc.

Would love to have in-class presentations; career night

I don't know what you mean by an "on-campus presentation". If it means helping sponsors recruit, fine. If it means recruiting for the PhD Project (future professors), I already do that.

I think that the PhD Project could participate with me to organize an event that is designed to reach out to undergraduate business majors to consider a career in the academy.

Unfortunately, all of our students are working professionals. The presentations would have to be coordinated through our career services people. The PhD Project can help by providing brochures and materials to hand out at our events.

just contact me

My University has a Beta Alpha Psi chapter that regularly invites firm and corporate presenters, many of whom are PhD project sponsors. Therefore, I don't think I need any additional support.

Please, provide information on sponsors, what they would like to accomplish, and indicate a contact person in sponsoring organization.

Informational literature, speakers, conferences, etc.

However this campus is almost all white (as is the town) so I am not sure it would be worth the effort to come here...Oh - I just caught on that you might be meaning having them come and give talks to students - not a PhD project recruitment fair. The business college here has some guest speakers - especially if they mix entrepreneurship with engineering. If I knew what they wanted to talk about I could ask who might have money for a speaker. Also the integrated business core uses a case company for the entire year long 20 credit course and an executive comes to campus to speak to the class during the semester. While most case companies chosen are reasonably 'local' so that a field trip can be taken, some are further away.

thru our co-op program. Can contact me. r.garcia@neu.edu

I am one of the faculty advisors for the AHANA (African American, Hispanic, Asian and Native American) Management Academy and we are always looking to provide our students with information about careers and employment opportunities. It would be great if the PhD Project and its sponsors would be willing to host an event.

The PhD Project could help facilitate the interaction and availability of speakers from the Sponsors. Many of the Sponsors would react more positively to a request from the PhD project for on-campus presentations than they would to a cold-call from a business school with which they may not be familiar.

I have started a Minority Business Students Association. I would be more than happy to host a PhD Project Sponsor event. The topic could be student improvement (resume workshop, interview skills) or could simply be a recruiting event for the sponsor. The PhD Project could help my providing PhD Project Sponsors with my contact information.

I anticipate leaving academia late this year, thus the opportunity to participate in this initiative is limited.

I am not sure.

Direct those who wish to visit my university to me.

Any marketing material would be handy. In addition, we can set up information talks as well as coordinate with the PHD program at school. For the info sessions, guest speakers outside of this institution will be helpful.

Provide guidelines as to what should be discussed; provide contact information for people within sponsor companies; encourage sponsor companies to provide funding for refreshments to entice students to attend the presentations.

Just contact me.

Contacting me at grullon@rice.edu

Please contact the Gonzaga graduate school of business first.

Provide me with the necessary materials

Contact information and scheduling assistance

We have a new Ph.D. program in Economics for which students are allowed to pursue a financial economics track. KPMG could help these students by providing a mentor program.

By putting me in touch with representatives of the sponsor.

Have the recruiters contact me directly.

Contact me at john.warren@utsa.edu. After providing me with the details, I will discuss the on-campus presentations with my department head and with the Dean of the Business College.

Provide sponsorship for legitimacy and access from resources Coordination with others throughout the PhD Project community

Unfortunately, the number of underrepresented minorities at my school is dismal. Accordingly, an on-campus presentation would not have a very large audience.

The total numbers of minorities are low but one good place to start may be the office of diversity-- Valerie Dudley 610-660-1015.

Providing materials and speakers to organize an event.

Resources and direction

Written materials including brochures that describe the program and the November conference would be helpful.

Contact administration of university to coordinate activities

I am not sure yet, but you can help me out, please.

Contact me.

Put together a PowerPoint slide and business representative contact numbers.

Contact with recruiters. Provide better communication with those that are interested in cultivating a relationship with the minority student.

Open to this, but currently on leave and will likely leave my current institution.

Just let me know how I can help.

You could provide ideas about what types of programs/approaches have been effective on other college campuses in recruiting minority doctoral students in business.

Identify the contact persons

I am the faculty advisor for the Society for Advancement of Management and I would be happy to have a PhD Project sponsor come in to talk about careers with their organization. The only help I would need would be with contacts.

Through publications; a panel discussion featuring persons on campus who are knowledgeable about the program or have been through the program, etc.

Establish the contact with the sponsor and let me know what type of program is of interest.

I don't really feel that this is the role that faculty should play. I am happy to encourage others to go on for graduate study and to become faculty. However, I try to not play the role of helping students get jobs.

Facilitate a dialogue with the Dean's office, particularly since the UTSA College of Business was recently ranked in the top ten for serving minority MBA students.

Let me know how

provide me with the opportunity to talk to someone who has done this

I am teaching at a rather unusual school - Naval Postgraduate School - and our students are sent here by the military and have careers planned out for them once they get their master's degree and return to duty in the military. However, I am willing to help as there is need for me with PhD Project Sponsors.

The PhD Project can support presentation, workshops and receptions at various campuses.

Just ask. Let me know the sponsor, what it is they want to accomplish - recruiting? Internships? business cases -- example I am looking for a case competition sponsor

?????

Provide handouts about the program, case studies of current and former students, and a contact person when students show interest.

Providing material about the project Provide a representative fund a reception

Would need support in developing a formal program and content.

Our institution has a very small MBA program with a high percentage of international students. Therefore, most recruiters do not find it worthwhile to do campus visits. I would be willing to direct talented students to contacts in sponsoring organizations.

The Department of Accounting is primarily an undergraduate program. As such, the aspiration of our students is limited to successfully finishing their undergraduate program and passing the CPA exam. I have not met anyone who aspires to be an academic.

The PhD Project could help me by assisting in the initial contact with the sponsor.

The PhD Project could contact me concerning what sponsors are interested in visiting the school and what resources the sponsors require for the visit.

Just provide a contact list of companies.

Video conference system

By providing the presentation and any other supporting materials

It might be effective to have sponsoring organizations speak to students about particular topics related to the course subject matter. However, I think the greatest benefit would be to have a discussion about corporate/professional responsibility and to convey to students the importance of integrity, social activism, and issues of sustainability in corporate America. PhD Project sponsors would seem to have some level of credibility on at least some of these issues.

Have someone initiate contact and help with logistics.

Furnish info.

At present, I have just accepted a faculty position with the University of Arizona's MIS dept. I would like to consider this possibility when I get settled there, sometime in Fall, 2006

I am not well informed about these presentations. But I would like to learn more and see if they fit in our university here.

Not sure.

Contact the David Fowler Career Center

Email me to set-up a session; ideally this would be set-up for something in the Spring with a notice going out to perspective students in the Fall.

I'd have to think about it, but a presentation shell that is standard around the country would help brand these marketing efforts. A combined presentation with academics and industry people would be a convincing approach to graduate students who are considering continuing on to their PhD. We have a distance MBA program, and several masters programs. The distance MBA program involves a 3 hour taped class that is sent out on DVD - this presentation might be able to be done on one of those DVD's, or on a CD or DVD that is included in the weekly mailings to these students.

Depending on the type of presentation, I might request resource information from The PhD Project.

I am uncertain since my school is primarily an undergraduate teaching university. I have yet to encounter students who would be interested in pursuing a Ph.D.

Contact me and we will work through our NABA chapter.

A list of sponsors in California with contact information.

Encourage sponsors to provide scholarships, information sessions, and summer opportunities for our students to visit with them

Question 18: Please elaborate on any experiences you have had that will illustrate the impact you are having on the students in your class.

I regularly receive Email messages from former students who state that our interaction had a positive influence on some aspect of their career. These messages are reminders of how much I love the role that I have in young people's lives. I love my job!

I still have students from as much as 10 years ago coming to me to say how much my classes have impacted their life -- and many times I have been chosen to write recommendation letters to them for graduate school or other purposes.

Many minority students attribute their success in college to the fact they see me as a role model. They believe in themselves knowing that they have someone like them who actually stayed in school and earned their PhD. Interestingly enough, the white students feel that they learn more about the real world from people like me that they ever expected. As far as the interactions and experience with students across the board, it's been an all around positive experience.

If I understand this statement correctly my impact has been to assist former students in moving toward their goals, and to encourage ongoing growth as students apply skills to real-time practice and settings. I have also helped to connect students into the range of networks that are necessary for ongoing success.

teaching award recognition written and verbal anecdotal correspondence

Many of my students do go on to get advanced degrees. Many have applied to law school, MBA school, and divinity school.

I teach Principles of Accounting, Intermediate Accounting, and Tax. Thus, at some point in time, all accounting majors will be in one or more of my classes. Also, as the faculty advisor to Beta Alpha Psi, I am in a unique position to have a tremendous influence on their career choices. I spend a great deal of my time developing programs, setting up interviews, and promoting professional opportunities for our students. Because of my close relationship with the students through Beta Alpha Psi, I am asked to write more letters of recommendation to graduate schools and law schools than any other professor in the department. Also, because of my role in Beta Alpha Psi and as a member of our Accounting Advisory Board, I have many opportunities to interact with professionals in our community and invite them to speak to our Beta Alpha Psi group. As the faculty advisor to Beta Alpha Psi, I am sort of the "gatekeeper" of opportunities and many students (of all nationalities) recognize that and come to me to discuss career opportunities.

I believe just their exposure to a minority in front of the class room has a strong impact on their future aspirations.

I teach at a Historically Black University, so most of my students are African-American. I interact with them in the classroom as well as outside through student organizations. and serve as a role model. I have inspired many students to seek graduate degrees and helped in placement decisions upon graduation.

I teach personal selling, I have had several of my students who previously had no interest in sales apply for a Pfizer sales internship position. Through much arm-twisting and coaching they received an offer from Pfizer. After the internship they were so impressed that they decided to stay they are now top sales reps for Pfizer. I have sent at least 6 or 7 students to Pfizer, Rubbermaid and 3-4 students to Cintas through similar interventions.

Getting a good GPA that will help them to obtain an interview by the Big 4.

I believe students in general are more comfortable approaching me because we share the same ethnic background. I encouraged by the students who come back to campus and share experience of how the class helped them either in the subject matter or in life. I continue to believe I am making a positive difference not only in higher education but also in the lives of my students, their families and their communities.

I make special effort to reach out to minority students in my classes and make them feel more comfortable participating in class activities. I also try to offer myself as an informal mentor to those who are not my academic advisees. If I notice that a minority student appears uncomfortable or unsure of himself or herself participating in class, I go out of my way to try and get to know the student better and to encourage them to feel more empowered.

Students make comments in the last section of their final papers regarding the contribution of the course I delivered. I get calls and thank you letters sometimes after they graduate.

Too numerous to mention. I have a huge amount of emails indicating my impact and students still stay in contact with me. Many tell me how my class or advice made a difference for them. Some have changed their lives as a result of my class.

Several of my undergraduate students have chosen finance as a career choice after taking one of my classes. Several others have asked me to mentor them.

I think appearance alone has a significant impact. And then when the students learn my background, and that they have to address me as Dr. just like everyone else, I think they're impressed. I would never have had the opportunity to make this kind of impact without the PhD Project. I have many non-minority students that confide in me for career and course guidance at Wilkes.

I had one young woman who came to speak with me about how to proceed with a sexual harassment charge. Based upon what she learned in my class, she counseled a friend that her situation appeared to be an instance of harassment and encouraged her to get legal help. During this conversation she told me that it was good to see a Latina faculty member hired at the college and that she felt comfortable in coming to talk to me about this case. I am the only Hispanic woman and there is one male in the college.

Growth in student organizations that prepare students as business leaders

Minority student diversity at the University of Richmond's B-school is a problem. I will often have more international student diversity than I will have minority students. For the minority students that I interact with, I take on a mentoring role with them to help them in my classes and through out their tenure in our B-

school. For my majority students, I provide an opportunity for some to interact with someone of color to overcome their social and business stereotypes of minorities.

I was nominated for the MBA Teacher Award in Spring 2006. At the end of the semester, my MBA students gave me an applause. One of my students, applied to PHD accounting programs. Of the few African American students that have been in my class over the years (1 to 3 per semester), were glad to see me standing in front of the classroom.

Many of my minority students (especially female) have come by to talk about academic problems and career dilemmas stating that they previously haven't had anyone they felt they could relate to. I am the only minority in my department in the college of business. Some have even requested that a change in advisor so I could formally advise them.

This is a tough questions as students hardly say!

Students are encourage when they can see a PhD faculty members that look like them. Therefore, they ask me regarding ways to obtain a PhD and finance this period of time

Cheryl Allen and Robin Tarpin refer to me as their mentor. I am a member of the Diversity Initiatives Committee of the AAA where I have served as a mentor to many PhD students. Some of the PhD project students that I have advised have entered a PhD program and kept me informed of their progress. I served as a McNair mentor to undergraduate student to help them develop their research skills and to encourage them to think about getting a PhD. I am faculty advisor to the NABA students at the University of Missouri where I encourage the brightest students to consider getting a PhD. Aretha Hill has done so.

I am an African-American woman. One semester I had a young African-American woman in my class, and she was unhappy with the grade she earned on an assignment. She indicated her displeasure in an email that she obviously wrote while still angry. I asked her to come into my office to discuss her assignment and grade. After (successfully) resolving the issue, I spoke to her about the tone of her email and importance of communicating professionally with faculty and future employers -- especially as an African-American woman. We ended the semester on a positive note, and I did not expect to hear from her again. The next semester, she emailed me out of the blue. She was studying abroad and, homesick, decided to surf through my website. In her email she thanked me for taking the time to counsel her during that office visit and for being a role model to her. She stated that reading my resume online and seeing how much I had accomplished let her know that she, too, could succeed. I wrote her back and told her she had made my day. This is why I teach.

I have had students tell me from time to time that they have a broader perspective on a number of topics that they would not have if I were not their instructor for the course. I make a concerted effort to get my students to "think outside the box" in examining certain issues, especially controversial issues or matters that strike home to people's values systems. Students know that their critical thinking skills will be put to the test when they take a class from me and I think they appreciate that in the end, although during the journey they may have some doubts.

I have had most of my African American and Hispanic students to stop by the office to discuss their current and future environments.

Hispanic students feel very comfortable in approaching me for questions. We can hold conversations in English, but I can switch to Spanish if necessary to make the answers more understandable for them.

primarily role model, person to talk to as need. faculty on student events

In most cases, I am the first African American professor (or even teacher) with whom my White students have had a class. Most of the time the experience is a positive one for both of us. I realized this past school year what an impact I'm making here. I taught several students for the second and third time (their choice). Several made it a point to introduce me to their parents at graduation. I get invitations to graduation parties. One student put it best. In his note of thanks, he admitted to being glad that he "took a chance with the hard teacher". I taught four African American students this past semester, an all-time high. I have an ongoing mentoring relationship with a Hispanic male who graduated two years ago.

I am currently serving as Dean so I am not directly involved classroom teaching. I am very supportive of the Ph.D. Project. It is important to future of the academy. I am totally on board.

There is one African American freshman woman majoring in Marketing here. The Ohio Board of Regents has a Student Achievement in Research and Scholarship (STARS) program has had difficulty in the past getting mentors from the Business School so I volunteered to do so. In the fall, she collected archival data on business-related publications by members of The PhD Project (in 2002) to see if those friendship networks had any impact on success. She presented the results at a conference in Toledo in the spring. The feedback she received from other students statewide boosted her confidence and, in her words, helped her to deal with the majority student body more effectively in team projects. For me, this was an example of what we have to do on an on-going basis to [not] only attract students of color, but to work to make sure they succeed. Surprisingly, I have mentored, in the same capacity, many Caucasian students.

Head of department for almost 10 years

I have coached and mentored one minority student throughout the process of applying to PhD programs. I have also started working with another in a joint research project. I have also connected several minority students with others who I thought would help them advance their careers. With respect to my students in general, I work very closely with them to gain clarity on their personal and professional goals. This is extremely rewarding and I learn a great deal from each person I work with. I know that I have been helpful when I see that spark in a student's eye, when I see a drastic difference in their papers and subsequent work, when I see greater motivation, and when they let me know directly how I have been of help to them.

Since most of my students are majority, and I'm the first "minority" professor many of them have had....my impact is that I expose them to different political, environmental and cultural world views; and encourage them to explore "minority" authors, leadership icons, and organizations. Comments and evaluations indicate that the students feel better prepared to work in a multicultural world after being in my classes. For the few students of color in my classes, they find me 'challenging,' but in a way that supports their growth and inspires them to be better than average (which they say is often the bar in other classes). I also pave

the way for them to meet people they need to know and to extend their experiences beyond the campus to connect with the Lincoln and Omaha communities so that they can see how professionals of color manage, cope, succeed and thrive in corporate environments.

I have had older (55+) African American graduate students tell me how glad they are our university finally hired an African American to teach in the business school/graduate program (we only have 2 African American professors in our business school and we're an HBCU). Also, after 4 years at my school, I have established a reputation amongst the faculty as being one of the top people in our business school. Fellow faculty continuously make comments about how I'm the last person they would ever believe would be late for any event and how it goes without saying that I am always prepared for any meeting. I'm also publishing refereed journal articles more than the other faculty.

I try to encourage students to consider a career in academia. Every semester, in each class, I inform students about the PhD Project and encourage them to peruse the PhD Project website. Also, I present one research paper / project to each class. Many students have responded favorably and have expressed a desire to know more about the PhD process.

I have had 6 minority students in my class in the 4 years I have been at K-State. I meet many more minority students walking the college than in my class. They are beginning to seek me now. They know I am always open.

In my class the students seem to be really excited that I teach and also have a great interest in their careers. I stress the importance of a good education on a constant basis.

We currently have two of our student attending top 20 MBA programs (NYU and Harvard) We had two of our students in PHD programs (George Washington and George Mason) We have at least 10 of our students who have/are attending mid level MBA programs We have several of our students who have completed law school

I am not at a PhD granting institution. I have a Hispanic surname via marriage.

I advise 30 students and conduct mock interviews with 12 students. I also supervise the coop education accounting program at Montclair State University.

I have encouraged students who were business management majors to change their majors to accounting. These students were excelling in accounting. They had never considered accounting as a major. I talked with them about careers in accounting. They graduated with accounting degrees. One is currently working for E&Y.

To date, I am the only African-American faculty in the business school and the majority if not all our students are white. We have a few African students as well as other international students but we need to do a better job in recruiting students of color into our business schools. I hope to assist the university with this agenda and continue to work with students of color as a mentor. My role thus far has been mainly in a mentor relationship.

I teach the only diversity course offered in the Management curriculum.

I am teaching in a Hispanic serving university. I completed my undergraduate degree in the same university. I am a Hispanic and the students seem to really associate with me. Every semester, I discuss with my students the possibilities available to them. Many want to become CPAs and (so far) one is interested in pursuing a PhD! I started the accounting club to expose the students to local accountants, state, and federal agencies that hire accountants. The students have an opportunity to speak with someone that is working in accounting and ask questions. Everyone that has addressed the students is impressed with them! Additionally, the Accounting Society participates in school and community functions. I try to stress the importance of involvement in community and school affairs. We hold fund raisers for a battered women's shelter and an orphanage in Matamoros, Mexico (our sister city) for Christmas. I help the students apply for scholarships and write letters of recommendations for graduate schools. I've had several students that come to me and tell me that they like accounting but don't know anything or anyone in an accounting position. I arrange for them to meet with a local CPA and spend some time at the CPA office. I still remember what it felt like when I first began college and didn't know anything about the accounting profession.

Many of my students are not accustomed to or exposed to African-American professionals and educators in their matriculation. I am able to provide them with insights into career in the IS field and heighten their awareness about the diversity both in terms of the ethnic richness they will encounter and the multitude of areas to specialize in the IS field.

I serve as chair of the Department and formerly served as PHD coordinator. I frequently talk with MBA students about academic careers. I also provide information and advice to students who call the department to inquire about our PhD program.

The Terry College of Business now has a Director of Diversity Relations (me), which was created in response to diversity issues raised by the PhD Project and others.

Students don't realize that I'm the professor until I begin class. I purposely arrive early, sit in the front row and await class start time. Always, after my first class I receive comments/questions from minority students about my journey to becoming a business professor. I always acknowledge the PhD Project and the Alabama Commission of Higher Education as integral to helping me achieve my doctorate and making my teaching dream a reality.

For many of my students, I'm the first professor of color that they have had. They get to hear conversations regarding diversity from someone from a non-Caucasian race. They also get to dispel any myths they have regarding persons of color and our abilities. I also have students of color that seek me out like a magnet. They want to discuss their career and lives with someone that they think understands them.

See note above as well. Although I applied but was not accepted for the PhD project conference, I continued to pursue my career goals and successfully completed a PhD program. I think it's important to emphasize that being persistent is key to any goal even if you experience rejection.

My minority and majority students seek me out for career advice and letters of recommendation. With my assistance, several of my students have received internships and scholarships, some for graduate study.

Students that follow certain career paths because I talked to them in the past.

I work with a predominantly Caucasian university, The University of Mississippi. My students nominated me, without my knowing, to receive an Outstanding Faculty Award representing 10 states in the Association of Continuing Education (ACHE) Region 7 conference. I won! I am featured on our school's website at www.olemiss.edu, click on the Tupelo link, scroll down, and there I am, Dr. Aleta Crawford!

Three years with a Big Eight firm, three years in industry, and over 20 years in education.

I believe the fact that I am African American encourages my African American and minority students to participate more. This to me means that they are learning more and developing the necessary skills to compete in the workplace.

I think that my impact can be measured in a number of ways. First, I believe that having me in the front of the classroom has helped the retention of students regardless of color, Second, I have noticed that a higher percentage of African-American students take my courses (I am African-American). Perhaps they feel they have a better chance of completing the course successfully with me. Third, I know that I have served as a role model for African-American males by showing them how to carry themselves. Fourth, I have been told that I make my students want to learn and Fifth, provide encouragement to students because I come from a similar back ground.

One assignment that I give is that every student has to research and report on going on for a Ph.D. Out of these, many more are going on to graduate school.

At least 5 students have considered pursuing a PhD upon my recommendation. To date none have enrolled in a doctoral program, but I anticipate at least 2 of them will enroll in doctoral program in the next 2 years.

I constantly receive emails, visits, and requests to assist students with furthering their academic endeavors and career planning.

I have helped two minority students obtain "free-ride" fellowships for graduate-study (MSA) at a Big-Ten university and had a role in greatly increasing the participation of our minority students in Beta Alpha Psi. I and another PhD. Project alum spend a lot of time mentoring the minority students (undergraduate and masters) in our accounting programs.

I have tried to develop an awareness of the potential they have to embark on a PhD and also stress the rewards and satisfaction of an academic career.

References for several students seeking graduate degrees; invitations to weddings; frequent touch bases with students 3 to 5 years after graduation

I have had numerous students comment that I was their only "minority" professor in their entire college experience. Others have commented that I am the only minority they have ever seen in a professional position (CPA or professor). As someone who attracts attention (by being a little different) I ALWAYS do my best to behave in a manner worthy of respect. I don't whine about political correctness, I just do my best to EARN respect (e.g. hard work, discipline, excellence in the classroom, excellence in research, and excellence in service). Have a good one!

Most of my students have never had an African American professor before, especially the undergraduates I used to teach. I believe that, especially at the undergraduate level, the mere presence of an African American (especially female) doctorally-qualified professor had positive effects on the way that African American students were treated by non-African American faculty. I was able to be their advocate and keep white professors (especially) from treating them like charity cases. I was also able to eliminate some of the stereotypes that they had about the African American students. My African American graduate students have expressed thanks to me for being there because so often they don't have anyone to discuss their career aspirations and goals with. I believe that they look to me as someone who "understands" them and the unique nature of being African American in Corporate America because I've been there.

providing different perspective

I have observed students with lack of clarity of the opportunities to the results of mentoring and goal achievement to pursuing and obtaining their doctorate, CPA and other credentials

At majority white institutions such as Hofstra, I hope that minority faculty provide positive role models to all students. Over my years here, I've been pleasantly surprised that numerous white students stop by my office for career advice. They appreciate that I have worked as a professional accountant and want to draw on that experience. Given that they respect and reach out to a minority faculty for career advice, I'm hopeful that when they are successful business professionals, they will appreciate and recognize the value of a diverse workforce.

emails from alumni that state this was the best course they had or the only useful course they had. Votes by alumni for teaching awards, both national and at my university.

Several students in my class over the years (minorities as well as majority students) have expressed to me the importance of my class in encouraging them to seek internships with accounting firms as undergraduates as well as employment with accounting firms upon graduation. Students expressed to me the difference I have made as a role model in their pursuit of a business degree.

Although my course GPA is lower than comparable courses in my department and at the college, many students of color perform better than average in my course. Several of them told me that they were motivated to perform better because they had a professor of color that they felt comfortable going to for help and support.

I am currently on the faculty at an HBCU. Although there is that designation, there are few African-American faculty members teaching in the School of Business. I have been perceived as a potential role model for my students. In addition, when I encounter students who seem to be less interested in pursuing a

career and, perhaps more suited to an academic environment, I constantly suggest obtaining a doctoral degree, and mention the PhD Project Conference as a wonderful means of obtaining useful information.

Attended HBCU (undergrad and Masters) can relate to experiences; mentor students through individual talks, lunches, chats, etc. have coordinated professional enhancement activities such as dressing for success, etiquette, etc.; advisor to clubs

I am teaching on an almost all white campus (not by choice - it was the only job I was offered and I am going back out on the market this year to find something else) and it is probably a liability for me to be a minority faculty member as far as many of the students are concerned. I am involved with the other Native faculty and staff (to which I bring our numbers up to 7) on campus trying to increase retention of Indian students (of which there are about 60 on a campus of 16,000 students located between two Indian reservations!! - one 45 miles away and one 90 miles away so these numbers are pitiful)...I have gently tackled the casino (there are two nearby) gambling, drinking, Indian stereotype, tasteless and racist jokes that get thrown about here by two of the faculty I have to work with and some students but for the most part I seem to be viewed as the 'exception'...it is my belief that the critical mass of minority faculty and students is not high enough on this campus

The most useful impact that I have had on my students is my career experiences (both majority and minority students). Specifically, for students of color, I have been a mentor to them for both personal and professional purposes. I think just having a person of color in front of the classroom has made them feel more comfortable and confident.

I have taught at both a majority institution and an HBCU. For most of my students at the majority institution I was the only minority professor they had in their MBA program. Some of the students were skeptical that I could teach them strategy as they perceived that they were already as smart as I. At the end of the semester, they wrote comments on my evaluations such as "I actually learned a lot in this class." Since the evaluations are anonymous I cannot verify why they were surprised that I was able to teach them something. I can only surmise that it was because I was a minority female in a majority male world. At the HBCU, my impact is different. My students there are inspired by a caring female professor who persevered through several career changes and eventually earned a doctorate while raising children. One of the lessons they learn from me is to never give up on their dreams. They learn that the choices they make help define who they are but seldom limit who they can be. For a specific instance of my impact on a student, I can point to a student who came to me at the end of the semester just ended and told me how much I helped her grow this semester. The young lady was already accomplished. (She is a senior honors student.) What she needed most of all was more confidence. She stated that her evaluators after a very prestigious internship last summer told her that she needed to express herself more openly and confidently. She said that she wished she had taken my class prior to her internship because, during the course of the semester she learned not to be afraid to speak up when appropriate. Apparently I called on this student on the very first day of class and she felt she had nothing to say. At the end of the semester I made her the leader of a classroom negotiation exercise. She was pleasantly surprised when she was able to express her point of view to the other students involved in the exercise without hesitation and was able to convince others to go along with her suggestions. This newfound confidence is apparent in the way she now carries herself and I am proud that I had a part in her development.

I have provided mentorship and advising for all races of students. However, I wait for the student to initiate such a request. My experience is that students are willing to ask advice from an energetic professor who they perceive as being interested in their career and success. This transcends race. However, as there are so few minorities in my business school classes, it is difficult to say what my overall impact is at this time in relation to minority students.

I have spoken to many minority students concerning opportunities as an academic. The response is usually enthusiastic and always grateful for making the contact and caring about their futures.

As an African American female, by sheer presence in the classroom has an impact. During my last semester, I have had several students come up to me asking me to explain my career path. In particular, I recall two students just wanting to talk about options. Common place is the phrase "I know I want to be a success" but on deeper inquiry there is no organized pathway to get there. I have been working with a few students to clearly carve out a path.

After taking my introductory course, usually at least 5 to 10 students per section per semester change their major or add the logistics major as a second major.

I have served as a co-advisor to the National Association of Black Accountants

Over the years, I have actively counseled and perhaps even stirred the few minority students I have worked with in the direction of careers in public accounting with the ultimate view to going into academics.

I am able to convey real-world experiences, from a minority perspective, in the classroom.

I have helped place three students in Ph.D. Finance programs at the University of Alabama, University of Kentucky, and Florida State University, respectively. These students are better served at these programs than they were in the Economics program at MTSU.

Unfortunately, minority students are very underrepresented at Miami University. The university is trying to change this, but it is a slow process. However, when I first arrived at MU, the proportion of women in my classes was extremely low. I have noticed that the proportion has increased over my tenure. I think that seeing a woman teaching finance shows other women that it is not just a "man's profession." Hopefully, I have had a positive impact on women students thinking about pursuing a career in finance.

General career advise.

I have discussed career options with several minority students (and majority students) and have written numerous recommendation letters in their behalf. I have also personally referred students to companies when I find out that there are job openings. Most of the students that I have referred or written letters of recommendation have been successful in receiving job offers.

Several of my students have pursued a Ph.D. in accounting.

Helped to convince and send students to graduate school (MBAs) tried to guide them into jobs that will provide the broadest experiences (e.g. consulting, supply chain) worked with students on honor research projects to help expose to academic career Even talked a student into joining the AF through on campus ROTC Hope this helps! Good luck!

I am a Hispanic woman, married and mother of 3 children, who made it through a doctoral program successfully. This has a great impact on students here.

close to 100 percent placement into jobs and internships

There are few African- American professors here so the students have said we make a significant impact on them. There are about 5 of us who mentor and advise the Black Student group on campus and help them get exposed to job possibilities and higher education options as well. Just having someone like them to talk to and discuss seems to be making a difference.

Just returned from trip to South America. Included in the group were two AA students who said the only reason they came was because I was leading the trip and that it was life changing for them to get a perspective on issues outside of the US>

Some students took my advice about career paths and have made substantial progress so far. Some are doing internships now, others have permanent positions that they love. Some of these graduates are currently considering coming to the informational Conference in Chicago. Also, I am currently the faculty advisor for the local chapter of the National Association of Black Accountants.

Several students over my stint as a teacher have indicated that graduate school is an option based on conversations with me.

Increased the number of minorities in finance majors. Encouraged students w/ exceptional analytical ability to switch to or add finance as a major.

2006 Laureen Joseph received an AICPA scholarship, Ohio State fellowship for the Masters program, and made connections for her with Deloitte. Leigh Blanchard -- one of two students for Michigan Invited to Deloitte's national leadership conference in Arizona. Jon Mayo -- Summer internship with Deloitte Kimberly Moore -- Inroads internship with Ernst Jasmine Ellis -- was being considered for an internship at KPMG (not certain on this one) The above are the minority students that I have worked with. This list is much longer when we look at all the students in my class. Although I am not the Beta Alpha Psi advisor, I work the Beta group which currently is in excess of 60 members and I was honored this academic year as the "Accounting Professor of the Year."

I've spent 11 years at Arizona State University where, clearly, the minority students tended to come to me for advice and support. Now I'm at a very non traditional school where I was the Director of the PhD program for a year. In that role, the vast majority of black and Hispanic students came to me for advice and I've been able to mentor several of them with their dissertations. For a couple of them, I don't think they would have stayed in the program if they hadn't had a faculty member who they felt comfortable talking with.

I attempt to integrate examples of demographically diverse leaders and speakers in all my classes.

Simply being a role model and sharing my experiences as a Hispanic professional women to a mostly White student population.

Unfortunately, Villanova has a huge diversity problem, and to date my impact has been minimal at my institution...therefore, I have concentrated my efforts on helping those institutions that need my assistance.

Students have requested additional information about doctoral programs and life as a college professor. Hopefully this will encourage some to actually apply to programs.

Just got back my student evaluations from spring 2006 and one comment among other great ones was "infectious enthusiasm". Another said: "Professor's energy was palpable". A few others said in different words "he is the best at explaining the concepts of any accounting professors I ever had". I think you get the idea.

When I started teaching at UTC, I had African-American students tell me that they had never had an African-American professor and that my being there was an inspiration for them. A few of them had aspirations of continuing with their education to get a PhD. Some of my students appreciate the difference I bring into the classroom, my concern for them, and my willingness to talk to them one-on-one about any issues they are having. Several students have come back after graduation either to speak for the student organization or just to talk to me personally and pointed to specific class assignments that made an impact on them or more general ways that I had impacted their lives. In my Managing Diversity in Organizations class, I have had students tell me that the class changed their lives. In general, students find me easier to approach than many of the other faculty - I had one student say, "I'm not used to having a professor who really wants to help me."

I won the School of Business Distinguished Faculty of the year award.

Most of my students are white , suburban, upper middle class persons with little interaction with minorities. They are likely especially unaccustomed to dealing with a minority in a position of power over them. By having me as a professor, they become more accustomed to the anomaly of dealing with a minority in power. I realize this is a broad generalization, but, unfortunately, so is the degree of separation in our society.

At least two of my African-American students have completed doctoral degrees. Several of my undergraduate students have completed MBA programs at schools such as Duke, Harvard, Ohio State, etc. Most of them have entered traditional corporate jobs, some of them are entrepreneurs.

My students won a 2006 business case competition against larger programs. High ratings from students compared with the department norms.

Often I get evaluations from my students stating that I really show that I am concerned about whether they learn. Because they could see that I cared for them they in turn wanted to care about what I was trying to teach them. That caring helped to motivate them to do more than what they would have done on their own..

I'm amazed at how many non-Minority students approach me - particularly women - indicating that just seeing me makes a difference. In general, this difference stems from three factors. First, the students freely admit that their contact with African American women is less than desired (for any number of reasons). Second, the students admit being "surprised" that I'm so approachable and supportive. Third, the students seem to, at some point during any given semester, "join my team" - they become advocates for me, recommending my course to others, sending me supportive emails letting me know that they value my class and that they've enjoyed having me as their professor. OFTEN, students mention that they've simply never had an experience like the one in my classroom. Sadly, I don't have many African American, Latino or Native American students. I'm proud to say that those who have often expressed pride in/for me - and thanked me for my presence. These types of experiences have not only been rewarding to me personally, but they have had the additional effect of encouraging at some of my students to pursue the PhD and a professorship as a viable career alternative.

I have one student this semester who is greatly interested in pursuing Ph.D. I had her contact Tara. The student has shown interest in attending the Ph.D. project conference.

I am a minority Ph.D. in Accounting I have a significant amount of corporate experience I teach ethics to practicing CPAs

This week, a former student called to say that he had accepted a job as an assistant buyer for Sam's Club. He said that he wished he had majored in finance rather than marketing because he had developed a strong interest in finance. He also said that he plans to stay in touch with me. The student has regularly stopped by my office to visit since he finished my class over a year ago.

I believe that my impact in the classroom is not just on the minority students, but may be greater on the majority students. This impact should also be highlighted.

One student claimed that it was an "inspiration" working with me. I was flattered, but I realized that it had little to do with me and a lot to do with what I represented: a minority faculty member in a predominantly Caucasian and Asian environment.

The state of Iowa is not very diverse, but our students embrace the notion of diversity. However, without much personal exposure, their ideas of diversity may be a bit idealistic. In some instances, I may be the first African-American instructor my students have had, and through example and through my teaching, I hope to provide them with a realistic understanding of the advantages of a diverse workforce, and the types of skills they will need to work effective in work environments that are more diverse that those they may have encountered while growing up in Iowa.

The University of Delaware is predominantly white University. I have very limited number of minority students with whom I had interacted. I have done my best to inspire the few students I came across to do well and to aspire high. I cannot say how much I have influenced them though.

I have had more of an impact on the majority students because they have seen so few minority professors

Several students have gone on to begin successful careers at such companies as Ernst & Young, KPMG, PWC, GE Capital, and Vanguard. In several conversations, students have attributed their success at work to their experiences in my class. More important, I have observed the transformation in several students who no longer feel comfortable with average performance. Finally, it is always heartening to hear students say thanks for making a difference and seeing that evolution occur. Some comments common to my evaluations are "He forces you to think critically, analyze issues, and develop skills that are vital to success." "He does not baby us."

basic work - teaching folks that nothing can stand in their way to achieving their goals.

I'm the only Hispanic professor in the business college in a school where 47% of the students are Hispanic. So, you can imagine the kind of need there is for role models.

I usually take my senior student class to visit an actual corporations so that they can see how the real world of business and accounting is and how all people are represented in a business organization.

Minority students often comment on the fact that they have not seen a minority faculty member in front of the classroom, particularly at the MBA level. Combined with the facts that I am young and female, they tend to be quite surprised when I show up in the classroom. I think it demonstrates to many students that you're only limited by what you believe you can achieve. Many students feel comfortable coming to me to discuss their career objectives -- including women of other races and men of other racial groups (e.g. Indian). Overall, I think that my being a professor has had an impact on many of the students I encounter.

Frequent positive feedbacks

I grew up in an area of town where the HS drop out rate was over 60% for Hispanic students - I experienced first hand, how my Hispanic college friends dropped out of college one by one, such that I was the only Hispanic-American that finished college from my peer group - After 10 year corporate experience with the IBM Corp. I was the first Hispanic-American doctoral student at the University of Arizona's MIS (Mgmt Info Systems) program (ranked 4th in the world) to complete my Ph.D. - I was the first Hispanic-American Professor of Mgmt Info Systems (MIS) at the University of Oklahoma (1995-2000) - I was the first Hispanic-American Professor of MIS at Purdue University's Krannert School of Mgmt. (2000-2005) - I am currently the first Hispanic-American Professor of MIS at Indiana University's Kelley School of Business (2005-2006)

On advising students, I must clarify that faculty members do not do advising here at Texas State's College of Business. There is an advising center students go to. Whatever advising I have done is because students come to me on a voluntary basis.

Although I have had only a few minority students, I feel that the majority of my students enjoy learning from me, and they tend to seek my advice on various academic and career-related topics.

I have a dramatic impact on my students. I also stay in touch with all past students via a newsletter. I challenge my students - push them - trust them - and they excel in this environment. The experience is memorable and rewarding.

I am regularly approached by African-American students on campus for advice about school and careers, most of whom have never taken any of my classes.

I have had the opportunity to help inspire and guide a half-dozen Latinos. I have helped them become better applications developers, problem solvers, and in general opened their eyes to what can be done with computer programs and that they can 'cash in' doing this type of work. With a little inspiration these students blossomed like rose bushes. They are now placed at great companies (such as Safeco, Costco, WA St. Dept. of Revenue, KPMG, E&Y, and Expedia) doing interesting MIS work

I recently taught a class that had more Native American graduate students at one time than at any time during the history of the University of Michigan (all the way back to 1817).

Tracking student placement in IT careers
Tracking students assisted in enrollments in graduate education
Ability to fund students in teaching and graduate assistanceships

Last fall a former student who came back to recruit for her company spoke at a meeting of Beta Alpha Psi, the accounting honor society. When asked why she chose to get an MBA rather than a MACct, she replied "I took a finance class with Dr. Costa and he changed my life." She earned her MBA from University of Washington and is doing quite well working for Ernst and Young in Portland.

My minority students have competed in the KPMG/ALPFA competition each year where they have received very strong feedback about their excellent performance. They are going to the national competition this year in August. I also teach a freshman seminar to minority business students, and continue to mentor them throughout their undergraduate programs. They have received many scholarships and admissions to leadership conferences from my letters of recommendation.

My 8 years of auditing and 10 years of operating a small CPA firm (accounting, bookkeeping, tax, and consulting services) provided me with the practical experience that has enhanced my effectiveness in teaching of accounting and auditing.

Many of my Hispanic-American students have noticed that I am also Hispanic-American. These students go out of their way to mention this openly in the classroom.

Most of the officers in the regional NABA chapter are students I mentored here at NC State. Many of the NABA students keep in touch through out their careers. Before I came, we did not have a NABA chapter here. If I leave it may falter. Many students have not had minority professors or teachers before. Most quickly warm up to me and keep in touch.

I have developed an undergraduate training program that allows students to conduct meaningful research that culminates in academic conference presentations and publication opportunities. Now, more students are interested in pursuing a PhD in a business discipline at Savannah State.

I teach an intro-IS course to incoming minority students. Rather than just teaching the MSOffice Suite, I give them real-world takeaways that they can use beyond the class using the tools that they learn in the class. For example, for MSWord, I also teach them about resumes. For MSExcel, they learn to create budgets as well as learning about financial planning. For HTML, they learn to create a website that can then be used to display a portfolio of their work for employers, etc. to review. For PowerPoint they are required to create a presentation outlining their academic, personal, and professional goals and the steps necessary to attain them. With MSAccess, they transform those goals and steps (from the PowerPoint assignment) into a database of goals and steps.

SURVEY INSTRUMENT

CONDUCTED BY THE KPMG FOUNDATION

The PhD Project is an informational gathering source for minorities in Corporate America who wish to pursue their Ph.D.s and in turn become business professors at colleges and universities across the nation. We at The PhD Project believe that there is no better way to diversify the leadership of the future than by having minorities in front of the classroom to act as teachers and mentors today. When the PhD Project first started, there were just 294 minority professors throughout the U.S. Today, that number has increased to 775! And there are 400 more minority students currently pursuing their doctorates.

Given your involvement with The PhD Project, we are interested in your thoughts and opinions on our initiative, and its impact at your university and on higher education as a whole.

The survey will take approximately 15 minutes to complete. Simply indicate the answers you believe best represent your thoughts. All responses are completely confidential.

Your participation in this study is very important and greatly appreciated. Thank you for your support.

1. Please indicate your current title:

- Professor
- Assistant Professor
- Associate Professor
- Doctoral Student/Teaching Assistant

2. Please indicate your ethnicity:

- African-American
- Hispanic-American
- Native American
- Other (Please specify..)

3. Please indicate your University/Business School:

4. Please indicate your discipline(s):

- Accounting
- Finance
- Marketing
- Management
- Information Systems
- Other (Please specify..)

5. At what point in your career were you introduced to The PhD Project?

- Undergrad
- Graduate school
- Early career (less than 10 years in workforce or on faculty)
- Mid-career (10-20 years in workforce or on faculty)

6. How long have you been teaching?

- Less than 1 year
- 1 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 or more

7. How many total students did you teach this semester?

- 1 to 50
- 51 to 100
- 101 or more

8. Approximately what percentage of your students this semester were African-American?

- Zero
- 1% to less than 5%
- 5% to less than 10%
- 10% to less than 20%
- 20% or more

9. Approximately what percentage of your students this semester were Hispanic American students?

- Zero
- 1% to less than 5%
- 5% to less than 10%
- 10% to less than 20%
- 20% or more

10. Approximately what percentage of your students this semester were Native American students?

- Zero
- 1% to less than 5%
- 5% to less than 10%
- 10% to less than 20%
- 20% or more

11. Overall, how does the percentage of minority students (Hispanic-Americans, Native Americans, and African Americans) this year compare to previous years?

- Greater than the past
- Less than the past
- About the same as the past
- Can't say

12. If there was an increase or decrease from last year, please indicate the approximate increase or decrease

- Increase 1% to less than 10%
- Increase 10% to less than 20%
- Increase 20% or more
- Decrease 1% to less than 10%
- Decrease 10% to less than 20%
- Decrease 20% or more

13. In total about how many minority students (African American, Hispanic-American, Native American) have you advised regarding their careers?

- Zero
- 1 to 5
- 6 to 10
- 11 to 20
- 21 to 50
- 51 or more

14. Have you ever provided career advice to a student regarding a career with a PhD Project sponsor?

- Yes
- No

15. If yes, please indicate the types of career advice provided.

16. Would you be open to coordinating on-campus presentations with PhD Project Sponsors?

- Yes
- No

17. If so, how can The PhD Project help you accomplish this?

18. Please elaborate on any experiences you have had that will illustrate the impact you are having on the students in your class.

Thank you for your participation in this survey.