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Student Survey Report

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BERNARD
HODES
GROUP

THE PHD PROJECT, STUDENT SURVEY REPORT

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PURPOSE OF STUDY

The purpose of this study is to evaluate the outcomes of The PhD Project by assessing the impact that minority (i.e. African-American, Hispanic-American, Native American) professors have on their students.

BACKGROUND OF THE PHD PROJECT

The PhD Project was founded in 1994 with five objectives:

1. To increase the number of minority business school professors who will function as mentors and role models;
2. To influence more minorities to pursue business degrees/careers;
3. To increase the number of qualified minority applicants to fill critical positions in the business disciplines;
4. To improve the preparation of all students by allowing them to experience the richness of learning from a faculty with diverse backgrounds, and;
5. To reach the goal of a better prepared and more diversified workforce to service a diversified customer base.

The first objective is validated by the growing number of business school faculty and doctoral students. When The PhD Project began, there were only 294 minority business professors in the United States. Today there are 656 minority business professors, an increase of more than 118%. And minority enrollment in doctoral business programs continues to climb, with approximately 400 students currently enrolled and another 60-65 to enter in September, 2003.

The second objective is validated in this survey, the results of which follow. It was also validated by a recent survey The PhD Project conducted of business school deans in which 80% stated that hiring minority professors has helped them attract more minority students.

The third objective is an outcome of the second objective. By influencing minorities to pursue business degrees, The PhD Project is increasing the number of qualified minority applicants to fill critical positions in business disciplines.

The fourth objective is again validated in this survey and The PhD Project's previous survey of business school deans. Seventy percent of business school deans that responded to the survey stated that they believe students, regardless of race, who have taken a class from a minority professor, will be better prepared for a business career.

And the fifth objective is the overall outcome of all four of the previous objectives.

This survey serves as another step in validating the mission and premise of The PhD Project. It is with great pleasure that we share the findings of this research study in the hopes of furthering the objectives and achieving even greater success with The PhD Project.

Funding for The PhD Project is provided on an ongoing basis through the generosity of its Sponsors: KPMG Foundation, Graduate Management Admission Council, Participating Universities, Citigroup Foundation, DaimlerChrysler Corporation Fund, Ford Motor Company, AACSB International, James S. Kemper Foundation, AICPA, Fannie Mae Foundation, Abbott Laboratories, Merrill Lynch & Co. Foundation, Inc., State Street Corporation, Pfizer, Inc., Robert K. Elliott, JP Morgan Chase, GE Fund, AT&T Foundation, and Sara Lee Branded Apparel.

METHODOLOGY

Respondents were targeted for the survey by nature of their current enrollment in a course taught by a minority professor or doctoral students, identified through The PhD Project. (For purposes of this report we will use the term "professor" only.)

An online survey was distributed to these students via an email invitation issued from their course professor. The invitation set forth the objectives of the survey and ensured confidentiality through the administration and tabulation of survey data by a third party research partner, Bernard Hodes Group. Once completed, the student participants emailed their responses directly to Bernard Hodes Group for confidential tabulation and assessment.

The survey was administered nationwide between March 24 and April 11, 2003. A total of 1,094 responses were received. The email addresses of those who completed the survey were entered into a random drawing. Five names were drawn and subsequently each of the five was awarded a \$50.00 Amazon.com gift certificate.

The survey instrument is enclosed for your review. It consists of short answer questions, a few of which allow for further elaboration, as well as two optional questions concerning ethnicity and level/year of study.

SURVEY INSTRUMENT

The PhD Project Survey of Students

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

2. Do you believe minority professors are positively impacting the education of **minority** students?
 - Yes
 - No
- 2A. Of non-minority students?
 - Yes
 - NoPlease elaborate:

3. Do you believe minority professors are having an impact on **minority** students' career decisions?
 - Yes
 - No
- 3A. On **non-minority** students?
 - Yes
 - No

4. Do you believe that students, regardless of race, who have taken a class from a minority professor, will be better prepared to work in a business environment?
 - Yes
 - NoPlease elaborate:

The following questions are optional:

Race and Ethnicity:

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

Year of study:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate

EXECUTIVE SUMMARY

The survey was constructed around three important issues:

- ❑ Identify primary influences on students' career decisions
- ❑ Determine impact of minority professors on **minority** and **non-minority** students
- ❑ Assess whether it is perceived that classes taught by minority professors will better prepare students for a business environment.

Primary influence factors when deciding on a career path tend to vary among the survey respondents. While 36 percent of all survey respondents cite their parents as the primary influence on their career path decisions, when considering the ethnicity of the respondents interesting data emerges. Among African-American and Hispanic-American survey participants the influence of professors is significant as the second most frequently cited factor.

The survey participants offer positive affirmation with 93 percent of the total student sample believing that minority professors have a positive impact on the education of **minority** students. Among the Hispanic (White) and the African-American respondents the affirmation is close to unanimous with 98 percent and 97 percent, respectively. **Non-minority** students also believe strongly that minority professors positively impact the education of minority students with a positive response rate of 91 percent.

The survey also seeks to quantify the impact that minority professors have on the education of **non-minority** students. Eighty-four percent of all respondents affirm a positive impact with White students only slightly lower at 83 percent.

In order to better understand the impact minority professors have on their students, we provide this further elaboration from three-quarters of the participant pool who provided written comments. Three core factors emerge as most crucial to their thinking:

- Minority professors serve as role models for achievement (44%);
- Minority professors provide a unique perspective based on a point-of-view that is outside the ethnic majority of the culture (34%);
- Minority professors, by their very presence, dispel stereotypes (21%).

It is not surprising that 88 percent of respondents feel that minority professors positively impact the career decisions of **minority** students. Sixty-nine percent of all respondents feel that minority professors positively impact career decisions among **non-minority** students but it is important to note that White students represent the largest group responding positively to this question, with a positive response rate of 73%

Finally, what impact do minority professors have on students as they prepare for the business environment? Seventy percent of the respondent pool believe that students of minority professors will be better prepared to work in a business environment. Seventy-nine percent of African-American respondents affirm this belief, seventy-three percent of White respondents hold this same belief.

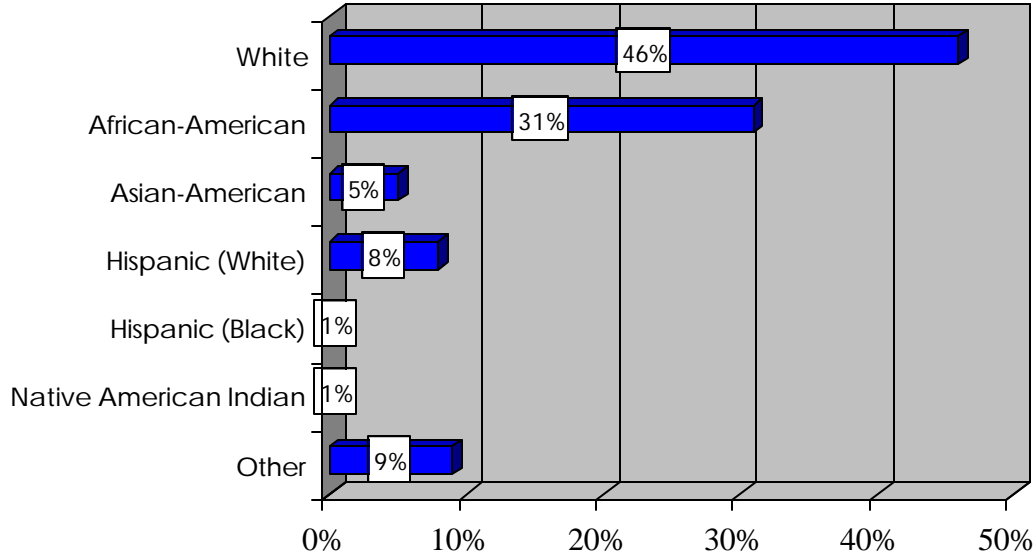
As we analyze and assess the survey results significant insight is provided by the thoughtful and passionate elaborations on responses offered by 770 of survey participants.. All such responses are available upon request and are included in the larger report on this survey.

RESPONDENT PROFILE

For purposes of this study the respondent data is profiled according to race/ethnicity and year/level of study. It should be noted that response to these questions is optional; 1,086 of the 1,094 participant pool responded to the race/ethnicity question; 1,057 of the 1,094 participant pool responded to the education year/level question.

RESPONDENTS' RACE/ETHNICITY

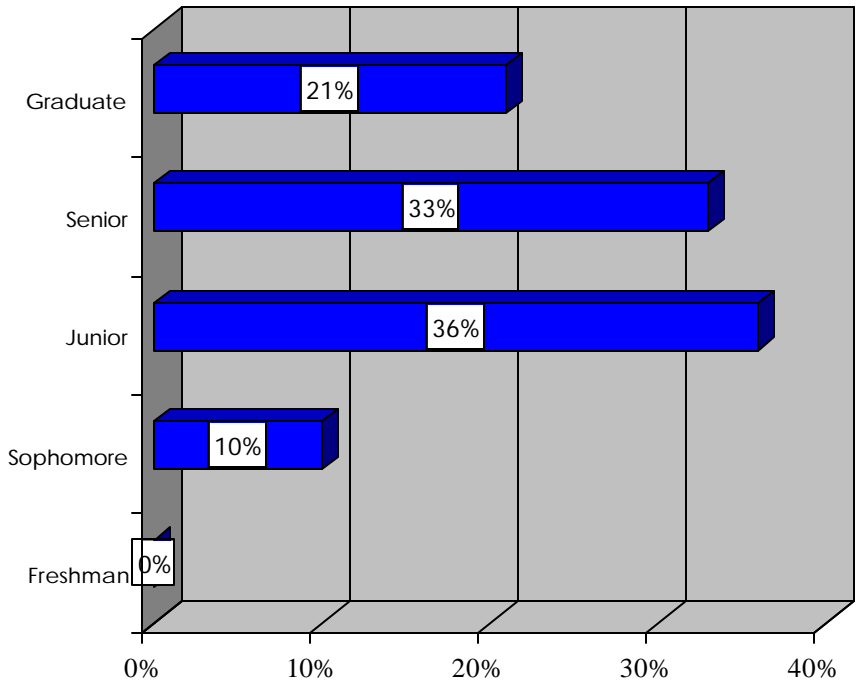
Nearly half (46%) of our respondents are White and one third (31%) are African-American. Nine percent are Hispanic (White and Black combined)* and five percent Asian-American. Hispanic (Black) and Native American respondents represent a relatively small portion of our respondent pool, and thus were not included throughout the Analysis and Findings.



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

RESPONDENT PROFILE

RESPONDENTS' YEAR/LEVEL OF STUDY



Two thirds of survey respondents are in their junior (36%) or senior (33%) year of study. One fifth (21%) are graduate students and one in 10 are sophomores.

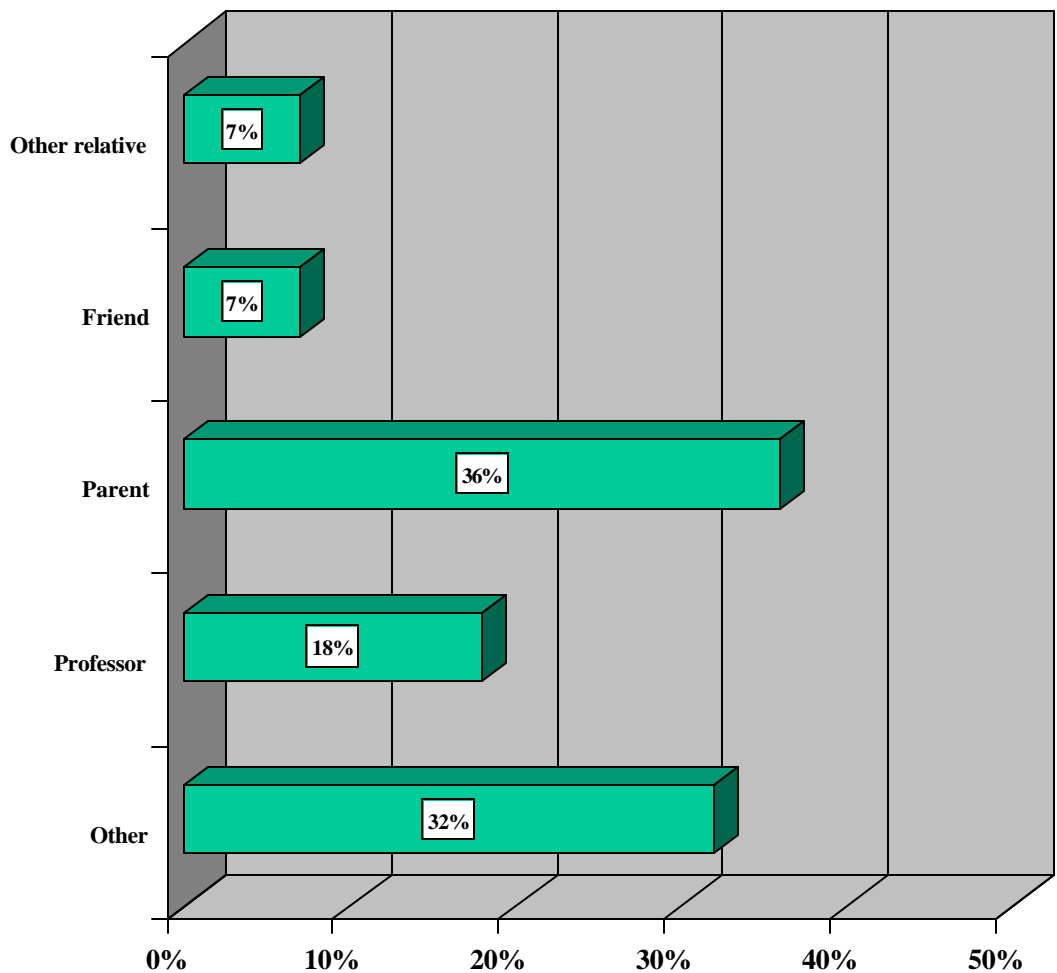
YEAR/(Base)	<u>White</u>	<u>African-American</u>	<u>Asian-American</u>	<u>Hispanic (White)</u>	<u>Hispanic (Black)</u>	<u>Native American</u>	<u>Other</u>
Graduate	23%	39%	4%	20%	1%	1%	12%
Senior	55%	18%	5%	12%	1%	1%	8%
Junior	54%	30%	6%	2%	0%	1%	7%
Sophomore	33%	53%	3%	0%	2%	0%	9%

Whites make up the majority of junior and senior survey respondents (54% and 55%, respectively), one third of sophomores and one quarter (23%) of graduate students. The largest ethnic minority group among those surveyed are African-Americans, having the greatest representation at the sophomore (53%) level. It is interesting to note that at both the sophomore and graduate levels the number of African-Americans surpass the White participant pool.

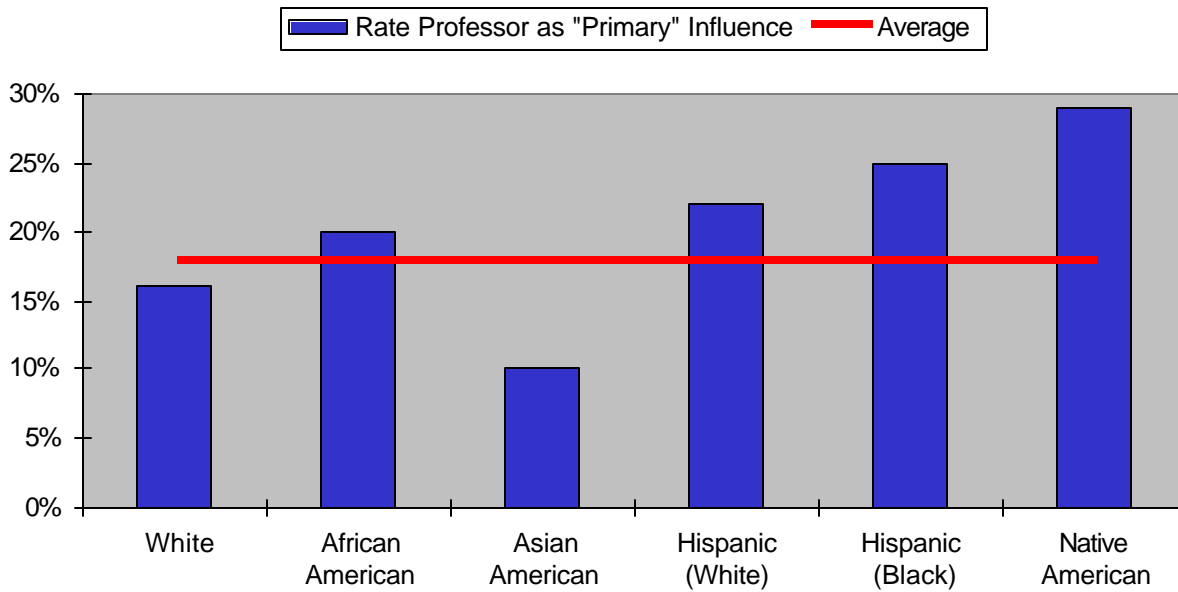
ANALYSIS AND FINDINGS

Thirty-six percent of students surveyed indicate that their parents are the main influence on their career path decisions. Second in importance are professors (18%), followed by friends or other relatives (7% each). Of those participants who mentioned "other" influences (32%), most (215, or 60%) said the decision was theirs, alone.

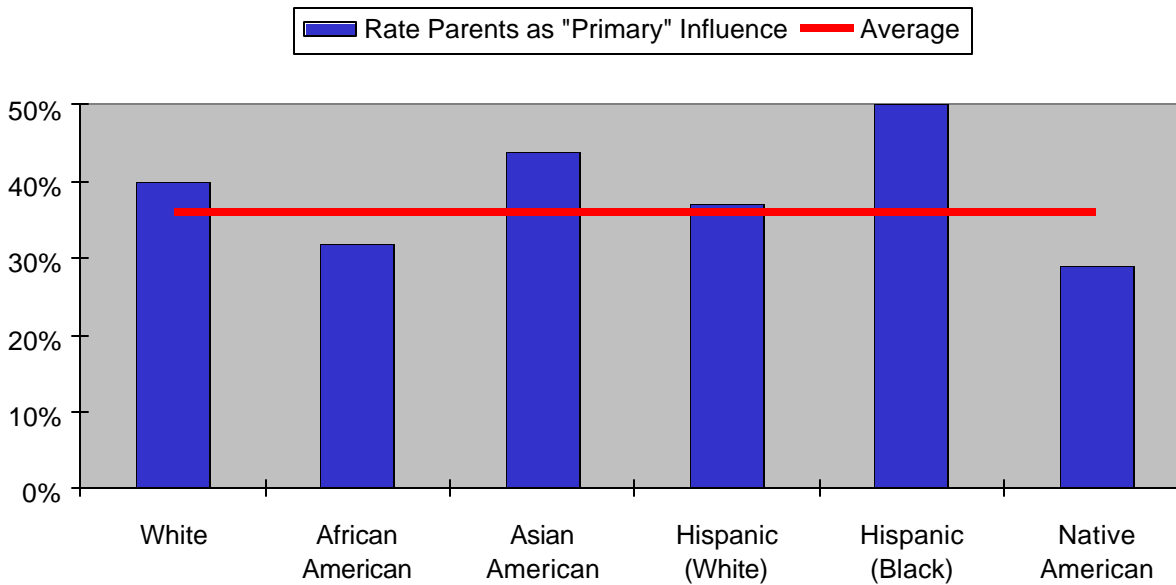
Hispanic (White) students represent the largest ethnic population citing the influence of professors on their career path decisions (24%). African-Americans indicate the single most important influence factor as "other". The importance of professors' influence tends to grow slightly among respondents as they move from sophomore to graduate level.



Professor as Primary Influence when Deciding on a Career Path



Parents as Primary Influence when Deciding on a Career Path

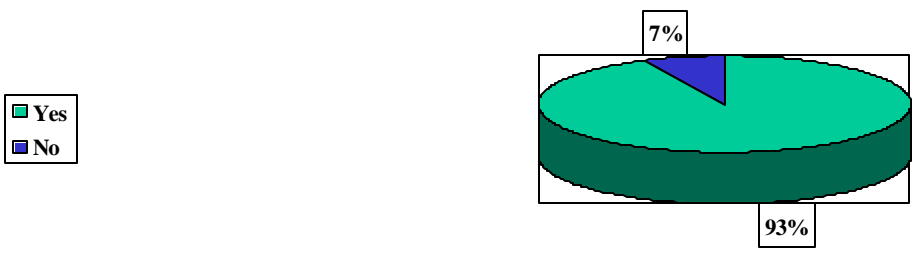


ANALYSIS AND FINDINGS

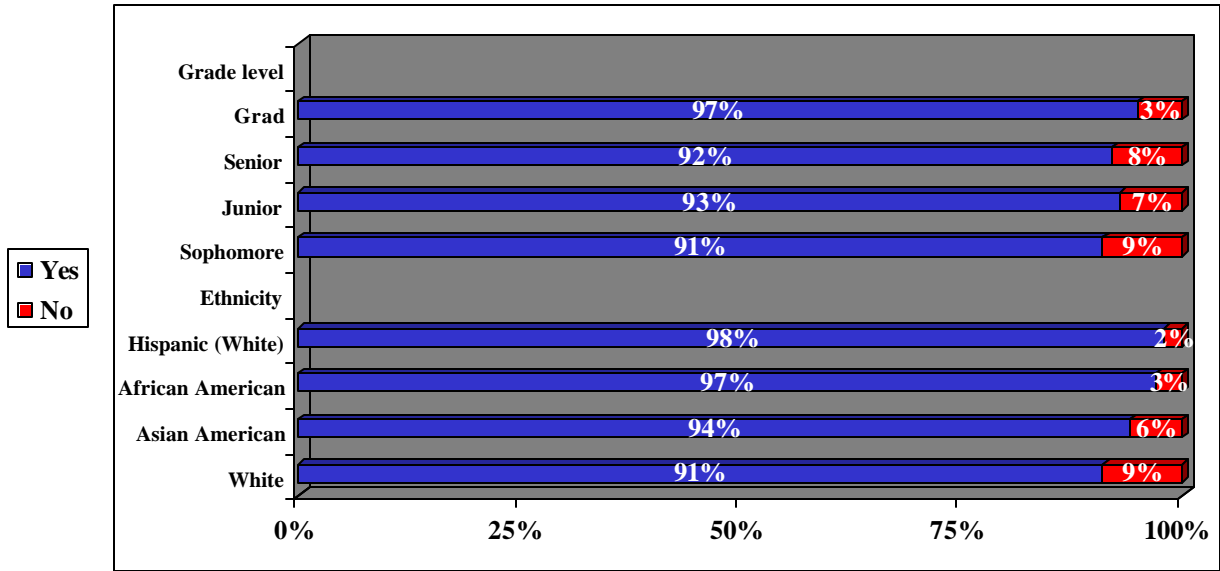
MINORITY PROFESSORS' IMPACT ON EDUCATION OF MINORITY AND NON-MINORITY STUDENTS

More than nine in ten of all respondents (93%) feel that minority professors have a positive impact on the education of **minority** students. Among graduate students this percentage increases to 97%. When looking at ethnicity, Hispanic (White) students are almost unanimous (98%) in recognizing the positive impact of minority professors on **minority** students, followed closely by African-Americans at 97% .

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



Whether Minority Professors Positively Impact Education of Minority Students

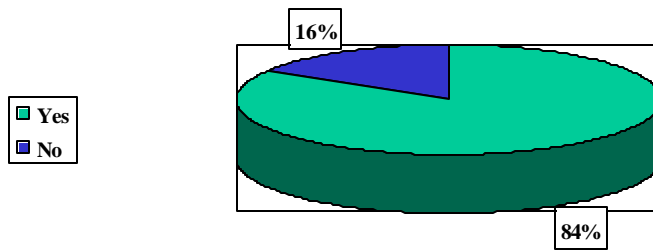


ANALYSIS AND FINDINGS

MINORITY PROFESSORS' IMPACT ON EDUCATION OF MINORITY AND NON-MINORITY STUDENTS

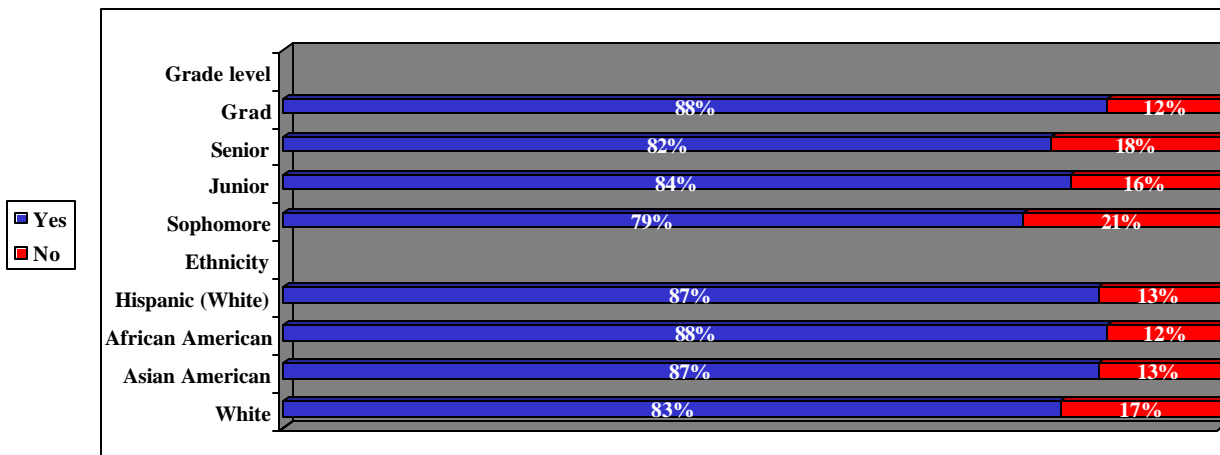
Eighty-four percent (84%) of all respondents believe that minority professors have a positive impact on the education of **non-minority** students. Once again, the graduate level respondents represent the greatest percentage of affirmation with 88% believing that minority professors positively impact the education of **non-minority** students.

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



Minority respondents represent the greater population in believing that minority professors positively impact the education of **non-minority** students with responses in the 87/88% range, while White respondents register only a slightly lower percentage (83%).

Whether Minority Professors Positively Impact Education of Non-Minority Students



ANALYSIS AND FINDINGS

MINORITY PROFESSORS' IMPACT ON EDUCATION OF MINORITY AND NON-MINORITY STUDENTS

Three quarters of respondents in the study (770) elaborated on why they feel that minority professors do or do not positively impact the education of **minority** and **non-minority** students. Among the 75% of those who elaborated and expressed the view that minority professors have a positive impact on both student groups, three major reasons are given:

- Minority professors serve as role models for achievement (44%);
- Minority professors provide a unique perspective based on a point-of-view that is outside the ethnic majority of the culture (34%);
- Minority professors dispel stereotypes by their presence (21%).

The respondents who elaborated on why they feel that minority professors have little impact on **minority** and **non-minority** student education indicate that minority status per se is not as important as the innate quality of the instructor (88%). The remaining 12% of these respondents feel that minority professors do not impact education due to qualification issues, such as language or communication difficulties.

Professors Have Impact (578 respondents elaborating)

Serve as role model.....	44%
Provide unique perspective.....	34%
Embody diversity/dispel stereotypes.....	21%
Other.....	1%

Why Professors have little impact (192 respondents elaborating)

Minority status in itself makes no difference	88%
Professors are less qualified (language, communication issues)	12%

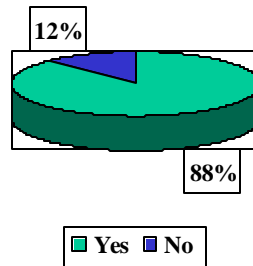
ANALYSIS AND FINDINGS

MINORITY PROFESSORS' IMPACT ON MINORITY AND NON-MINORITY STUDENTS' CAREER DECISIONS

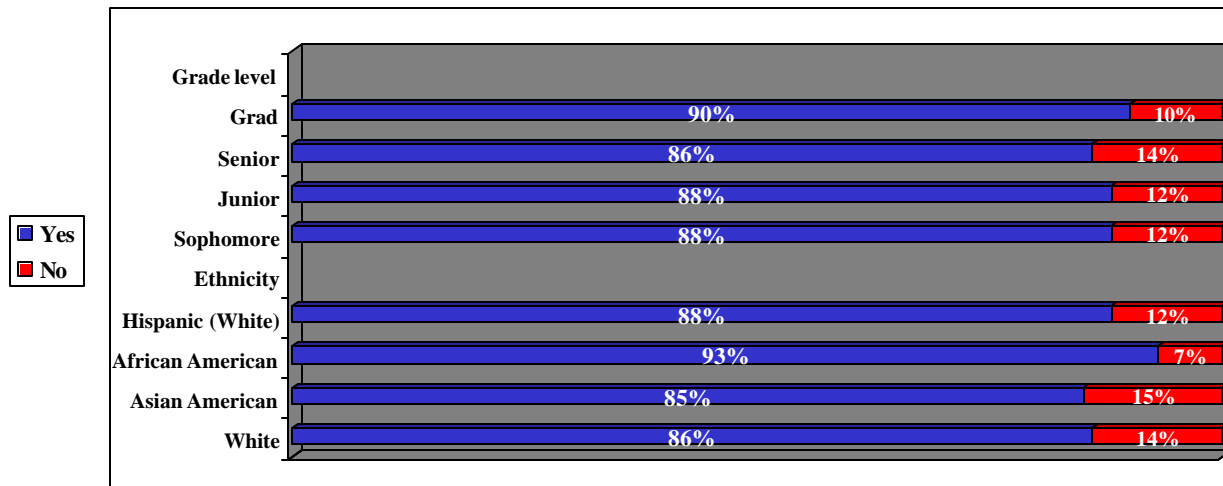
Eighty-eight percent of respondents feel that minority professors positively impact career decisions of **minority** students.

At the graduate level, 92% of the respondents believe that minority professors positively impact **minority** students' career decisions. By ethnicity, African-Americans have the highest percentage of agreement on professors' impact on **minority** students with 93% consensus.

Impact of Minority Professors on Minority Students' Career Decisions (Total Respondents)



Minority Professors' Impact on Minority Students' Career Decisions

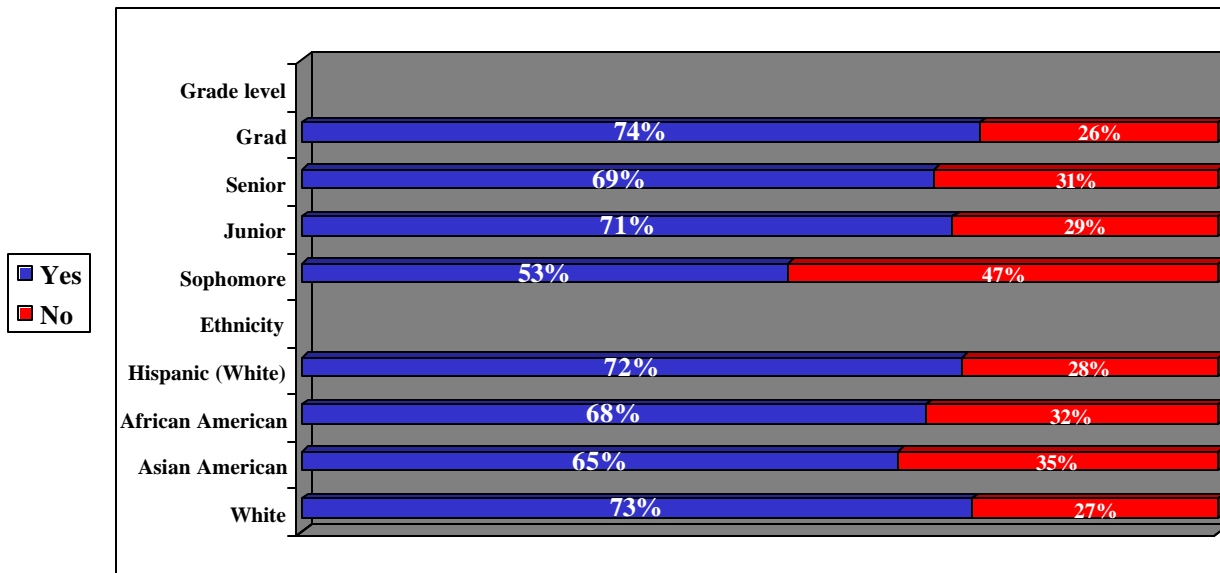


ANALYSIS AND FINDINGS

Sixty-nine percent of all survey respondents believe that minority professors positively impact career decisions among **non-minority** students, illustrating the far-reaching effects of a diversified classroom.

Graduate level respondents reflected the greatest affirmation with 75% believing in the positive impact that minority professors have on the career decisions of **non-minority** students. By ethnicity, White respondents have the highest positive response (73%) regarding the impact minority professors have on the career decisions of **non-minority** students, followed closely by Hispanic (White) respondents (72%).

Whether Minority Professors Impact Career Decisions of Non-Minority Students



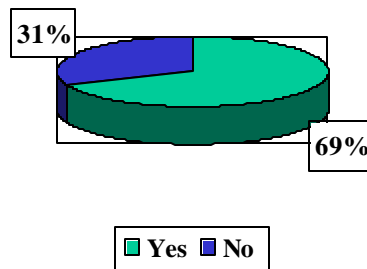
ANALYSIS AND FINDINGS

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

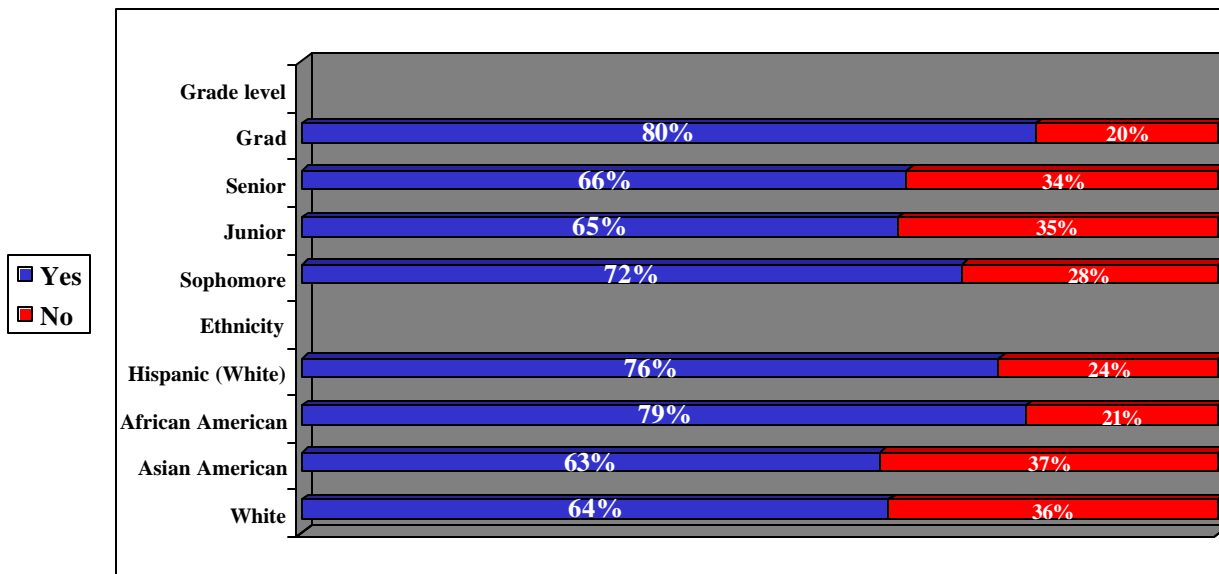
Seventy percent of those surveyed feel that students will be better prepared to work in a business environment as a result of their having had a minority professor. Within the graduate level respondent pool, 80 percent believe that students are better prepared for work in a business environment as an outcome of minority-taught courses. Both seniors and juniors respond with the smallest percentages to this question, 66% and 65%, respectively.

Among the ethnic groups surveyed, African-Americans (79%) represent the highest percentage of students that feel minority professors provide this better preparation.

Minority Professors Help Students to be Better Prepared to Work in a Business Environment (Total Respondents)



Minority Professors Help Students to be Better Prepared to Work in a Business Environment



ANALYSIS AND FINDINGS

REASONS GIVEN:

Respondents who feel that they would be better prepared for a career in a business environment having been taught by a minority professor cite the following reasons:

- 40% believe that a better understanding of diversity will help them in a corporate setting where diversity is the norm;
- 14% believe that minority professors provide a richer educational experience due to their background, and
- 6% find minority professors more motivating (as it is assumed that minority professors needed to overcome more obstacles than their non-minority counterparts.)

Two fifths (39%) of all respondents indicate that the preparation given to students by their professors is not race dependent.

	Tot.	Base	1,094	224	348	386	104	Soph.	White	African Am.	Asian Am.	Hispanic White	Native American	Other	88
Primary influence when deciding on a career path															
Professor	18%	20%	18%	18%	12%	17%	19%	10%	24%	29%	18%				
Parent	36%	28%	35%	40%	46%	40%	32%	44%	36%	29%	25%				
Friend	7%	7%	8%	5%	9%	7%	6%	12%	5%	14%	9%				
Other relative	7%	7%	7%	6%	5%	6%	7%	12%	5%	14%	7%				
Other	32%	38%	31%	32%	28%	30%	36%	23%	30%	14%	41%				
Minority professors positively impact education of minority students															
Yes	93%	97%	91%	93%	93	91%	97%	94%	99%	86%	91%				
No	7%	3%	9%	7%	7	9%	3%	6%	1%	14%	9%				
Minority professors positively impact education of non-minority students															
Yes	84%	88	81	84	80	83%	89%	87%	86%	83%	75%				
No	16%	12	19	16	20	17%	11%	13%	14%	17%	25%				
Minority professors impact minority students' career decisions															
Yes	88%	92	86	88	88	87%	93%	85%	89%	86%	85%				
No	12%	8	14	12	12	13%	7%	15%	11%	14%	15%				
Minority professors impact non-minority students career decisions															
Yes	69%	74	69	71	53	73%	68%	65%	71%	71%	59%				
No	31%	26	31	29	47	27%	32%	35%	29%	29%	41%				
All students taking minority-taught classes will be better prepared for business environment															
Yes	69%	81	65	65	73	64%	79%	63%	75%	86%	69%				
No	31%	19	35	35	27	36%	21%	37%	25%	14%	31%				

CONCLUSIONS

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

Of the respondents who elaborated when asked about the impact of minority professors on their students, the primary reasons given are (1) their status as role models (both to **minority** as well as **non-minority** students), (2) the unique perspective that they bring to the teaching profession based on their distinct sensitivity and (3) the fact that these professors, by their very presence, help many students to literally envision diversity and dispel prior stereotypes that might be associated with minorities. The students who believe that minority professors have little influence on student education feel that minority status is irrelevant in this sphere; they assume that a professor's embodiment of academic competence and motivational qualities are factors unaffected by individual worldview.

The respondents also indicate their strong belief that minority professors affect their career decisions. Nine in ten students surveyed feel these professors strongly impact career decision-making processes of **minority** students, seven in ten feel that **non-minority** student decisions are impacted as well. The same percentage of respondents (69%) also feel that students will be better prepared to work in a business environment for having had a minority professor.

Respondents readily attest to the positive benefits of minority professors in impacting both educational as well as career decisions of **minority** and **non-minority** students. While it is perhaps to be expected that the benefits of minority-led classrooms are seen to be stronger for (and among) minorities, it is important to note that, in most cases, the differences in responses between **minority** and **non minority** students are slight.

Generally, all student groups see minority professors' roles as more pronounced among **minority** students, and that these instructors *emblemize* the type of diverse thinking that will be present in the corporate world, thus providing an important introduction.

There is little doubt that the premise upon which The PhD Project is built is validated by nearly all of those surveyed. As one respondent elaborated, "Diversity is always an educational experience."