

**PhD Project  
Survey of Deans  
Report**

**June 2008**



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## **BACKGROUND**

### **OBJECTIVES**

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 deans from business schools, interviewing them about the state of diversity in academic institutions.

The main objectives of this research are:

- To determine the extent to which tenure-track minority faculty members, minority doctoral students, and minority applicants increased versus ten years ago.
- To measure the impact of the minority tenure-track minority faculty members on minority and non-minority students.
- To understand the effectiveness of business schools' diversity programs in ensuring a diverse faculty.
- To gauge the extent to which the business world is welcoming to minority employees.

### **METHODOLOGY**

The PhD Project sent e-mail invitations to 304 deans, which included a survey URL, [www.recruitsurvey.com/PhDprojectDeans/survey](http://www.recruitsurvey.com/PhDprojectDeans/survey). Surveys were completed from April 4, 2008 through May 5, 2008. Hodes Research tabulated and analyzed the data. A total of 60 deans completed the survey.

Hodes Research programmed, tested, and hosted the survey.

The survey consisted of 20 questions, covering the following topics:

- Whether from a Doctoral Granting or Non-Doctoral Granting Institution
- Number of tenure-track minority faculty members in business school now, versus 10 years ago
- Number of minority doctoral students functioning as teaching assistants now, versus 10 years ago
- Whether they have seen increase in pool of minority applicants for tenure track positions, and which programs have influenced increase
- Whether their diversity program is doing enough to increase diversity in the business school faculty

- Whether their diversity program has been helpful in other ways
- Whether American business schools are preparing all students to handle issues of diversity in the corporate world
- Whether the corporate world today is more, less or just as welcoming regarding recruitment of minority employees and if more welcoming what the changing factors/important initiatives are
- Whether students who have taken a class taught by a minority business professor or doctoral teaching assistant are better prepared for a business career and why
- Compared to non-minority professors, how minority professors or minority doctoral teaching assistants impact business school programs in:
  - o Education of minority students
  - o Education of non-minority students
  - o Attitudes of fellow faculty toward minority students/minority issues
  - o Career mentoring of minority students
  - o Attracting minority students
- Whether minority student enrollment has increased in classes taught by minority business professors and/or minority doctoral teaching assistants. And if so, how much.

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## EXECUTIVE SUMMARY & IMPLICATIONS

### DIVERSITY IN BUSINESS SCHOOLS COMPARED TO 10 YEARS AGO

**Most See Increase.** Overall, business schools have an average of about 4.4 tenure-track minority professors. Doctoral Granting Institutions have more minority tenure-track faculty members than do Non-Doctoral Granting Institutions (means 4.78 vs. 4.14).

The majority of business schools (72%) have seen an increase in the percentage of minority staff compared to 10 years ago; one-tenth (10%) have seen a decrease in minority staff, and one-fifth (18%) have seen no increase in minority staff.

Doctoral Granting Institutions have an average of slightly over 3 minority doctoral students functioning as teaching assistants. For about two in five Doctoral Granting Institutions (46%), this represents an increase compared to 10 years ago (significant increase 50 percent or more—23%; minor increase less than 50 percent—23%). For more than half of Doctoral Granting Institutions (55%) there is no increase in minority teaching assistants. None cited a decrease in minority teaching assistants.

*Implications: Compared to the 2006 survey conducted among deans, there is a slight increase in the percentage of deans who have seen an increase of minority staff compared to ten years ago (72% vs. 67%). There is about the same average number of tenure-track minority professors and doctoral students working as teaching assistants. Therefore, during the past two years while there has been some increase overall in minority staff, there is no increase in tenure-track minority professors and minority teaching assistants. Significant increases are seen when comparing performance to ten years ago.*

### UNIVERSITY SUPPORT FOR ENSURING A DIVERSE FACULTY

**Half Feel Their Diversity Program Is Doing Enough.** When asked if the deans feel that the diversity program at their university is doing enough to increase the diversity of their business school faculty, slightly more than half (53%) say yes. When asked if they feel that the diversity program at their university has been helpful in other ways, two-thirds (67%) say yes.

The top mentions for how the diversity programs are helpful in other ways are: improving social and cultural climate, increasing awareness of diversity issues, and increasing the pool of diverse students.

*Implications: Most deans are optimistic about the impact of their schools' diversity programs. Diversity programs have a far-reaching positive impact on students. Continued support of these diversity programs is essential.*

## **MINORITY APPLICANTS FOR FACULTY POSITIONS**

**More than Half See Increase in Minority Applicants.** More than half of the deans (55%) have seen an increase in minority applicants for faculty positions. Conversely, 45% have not seen an increase in that pool.

The top reason attributed to seeing an increase in the pool of minority applicants at the universities is The PhD Project (43%) followed by recruiting efforts (35%) and having a larger pool of minorities (26%).

*Implications: Compared to the 2006 study, there are many more from the 2008 study that see an increase in minority applicants for faculty positions (55% vs. 34%). Continued emphasis in recruiting strategies is recommended in this area. Continued strong support of The PhD Project is also strongly recommended.*

## **DIVERSITY IN THE CORPORATE WORLD**

**Corporate World More Welcoming for Minority Students.** Two-thirds of deans (65%) believe that minority business professors are better preparing all students to handle diversity issues in the corporate world.

Four-fifths of deans (80%) say that the corporate world is more welcoming for minorities today than it was 10 years ago. Factors that positively impact this are: a change in the corporate culture (41%) and increase in the minority population (28%).

*Implications: As indicated by the deans, the corporate world is becoming more welcoming for minority employees and many believe that minority business professors are better preparing all students for the corporate world. Compared to the 2006 study, slightly more in 2008 believe that business schools are preparing all students to handle diversity issues in the corporate world (65% vs. 58%). Continued efforts in this direction are recommended.*

## **IMPACT OF MINORITY INSTRUCTORS ON STUDENTS**

**Minority Faculty Better Prepares Students for Business Careers.** Seven in ten (69%) indicate that students are better prepared for a career in business when they have a minority professor or minority doctoral teaching assistant. Deans report that minority faculty/teaching assistants provide positive exposure to minority professors (50%), increase overall diverse experiences (14%), and show minority students that they can succeed (11%).

When asked to compare minority instructors to non-minority instructors, deans believe that minority instructors have greater impact than non-minority instructors in these areas: career mentoring for minority students, attracting minority students, and education of minority students. Six in ten (62%) indicate that for educating non-minority students, minority instructors have the same impact as non-minority instructors.

When asked whether minority student enrollment increased in classes taught by minority professors, one-fifth (20%) say minority enrollment increased from between 1% to 25%. Few say enrollment increased by 26% to 50% (5%). Two-fifths (42%) did not know and one-third (33%) said there was no increase.

*Implications: Compared to the 2006 survey, a higher percentage of deans feel that students are better prepared for a career in business when they have a minority professor (69% vs. 58%). This very positive trend acknowledges the far reaching influence of Minority instructors.*

*Minority instructors better prepare students for the business world; attract minority students to business schools; and provide career mentoring and an excellent education for minority students. Minority instructors also have a very positive influence on non-minority students by providing them with exposure to minority professionals and enhancing their diverse experiences. Strong support of The PhD Project initiatives is recommended. All of these strengths should continue to be promoted to business schools.*

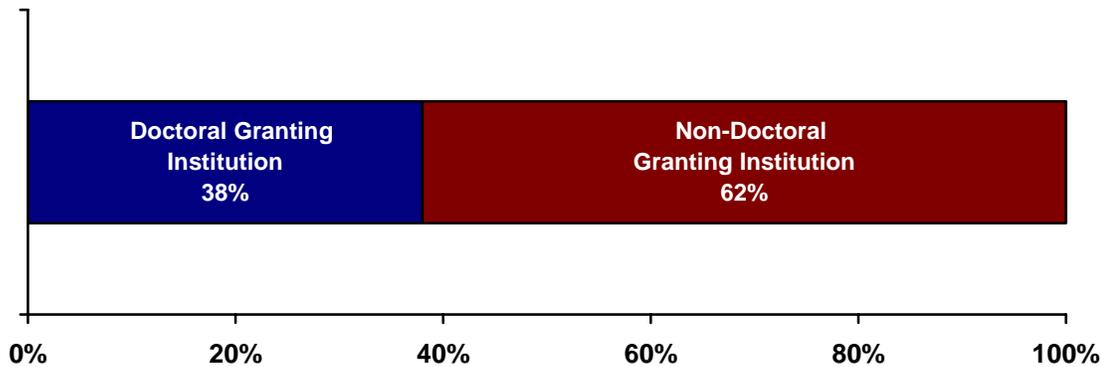
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## DETAILED FINDINGS

### TYPE OF INSTITUTION

Three-fifths (62%) of deans who participated in this survey are from a Non-Doctoral Granting Institution.

**Type of Institution**



Base = 60

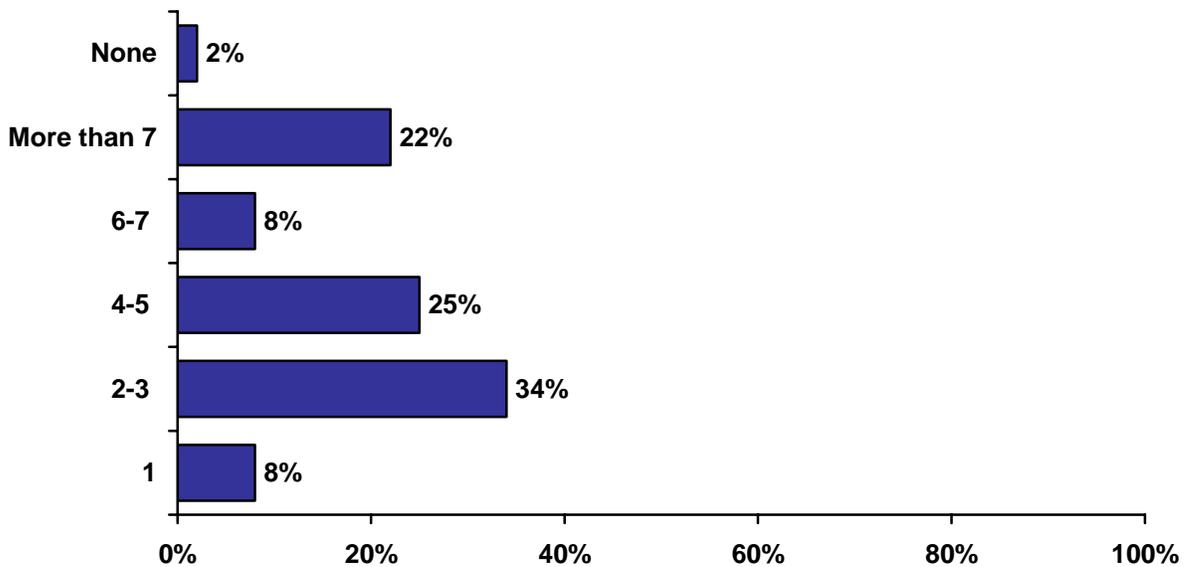
**NUMBER OF MINORITY TENURE-TRACK FACULTY MEMBERS**

Deans were asked how many minority tenure-track faculty members there were in their business school. The minorities included African-American, Hispanic-American, and Native American.

One-third (34%) of the business schools represented in this survey have 2-to-3 minority faculty members. One quarter (25%) have 4-to-5 minority faculty members and an additional one-fifth (22%) have more than 7 minority faculty members. On average, business schools have about 4.4 tenure-track minority faculty members.

- On average, Doctoral Granting Institutions have more tenure-track minority faculty members than do Non-Doctoral Granting Institutions (means 4.78 vs. 4.14).

**Number of Minority Tenure-Track Faculty Members**



Base = 59

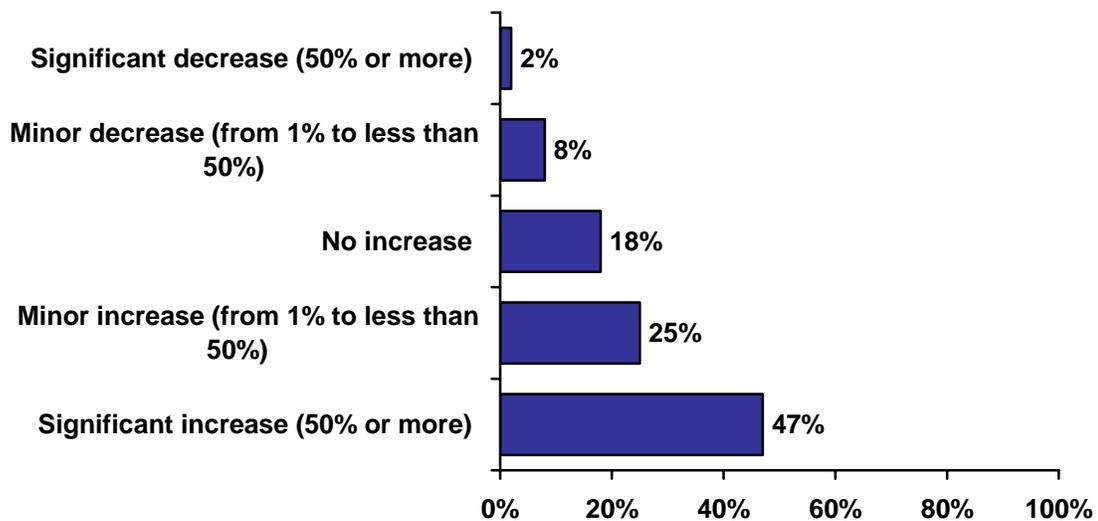
**PERCENT OF MINORITY FACULTY COMPARED TO TEN YEARS AGO**

Overall, the majority of business schools have seen an increase in the percentage of minority faculty, compared to 10 years ago.

Compared to 10 years ago, nearly half (47%) of business schools have seen a significant increase (50% or more) in the percentage of minority staff. One quarter (25%) has seen a minor increase (from 1% to less than 50%) in minority faculty.

Slightly under one-fifth (18%) say they have had no increase in minority faculty. Less than one in ten (8%) have had a minor decrease in minority staff (from 1 percent to less than 50 percent).

**Percent of Minority Faculty Compared to Ten Years Ago**



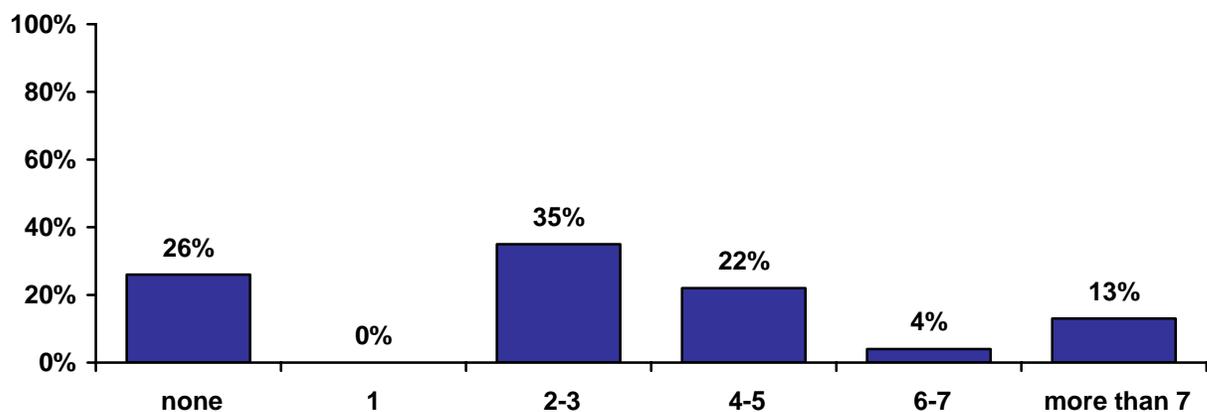
Base = 60

**MINORITY DOCTORAL STUDENTS FUNCTIONING AS TEACHING ASSISTANTS**

Among deans at the Doctoral Granting Institutions, one-third (35%) report their business school has 2-to-3 minority teaching assistants. One quarter (26%) have no minority teaching assistants and over one in five have 4-to-5 (22%).

- On average, Doctoral Granting Institutions have over 3 (3.17) minority doctoral students functioning as teaching assistants.

**Number of Minority Teaching Assistants  
- At Doctoral Granting Institutions -**



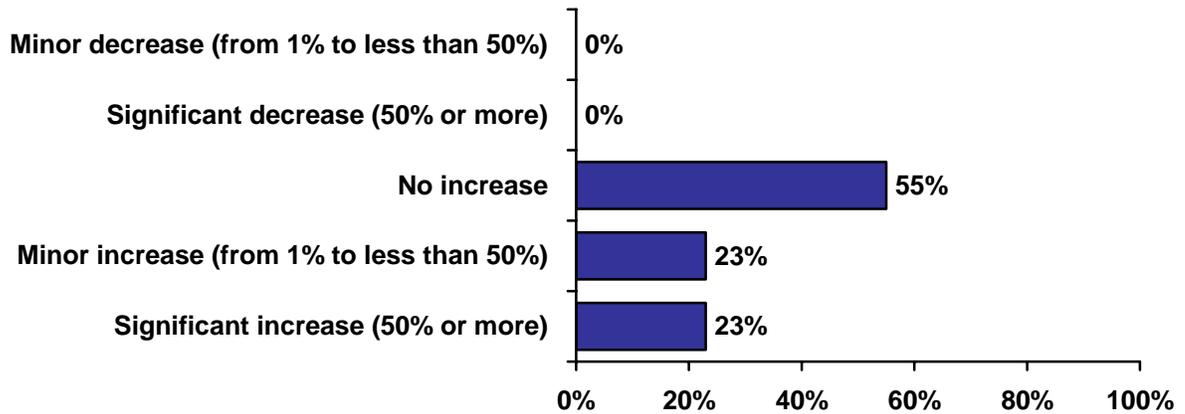
Base = 23\*

\*Caution small base.

**NUMBER OF MINORITY TEACHING ASSISTANTS COMPARED TO TEN YEARS AGO**

Among deans at the Doctoral Granting Institutions, half (55%) said there has been no increase in the number of minority teaching assistants compared to 10 years ago. One quarter each (23%) state there has been a minor increase (from 1% to less than 50%) or a significant increase (50% or more).

**Number of Minority Teaching Assistants Compared to Ten Years Ago**



Base = 22\*

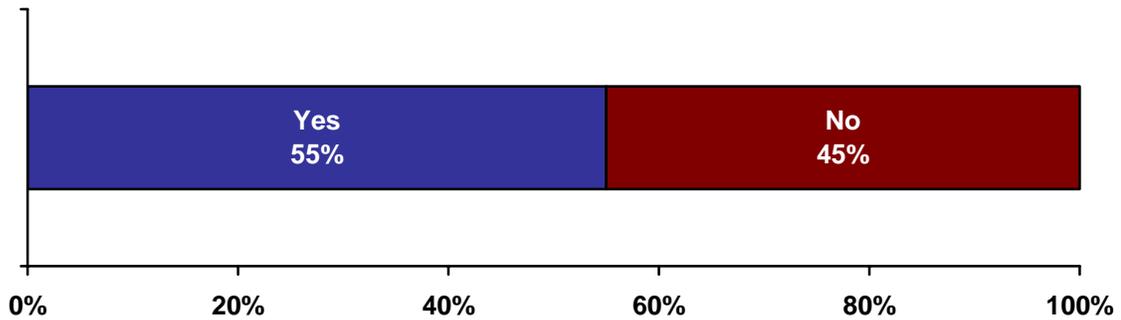
\*Caution small base.

Totals do not equal 100% due to rounding.

**MINORITY APPLICANTS FOR TENURE TRACK FACULTY POSITIONS**

More than half (55%) state that they have seen an increase in the pool of minority applicants at their university. The remainder (45%) has not seen an increase in the pool of minority applicants for faculty positions at their university.

**Increase in Pool of Minority Applicants for Tenure Track Faculty Positions**



Base = 60

**REASONS FOR INCREASE**

Ten of the 23 who responded say that The PhD Project was a major factor in the increase of minority applicants for tenure track faculty positions.

*“I have to believe that The PhD Project is a major contributor to this increase. We have seen more candidates self-identify with the project over the past few years.”*

Some additional sample comments are below from deans:

*“Pool of applicants has grown. Actively publishing notices in venues of interest to these populations.”*

*“We’ve been more intentional about seeking minority candidates.”*

**REASONS FOR INCREASES IN POOL OF MINORITY APPLICANTS**

	<u>%</u>
The PhD Project	43%
Recruiting efforts	35%
Larger pool of minorities	26%
University programs	9%
Faculty referrals	4%
Other	4%
Don't know	4%

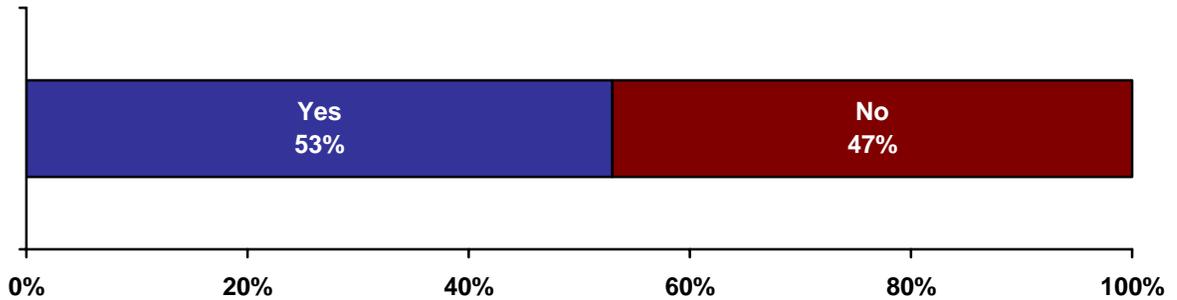
Base = 23\*

\*Caution: small base.

**WHETHER DIVERSITY PROGRAM DOING ENOUGH TO ENSURE A DIVERSE BUSINESS FACULTY**

When asked if they feel that the diversity program at their university is doing enough to increase the diversity of their business school faculty, slightly more than half (53%) said yes.

**Whether Diversity Program Doing Enough to Ensure Diverse Business Faculty**

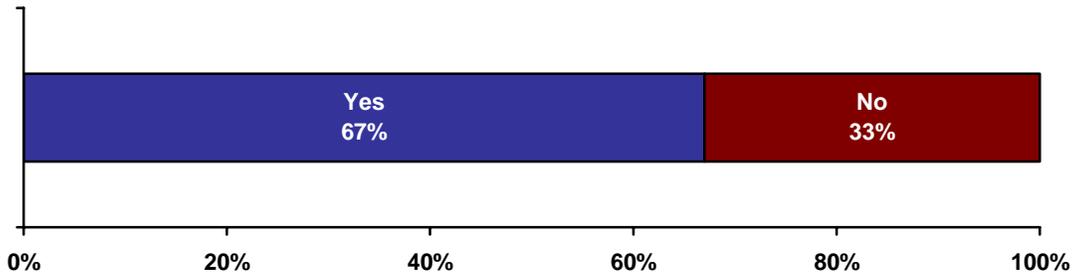


Base = 59

**WHETHER DIVERSITY PROGRAM HAS BEEN HELPFUL IN OTHER WAYS**

When asked if they felt that the diversity program at their university has been helpful in other ways, two-thirds (67%) say yes.

**Whether Diversity Program Helpful in Other Ways**



Base = 55

See comments below from people who believe the diversity program is helpful in other ways. (See Appendix for a complete list.)

*“It has helped educate majority faculty and help[ed] [us] focus on creating a multicultural learning environment.”*

*“I think it has helped more with helping people understand diversity better and helping them to work in a more diverse culture, but not so much around hiring diverse faculty.”*

*“Contact with alumni of color. Insights into areas of concern and interest to faculty of color.”*

**DIVERSITY PROGRAM IS HELPFUL IN OTHER WAYS**

	<u>%</u>
Improves social and cultural climate	23%
Increases awareness of diversity issues	23%
Increases diverse students	19%
Provides funding for minority staff	10%
Increases diverse faculty	10%
Provides mentoring services	10%
Provides links to minority alumni and local business community	6%
Other	13%

Base = 31\*

\*Caution: small base.

Comments are below from deans who feel the diversity program is not helpful in other ways:

*“The campus program is one of mission. There are no resources or efforts to accompany the mission.”*

*“[Our university] does not have a well designed and strongly supported program to increase diversity - faculty or graduate students.”*

*“We are an HBCU and minority means something different for us than what it means at a majority institution.”*

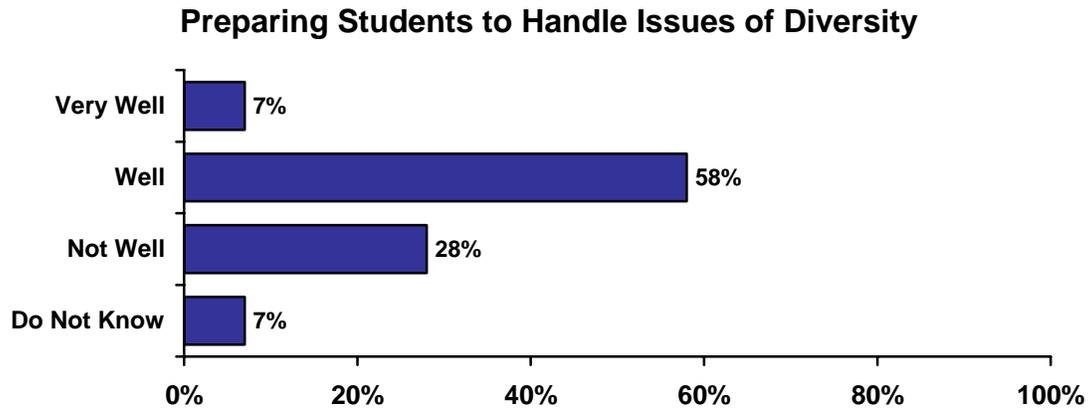
*“It's pretty narrowly focused.”*

Base = 4\*

\*Caution: small base.

**WHETHER AMERICAN BUSINESS SCHOOLS ARE PREPARING ALL STUDENTS TO HANDLE ISSUES OF DIVERSITY IN CORPORATE WORLD**

Two-thirds (65%) of deans think that American business schools are preparing all students to handle issues of diversity in the corporate world either well or very well. Over one quarter (28%) contend that students are not being well prepared.

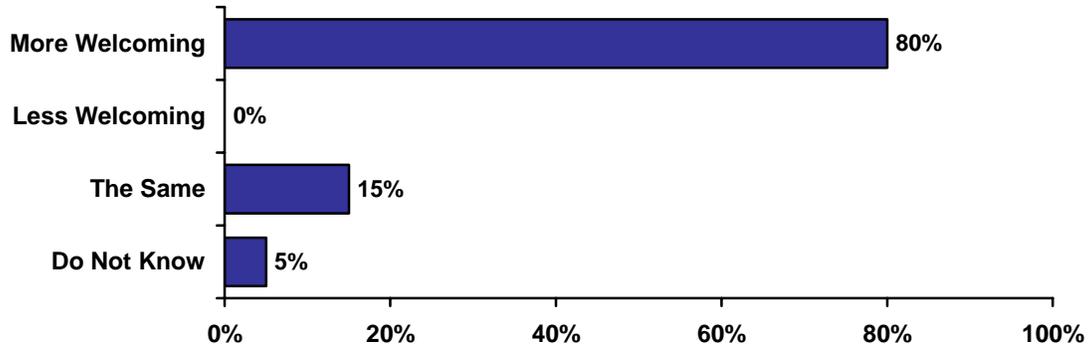


Base = 60

**EXTENT CORPORATE WORLD WELCOMES MINORITY EMPLOYEES**

Four-fifths (80%) of deans state that the corporate world is more welcoming today for minority employees than it was 10 years ago. One out of seven (15%) report that it is the same as it was 10 years ago. No one feels that it is less welcoming.

**Extent Corporate World Welcomes Minority Employees**



Base = 60

**CHANGING FACTORS/IMPORTANT INITIATIVES IN THIS EFFORT**

Among those who find the corporate world more welcoming to minority students, several say it is because of a change in the corporate culture (41%) and/or an increase in the minority population or demographic changes (28%).

Some comments included:

*“Sheer numbers make it more welcoming, as does the increase in numbers of young workers who have grown up in racially and ethnically diverse schools, neighborhoods, and even families. What happened to American society in the 70’s and 80’s has now reached the workplace.”*

*“I think business schools are trying to do a better job to make the business case for diversity. I also think that students have encountered more diversity in the ‘real world’ and so are taking that into the workplace with them.”*

*“Recognition of changing demographics in which minorities will make up the majority. Corporate recognition that supporting diversity is good business practice.”*

*“Increasing recognition that diversity is [a] competitive advantage or lack of diversity is a competitive disadvantage.”*

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**Changing Factors/Important Initiatives in this Effort**

	<u>%</u>
Changes in corporate culture/business case for diversity	41%
Increased minority population/demographic changes	28%
Higher achievement for minorities	16%
Increased marketing of products and services to minorities	13%
Corporate globalism/business world is more global	13%
American culture in general is more inclusive	6%
More college recruiting of minorities	3%
Other	6%

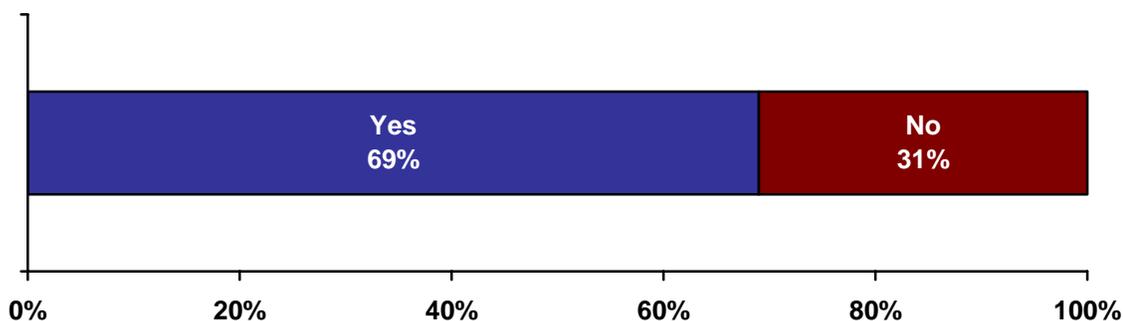
Base = 32\*

\*Caution: small base.

## MINORITY INSTRUCTOR IMPACT ON PREPAREDNESS OF STUDENTS

Seven in ten (69%) report that students are better prepared for a career in business when they have had a minority business professor or doctoral teaching assistant.

### Impact of Minority Instructor on Preparedness of Students



Base = 54

## REASONS FOR PREPAREDNESS

Half (50%) of those who feel the minority business professors or teaching assistants better prepare students for a business career say it is due to the exposure to minority professionals.

Some statements that were given are below. (See Appendix for all statements).

*"I think that whenever students are presented by credible sources of expertise that have different life experiences than do the students, and are willing to share those differences, then student's eyes are opened more widely. I feel the same way about internships, study abroad, international faculty, etc."*

*"The majority students have gotten exposure to minority faculty and have developed a greater degree of comfort that will serve them well in their work."*

*"I would say "yes" if the students would otherwise have not had an opportunity to learn from or to work with professional minorities. I do not think the students would necessarily be better off in terms of their subject matter knowledge. However, I think they could be better off if this represents a significant experience with a minority professional."*

*"Learning from those who bring diversity to the classroom helps students gain a broader understanding and appreciation for differing points of view. This is true not only for minority faculty but also for women faculty and for international faculty."*

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*“Students do have a semester long process with the minority faculty in a professional setting. This is not what most students at this university have experienced in their primary and secondary education.”*

**Impact of Having a Minority Instructor on Student**

	<u>%</u>
Provides positive exposure to minority professionals	50%
Increases overall diverse experiences	14%
Shows minority students that they can succeed	11%
Increases awareness of diversity Issues	7%
Other	11%

Base = 28\*

\*Caution: small base.

**IMPACT OF MINORITY INSTRUCTORS COMPARED TO NON-MINORITY INSTRUCTORS**

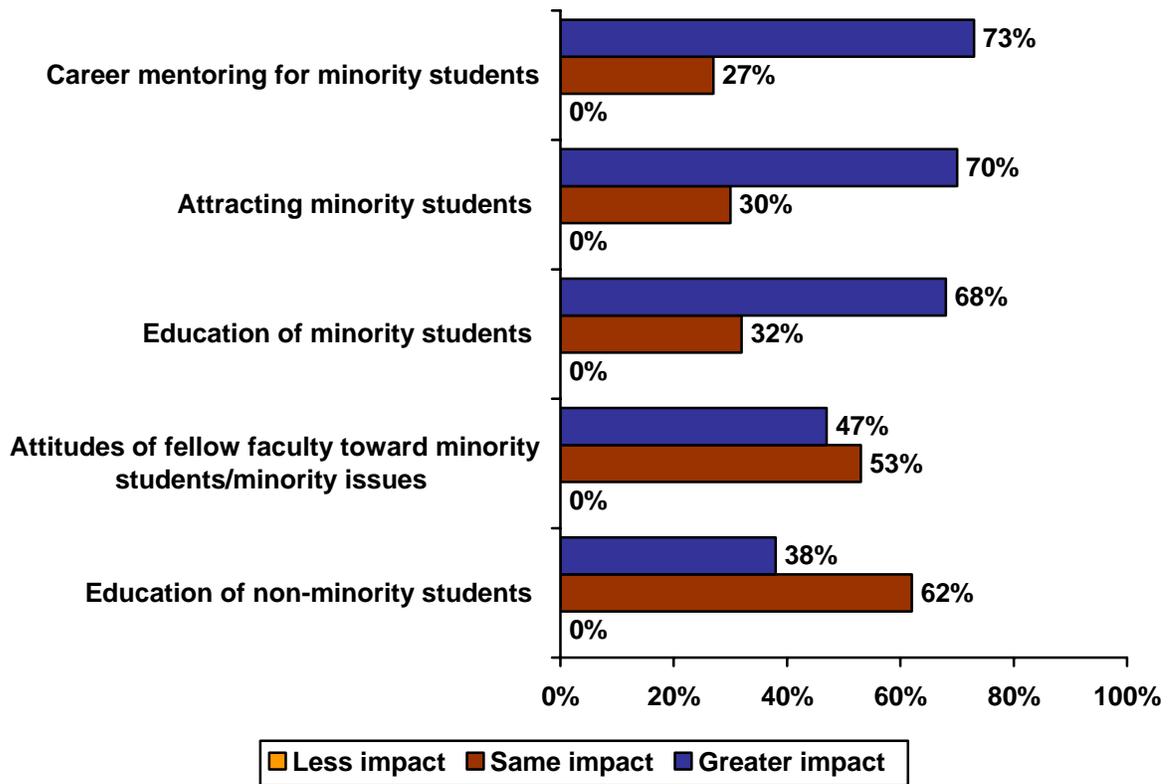
The deans were asked to compare how non-minority professors/teaching assistants versus minority professors/minority doctoral teaching assistants impacted different aspects of their business program.

The majority of deans believe that minority instructors and teaching assistants have a *greater impact* than non-minority instructors and teaching assistants on career mentoring for minority students (73%); attracting minority students (70%), and the education of minority students (68%).

At least half think that minority instructors/teaching assistants have the *same impact* as non-minority instructors/teaching assistants on education of non-minority students (62%) and attitudes of fellow faculty toward minority students/minority issues (53%).

None indicate that minority instructors and teaching assistants have *less impact* than non-minority instructors and teachers for any of the factors.

**Impact of Minority Instructors Compared to Non-Minority Instructors**

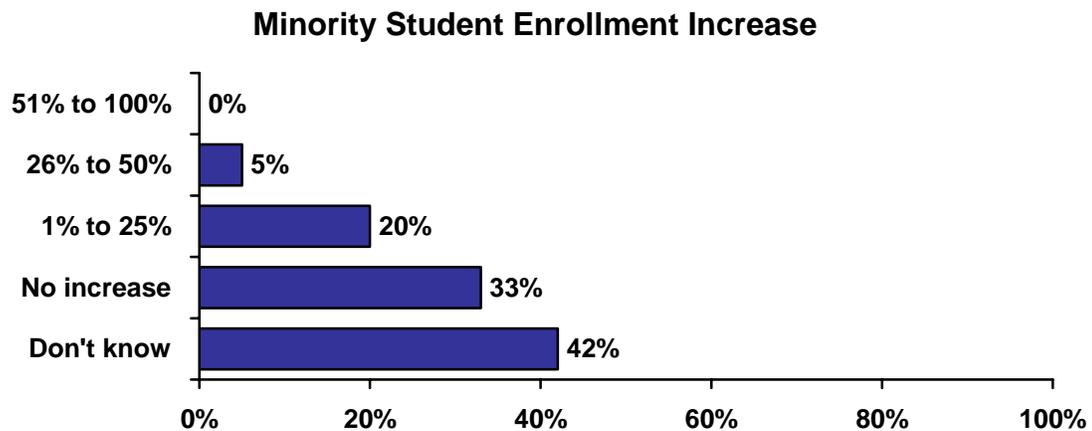


Base = 60

## MINORITY STUDENT ENROLLMENT

Deans were asked the percentage by which, if any, minority student enrollment increased in classes taught by minority business professors/teaching assistants.

One-third (33%) of the deans report that minority student enrollment has not increased in classes taught by minority professors or teaching assistants. Two-fifths (42%) do not know if enrollment has increased. One out of five (20%) state that minority enrollment increased by 1% to 25%. Only a few report that minority enrollment increase by 26% to 50% (5%).



Base = 60

**APPENDIX**

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**VERBATIM**

**If yes, why is [an increase in minority applicants to tenure track positions] occurring and what programs have influenced this increase?**

Participation in The PhD Project (stated by applicants)

Slight increase in some program areas.

I assume it is because there are more qualified applicants available.

I do not know for sure why it has occurred.

I have to believe that The PhD Project is a major contributor to this increase. We have seen more candidates self-identify with the Project over the past few years.

University sponsored initiatives and increased number of qualified individuals.

1. The PhD Project 2. Greater efforts to seek out minority candidates 3. More efforts to highlight the University as having a diverse student population

The institution has made a conscious decision to actively recruit African-American and Hispanic faculty. Additional institutional-level funding has been set aside for this purpose. Obviously, the increase in the number of applicants in the pool would be attributable in part, to the Ph.D. project or any group that has been responsible for increasing the number of qualified applicants holding the Ph.D.

Ph.D. project, individual support of small number of minority faculty members.

Only a slight increase. Some have come through the Ph.D. project, others through personal contacts of other faculty members and some through the channels in which we choose to advertise.

Our membership in Ph.D. Project. Increasing momentum

The PhD program has helped. But most are in the Org Behavior field. And we have less openings there.

Pool of applicants has grown. Actively publishing notices in venues of interest to these populations.

We've been more intentional about seeking more minority candidates.

Primarily because we have added minority faculty AND we have the highest percentage of minority students in the university in our public university system.

## Intentional recruiting

The number of students enrolled in doctoral has increased.

## The PhD Project

### More graduate minorities

Increasing the representation of ethnic minority faculty is a very high priority at Emory. I think this translates to departments placing more emphasis and effort in recruiting minority faculty members.

Purposeful recruiting and more candidates.

Greater emphasis on getting under-represented groups into PhD programs by groups such as The PhD Project and other, generally, discipline-specific groups.

More intensive faculty recruiting efforts.

## **Elaboration: Has this diversity program been helpful to you in other ways?**

### **Yes**

Additional funding to help attract a Hispanic faculty member

Improves culture. But we have not been as successful at hiring as we would like.

We are doing well on the undergraduate ecriting and retention of underrepresented groups.

As a public institution, we do not make admissions or employment decisions based upon gender, ethnicity, or race. For this reason, our diversity efforts are 1) expanding the pool of applicants to be as inclusive as possible, and 2) developing a social and cultural climate on our campus and within our college of business that is warm and welcoming to everyone. Our involvement in The PhD Project is one manifestation of how we execute this strategy. In our case, The PhD Project is the most effective approach I have seen for encouraging under-represented individuals to join the pool of qualified faculty candidates.

Increased awareness of issues

They help us in various ways to advertise to such faculty. They also interview and help convince faculty to come to the university.

It has helped educate majority faculty and help us focus on creating a multicultural learning environment.

Makes candidates feel comfortable knowing we care about Diversity  
I think it has helped more with helping people understand diversity better and helping them to work in a more diverse culture, but not so much around hiring diverse faculty.

Building reputation of B School and Univ.

Due to a recent Constitutional Amendment, our "Diversity" program is not the typical program. On the other hand, it does allow me to do some things individually that the University cannot do as a State institution. Moreover, that the upper administration supports strongly this "inclusion" initiative, I feel comfortable pursuing different approaches to attract minority talent.

It has helped attract faculty and enhanced the experience for students.

Contact with alumni of color. Insights into areas of concern/interest to faculty of color.

Provides a broader balance of ideas and perspectives.

Recruitment of other faculty; curriculum and scholarly development; mentorship; advisement.

We have a wonderful summer program that introduces minority undergrads to research careers and the potential of obtaining a PhD. We have had several of these undergrads work with our faculty. Unfortunately, that has not resulted in admitted PhD students

Provided mentors for our minority program, resources to recruit additional candidates to campus, and provided support for highly competitive salaries

Very positive impact on number of minority students.

Improved sensitivity of faculty to importance of multicultural awareness.

It has provided funding for new minority faculty members. It use to provide full funding but now it only provides 3 years of funding which is not as helpful.

We have had a diversity program since 1975 as well as heretofore called International now more globalized expanding worldwide instead of directing attention to specific national borders.

Beta Alpha Psi just held a Diversity Workshop for Accounting majors (and others). This helped to increase awareness of pressing issues on diversity in the workplace.

Diversity of the students

It increases awareness

Given opportunities for service to minority faculty and doctoral students, made them feel welcome. The "doing enough" question is difficult to answer -- the diversity program is doing quite a bit, but progress in terms of outcomes has been modest.

Increasing the number of underrepresented minority students.

While we are proud of our efforts in this area we recognize that we should be doing more. We try to be proactive and to follow up on all reasonable initiatives and approaches that we identify.

Help sensitize faculty to the importance of increasing our diversity hires.

It has been helpful particularly in recruiting and retaining undergraduate African-American students as well as recruiting potential graduate students from the HBCU.

It has been helpful establishing links between the College and the Local Minority Business community.

Increased undergraduate and graduate student diversity.

**No**

We are an HBCU and minority means something different for us than what it means at a majority institution.

The campus program is one of mission. There are no resources or efforts to accompany the mission

[Our university] does not have a well designed and strongly supported program to increase diversity--faculty or graduate students.

It's pretty narrowly focused.

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**If you find [the corporate world] more welcoming, what do you see as changing factors/important initiatives in this effort?**

1. Recognition that skin color and ethnicity are irrelevant in determining ability 2. Active pursuit of diversity among employees

I think employers are more interested in how well a person is prepared to do the job than the color of a person's skin. This in part due to the increased demand for business people who are productive.

Population demographics

Sheer numbers make it more welcoming, as does the increase in numbers of young workers who have grown up in racially and ethnically diverse schools, neighborhoods, and even families. What happened in American society in the 70s and 80s has now reached the workplace.

Greater on-campus recruiting at the university by companies; higher percent of students employed in corporations upon graduation

I think business schools are trying to do a better job to make the business case for diversity. I also think that students have encountered more diversity in the "real world" and so are taking that into the workplace with them.

Greater opportunities

The workforce is much more open and does not have hangups about minority candidates.

Primarily it is the practical need to appeal to multicultural markets with their products and services.

Conscious effort on the part of business and industry to be more inclusive. Generational changes in attitudes toward individuals of color (African American and Hispanic).

Companies are more aware that their employee contingent should reflect society as a whole.

Educational achievement: greater # (higher graduation), better preparation  
Cultural: More open to diverse workforce Demographic changes

Recognition of changing demographics in which correct minorities will make up the majority . Corporate recognition that supporting diversity is good business practice.

More diverse workplace. More training/development programs.

Increases in diversity of leadership in U.S. corporations

I think it is a result, primarily, of the companies beginning to understand the real (or perceived) need to reflect its clientele. In addition, the fact that more minorities hold more senior level positions in these companies also plays a major role.

The knowledge that the workforce is getting more diverse. Several minorities have reached significant high executive positions in corporations

Greater tolerance, more appreciation for diversity. Realization that the country's demographics have changes.

The need to communicate with a wide variety of constituents

A greater realization that it is good for business

Increasing recognition that diversity is competitive advantage or lack of diversity is competitive disadvantage.

Greater sensitivity to challenges in these areas. More commitment to hiring minority candidates.

Most have accepted that the diversity is a fact of life and that diversity can improve innovation and the quality of decision-making.

Larger groups of minority employees/leaders creates a more welcoming environment. The social atmosphere improves significantly

Globalization and consumerism

Openness to new ideas Desire to know the opinions of differing cultures, particularly of customers

The passage of time and years of experience in a more diverse world; the rise of success examples; increased diversity in the world as a whole; the "war" on talent and the need to find excellence wherever it exists.

Understanding that with diversity comes varying opinions and world views, and that is critical in a global marketplace.

More people from under-represented groups in the workforce. Internationalization of business

There is increased awareness among corporations. Many corporations have created diversity officers to increase awareness and begin to show that this is important for the successful corporation.

Globalization of business and the changing demography

Realization of the value of diversity to business as well as compliance concerns.

**Elaboration: Feel that students in your business program, who have taken a class taught by a minority business professor or a minority doctoral teaching assistant, are better prepared for a business career.**

Our students have significant experience dealing with diverse people as peers (other students), but not much experience in dealing with minorities as supervisors; they will encounter that situation after they graduate

My students are mainly African Americans. They need to know that they too can succeed.

Our students are engaged in the world as it will be. A diverse faculty is a natural extension of that.

Minority business professors can serve as role models in the classroom.

I think that whenever students are presented by credible sources of expertise that have different life experiences than do the students, and are willing to share those differences, then student's eyes are opened more widely. I feel the same way about internships, study abroad, international faculty, etc.

I think it is just one more experience dealing with diversity to take with them into the business world.

Increased awareness of issues and minority students have role models

They certainly are since they are made aware of the major issues.

The majority students have gotten exposure to minority faculty and have developed a greater degree of comfort that will serve them well in their work.

Seeing successful, accomplished minorities is an eye-opener for students.

Reflection of increasing diversity in corporate world

I would say "yes" if the students would otherwise have not had an opportunity to learn from or to work with professional minorities. I do not think the students

would be necessarily be better off in terms of their subject matter knowledge. However, I think they could be better off if this represents a significant experience with a minority professional.

They are better able to relate to a minority person in a position of authority

At the very least, exposure to these faculty help to round out previous perceptions that they may have had.

These professors have a great understanding of what it means and takes to overcome adversity.

Motivation; outside of class activities; encouragement; inspiration;

It is good for students to see minorities in a leadership role.

They have a better perspective on these issues from faculty who can speak with greater credibility.

Learning from those who bring diversity to the classroom helps students gain a broader understanding and appreciation for differing points of view. This is true not only for minority faculty but also for women faculty and for international faculty.

Better able to see minorities in leadership positions.

The students get a chance to review various culture as many of our students witness this semester in our visit to South Korea and Japan.

Knowledge of experiences of faculty in the business world

It gives them a broader experience

Many majority students who come to our program have not ever had a minority professor prior to their experience here. Therefore having a minority professor would then give majority students a healthier respect for diversity and the capabilities of minority managers/colleagues in their business careers. I also think that a minority professor is MORE likely to bring up diversity issues in the workplace in class. This will give students a better sensitivity to minority colleagues/managers. In addition, I think minority students tend to be inspired by minority faculty members and many times are seeking mentorship relationships from faculty members with a similar background. I think these mentoring relationships are where the value comes in for the minority students.

I suppose so though I think that the quality of the experience and its impact is dependent on the quality of the faculty member and the attention paid to the experience...as it is in any teaching situation.

Students do have a semester long process with the minority faculty in a professional setting. This is not what most students at this university have experienced in their primary and secondary education.

Better exposure to diverse viewpoints, different role models, orientations, etc.

Better understanding of the value of diversity.

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## SURVEY INSTRUMENT

### CONDUCTED BY THE BERNARD HODES GROUP

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. The PhD Project believes 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 more than tripled to 889! And there are over 400 minority students currently pursuing their doctorates.

As the Dean of an institution with minority faculty, 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 to 20 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 whether your business school is Doctoral Granting or Non-Doctoral Granting:

- Doctoral Granting Institution
- Non-Doctoral Granting Institution

2. What is the total number of African-American, Hispanic-American and Native American tenure track faculty members on your business school faculty?

- 1
- 2-3
- 4-5
- 6-7
- more than 7
- none

3. How does this compare to the number 10 years ago?

- Significant increase (50% or more)
- Minor increase (from 1% to less than 50%)

- No increase
- Significant decrease (50% or more)
- Minor decrease (from 1% to less than 50%)

4. *If you are at a Doctoral Granting Institution*, what is the total number of African-American, Hispanic-American, and Native American doctoral students functioning as teaching assistants in your business school?

- 1
- 2-3
- 4-5
- 6-7
- more than 7
- none

5. *If you are at a Doctoral Granting institution*, how does this compare to the number 10 years ago?

- Significant increase (50% or more)
- Minor increase (less than 50%)
- No increase
- Significant decrease (50% or more)
- Minor decrease (from 1% to less than 50%)

6. Have you seen an increase in the pool of African-American, Hispanic American and Native American applicants for tenure track positions at your university?

- Yes
- No

If yes, why is this occurring and what programs have influenced this increase?

7. Do you believe the diversity program at your university is doing enough to increase the diversity of your business school faculty?

- Yes
- No

8. Has this diversity program been helpful to you in other ways?

- Yes
- No

Please elaborate:

9. As a whole, do you think American business schools are preparing all students to handle the issues of diversity in the corporate world?

- Very well
- Well
- Not well
- Do not know

10. Do you think the corporate world today is more welcoming, less welcoming, or the same for minority employees compared to 10 years ago?

- More Welcoming
- Less Welcoming
- The same
- Do not know

If you find it more welcoming, what do you see as changing factors/important initiatives in this effort?

11. Do you feel that students in your business program, who have taken a class taught by a minority business professor or a minority doctoral teaching assistant, are better prepared for a business career?

- Yes
- No

If yes, please elaborate:

12. In comparison to non-minority professors, how are minority professors and/or minority doctoral teaching assistants impacting these aspects of your business programs? Please check the answer that applies.

Education of minority students

- Less impact
- Same impact
- Greater impact

Education of non-minority students

- Less impact
- Same impact
- Greater impact

Attitudes of fellow faculty toward minority students/minority issues:

- Less impact
- Same impact
- Greater impact

Career mentoring for minority students:

- Less impact
- Same impact
- Greater impact

Attracting minority students:

- Less impact
- Same impact
- Greater impact

13. Has minority student enrollment increased in classes taught by minority business professors and/or minority doctoral teaching assistants? If so, please estimate how much.

- No increase
- 1% to 25% increase
- 26% to 50% increase
- 51% to 100% increase
- Don't know

Thank you for your participation in this survey.