

**PhD Project
Survey of Professors**

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

The main objectives of this research are:

- To determine when in their careers minority business professors were first introduced to The PhD Project.
- To assess how minority business professors perceive their influence on students regarding pursuing an advanced degree and employment opportunities.
- To gauge the change in the percentage of minority students in business schools over the past three years.

METHODOLOGY

The PhD Project provided the professor questionnaire to Hodes for programming and testing. The PhD Project then sent e-mail invitations with the survey URL, provided by Hodes, to the professors. The survey URL is <http://www.recruitsurvey.com/PhDprojectprofs/survey>.

The field period began on April 4, 2008 and ended on June 2, 2008. Hodes Research tabulated and analyzed the data. A total of 216 respondents completed the survey.

The survey consisted of 19 questions covering the following topics:

- Current 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 are 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 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
- Whether personally responsible for placing students with an employer
- Impact on students

EXECUTIVE SUMMARY & IMPLICATIONS

RESPONDENT PROFILE

More than half of those responding to the survey are assistant professors (56%), three in ten are associate professors (31%) and 11% are full professors.

Three quarters (73%) are African-American, followed by Hispanic-American (21%) and Native American (6%). The top named disciplines are management (32%), accounting (32%), and marketing (19%). The most named schools are: Auburn University – Montgomery (4 mentions), Rutgers University (4 mentions), and University of Notre Dame (4 mentions).

Three-fifths (61%) were introduced to The PhD Project while in the workforce, while one in three (30%) were introduced while in graduate school. Three quarters (72%) have been teaching for 6 years or more. The average number of years teaching is slightly over 8.

Implications: The respondent base has changed little since 2006, though there was an increase in representation of Native American professors (3% in 2006 vs. 6% in 2008).

MINORITY STUDENTS

More than half (49%) of the professors have from 50 to 100 students. The remaining professors either have under 50 students (25%) or 101 or more students (26%).

The following are the average percentages of minority students taught by these professors: African-American – 9.3%, Hispanic-American – 7.3%, and Native American – 1.8%. In most cases professors have between 1% to less than 10% minority students.

More than half of those (57%) who were teaching for more than three years indicate the percentage of minority students (African-American, Hispanic-American, and Native American) is about the same as in the past. One quarter (28%) feel this percentage of minority students is greater than in the past. Much fewer (7%) indicate it is less than in the past and 8% cannot provide an answer.

Among those who say the percentage of minority students increased, most feel the increase is from 1% to less than 10% (60%); followed by 26% who feel it is from 10% to less than 20%; and 15% who think it is 20% or more.

Among the few who indicate the percentage has decreased, almost all (9 out of 12 or 75%) believe it decreased from 1% to less than 10%. The remaining three (25%) state it decreased from 10% to less than 20%.

Implication: On average, comparing these results with the 2006 study it appears there is a slight increase in the percentage of minority students being taught by these professors (African-American 9.3% vs. 7.3%; Hispanic-American 7.3% vs. 5.6%; Native American 1.8% vs. 1%).

The relative perceptions about whether this percentage has increased or decreased over the years and the extent to which it increased are about the same. Most of those from both studies who think the percent of minority students increased think it did so from between 1% and less than 10%. Conversely, most of those who think the percent of minority students decreased believe it did so from 1% to less than 10%.

ADVICE REGARDING CAREERS

Two-fifths (41%) have advised fewer than 5 minority students about their careers. One-tenth (10%) have not advised any minority students. Including those professors who have not advised any students, the average number of students advised is about 11.

Two in five (41%) have provided advice regarding a career with a PhD Project sponsor. The most named types of advice provided to students are: information about The PhD Project (35%), encouragement to get advanced degrees (25%), advice about employment at KPMG (22%), and information about specific employers (21%).

Most (81%) are willing to coordinate on-campus presentations with a PhD sponsor.

Implication: Minority business professors provide extensive guidance to minority students as it pertains to career advice and are open to coordinating on-campus presentations with a PhD Project sponsor. The PhD Project should continue to support this collaboration as it benefits all parties – minority professors, sponsors, minority students, and The PhD Project.

STUDENT PLACEMENT WITH EMPLOYERS

Two in five (40%) have personally been responsible for placing a student with an employer, three in five (60%) have not been involved with student placement.

The most named ways of being involved in student placement are: recommending students to employers (28%), directly connecting a student with an employer (26%), placing student at a specific company (19%), and giving advice to the students (13%).

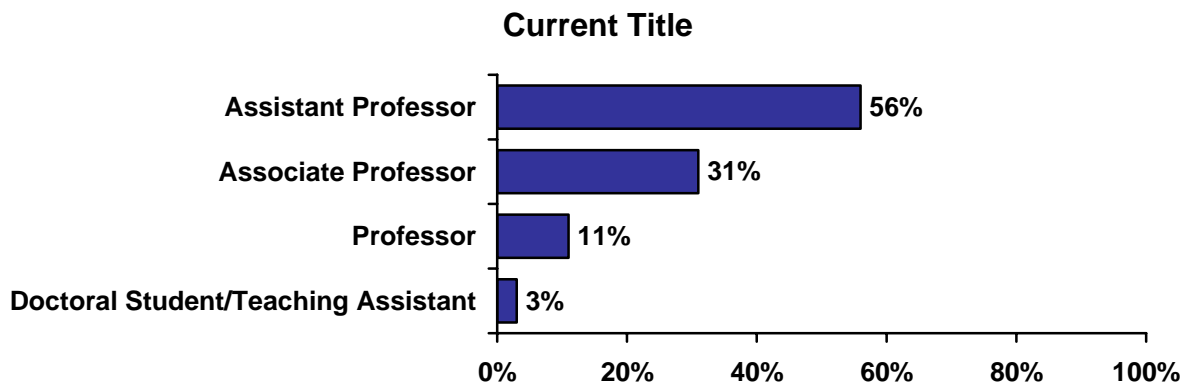
When asked for experiences illustrating how the professors impacted students, many cite providing career advice on development and advancement (27%), being a role model (22%), and teaching students valuable skills/knowledge (14%).

Implication: A substantial portion of the minority professors have impacted job placement of a student in a profound way. This is a testament to the valuable service provided by The PhD Project.

DETAILED FINDINGS

CURRENT TITLE

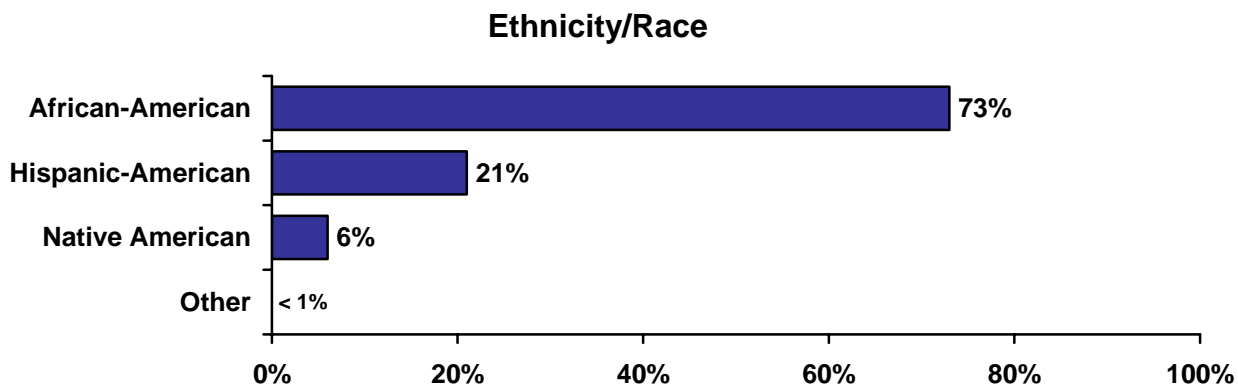
Three-fifths (56%) are assistant professors. An additional three-tenths (31%) are associate professors. One in ten (11%) are full professors and the remaining three percent are doctoral students/teaching assistants.



Base = 216

ETHNICITY/RACE

More than seven out of ten (73%) are African-American, while one-fifth (21%) are Hispanic-American. A few respondents were Native American (6%).



Base = 216

UNIVERSITY/BUSINESS SCHOOLS

The most frequently cited schools are: Auburn University – Montgomery, Rutgers University, and University of Notre Dame (4 mentions each).

Top Schools Mentioned In Which Professors Are Faculty Members			
Institution	#	Institution	#
Auburn University - Montgomery	4	Texas A&M University	3
Rutgers University	4	Texas Southern University	3
University of Notre Dame	4	University of Central Florida	3
DePaul University	3	University of South Florida	3
Jackson State University	3	University of Texas	3
North Carolina Central University	3		

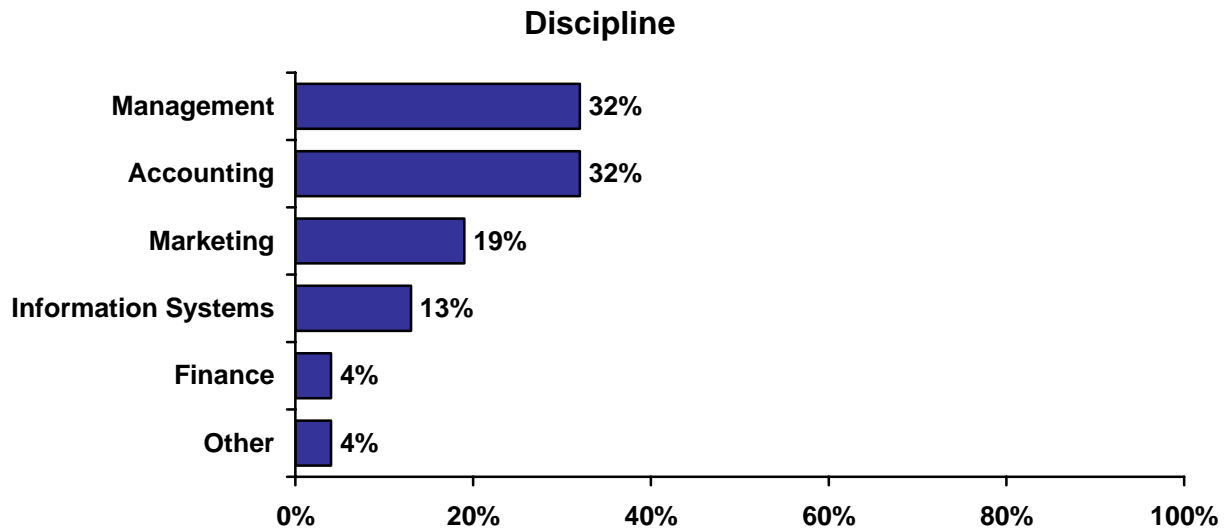
Base = 184

The full list of schools can be found in the Appendix

DISCIPLINE

One-third (32%) are in either management or accounting. One-fifth (19%) are in marketing. One in eight (13%) teach in information systems.

- Other responses include operations management (2 mentions), public administration (1 mention), economics (1 mention), and organizational psychology (1 mention).

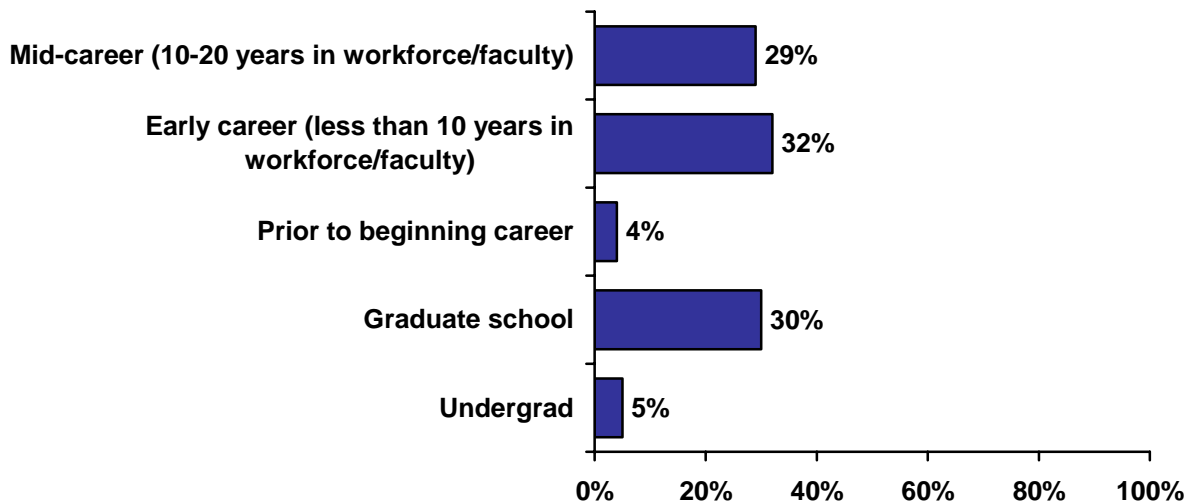


Base = 215

WHEN INTRODUCED TO THE PHD PROJECT

One-third (32%) of professors were introduced to The PhD Project early in their career, when they had been in the workforce for less than 10 years. Three out of ten (29%) were introduced mid-career. An additional three out of ten (30%) were introduced while they were in graduate school.

Point in Career Introduced to The PhD Project

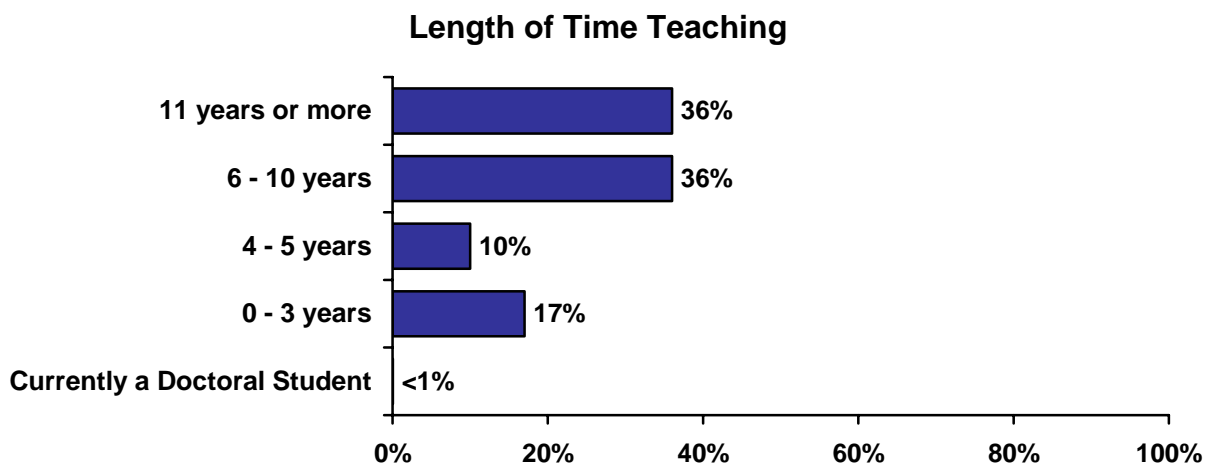


Base = 213

LENGTH OF TIME TEACHING

Almost three quarters (72%) of professors have been teaching for 6 or more years. One in ten (10%) have been teaching for 4 to 5 years, and one in six (17%) have been teaching for 3 years or less. The average length of time teaching is 8.3 years.

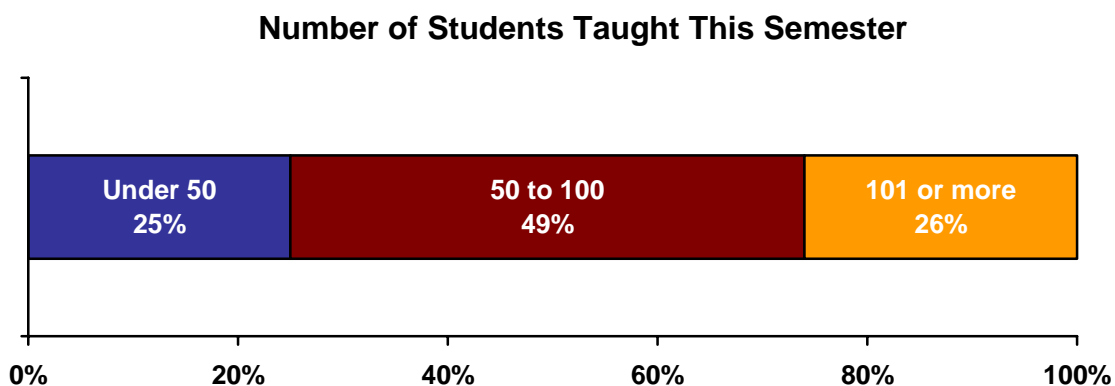
- There was 1 respondent who is currently a doctoral student.



Base = 215

NUMBER OF STUDENTS

Nearly half (49%) of professors have between 50 and 100 students that they have taught this semester. Slightly over one quarter (26%) have taught 101 or more students, and the remaining one quarter had fewer than 50.



Base = 216

PERCENTAGE OF MINORITY STUDENTS

African-American: Nearly one-fifth of the professors (19%) taught 20% or more African-American students this past semester. Three-fifths (64%) taught 1% to less than 10% African-American students. One-tenth (10%) taught from 10% to less than 20% African-American students. A few (8%) did not teach any African-American students.

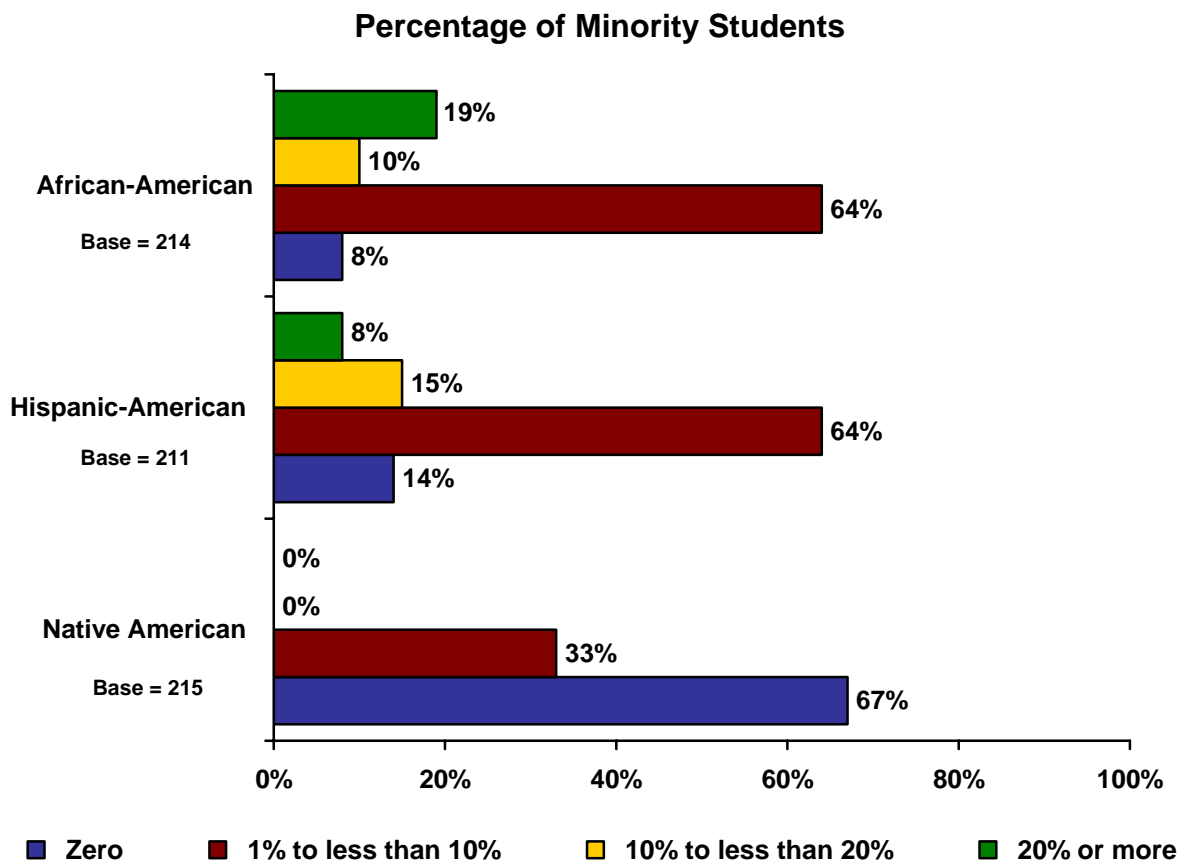
- On average*, there were 9.3% African-American students taught this past semester.

Hispanic-American: Three-fifths (64%) of the professors taught 1% to less than 10% Hispanic-American students. One in seven (15%) taught 10% to less than 20% and a few (8%) taught 20% or more. One-seventh (14%) did not teach any.

- On average*, there were 7.3% Hispanic-American students taught this past semester.

Native American: Two-thirds (67%) of professors taught no Native American students. One-third (33%) taught between 1% and 10%.

- On average*, there were 1.8% Native Americans taught this past semester.

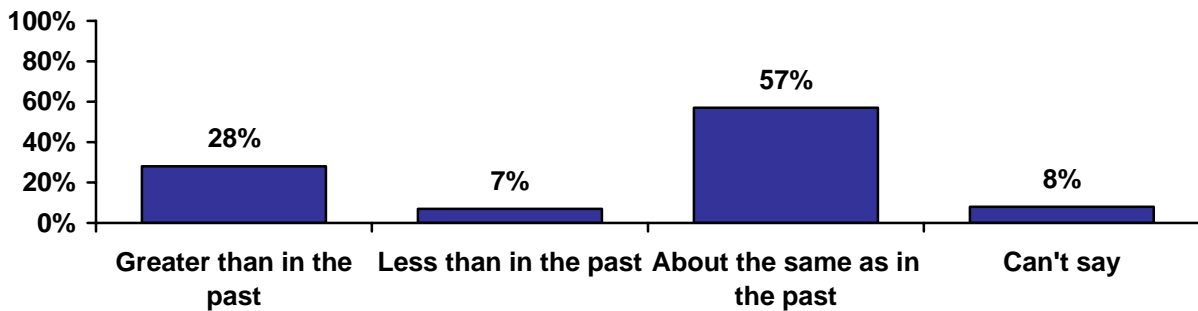


*Computed averages include zeros.

PERCENTAGE OF MINORITY STUDENTS COMPARED TO PREVIOUS YEARS

Half (57%) report that there is about the same number of minority students as compared to previous years. One quarter (28%) say that it is greater than in the past, and seven percent feel that it is less than in the past. A few (8%) cannot say.

Percentage of Minority Students Compared to Previous Years

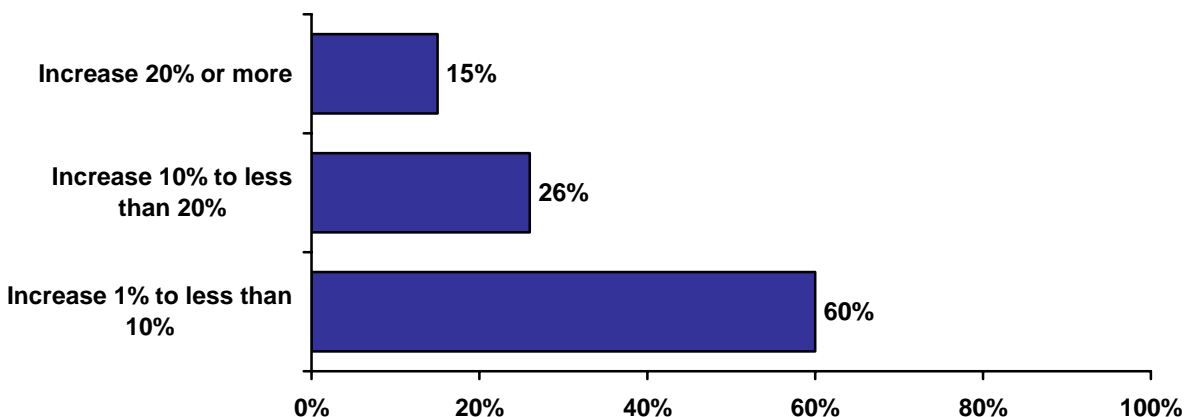


Base = 177

LEVEL OF INCREASE OR DECREASE OF MINORITY STUDENTS

Of those that said the percentage of minority students is greater than in the previous years, six out of ten (60%) see an increase of less than 10%. One quarter (26%) indicate the level increased between 10% and 20%, and one in eight (15%) report an increase of 20% or more.

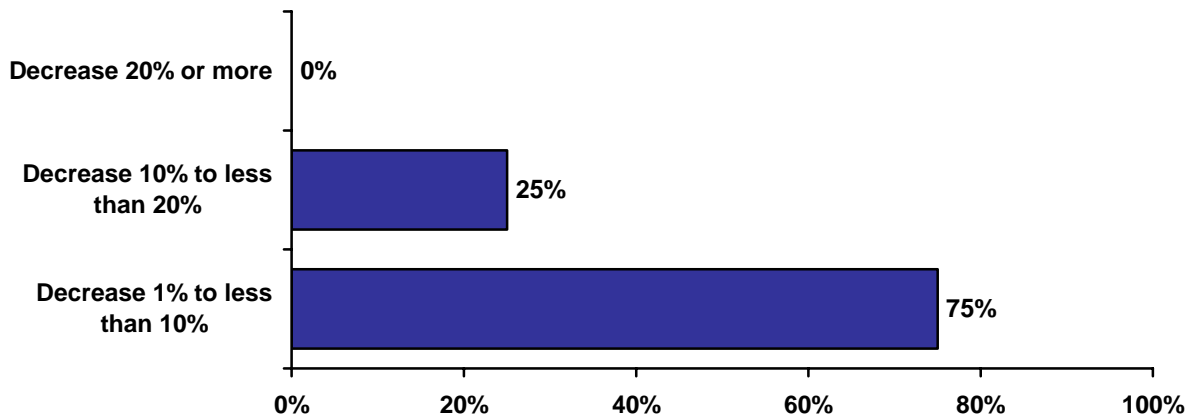
**Level of Increase of Minority Students
- Among Those Who Saw Increase in Minority Students-**



Base = 47

Of those that indicate that the percentage of minority students is less than in the previous years, three quarters (75%) see a decrease of less than 10%. One quarter (25%) state the level decreased between 10% and 20%, and none report a decrease of 20% or more.

**Level of Decrease of Minority Students
- Among Those Who Saw Decrease in Minority Students-**



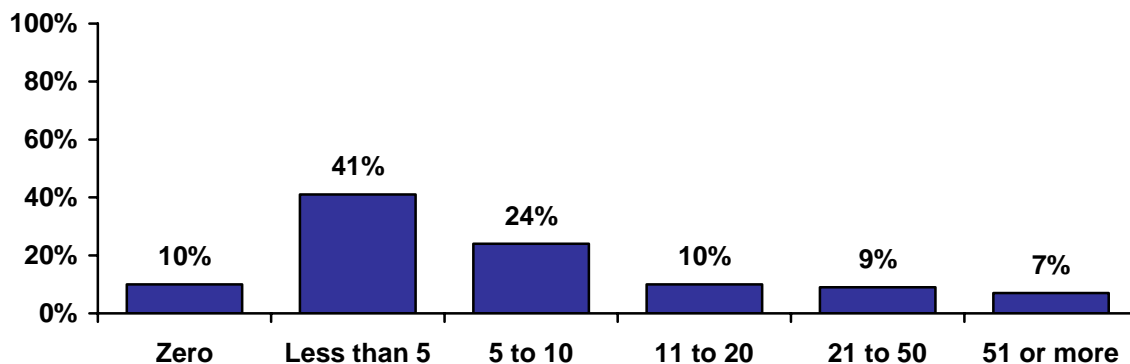
Base = 12*

*Caution: small base.

NUMBER OF MINORITY STUDENTS ADVISED REGARDING CAREERS

Two-fifths (41%) have advised fewer than 5 minority students about their careers. One in four (24%) have advised between 5 and 10, one in ten (10%) have advised 11 to 20, and one-sixth (16%) have advised 21 or more. One-tenth (10%) have not advised any minority students. On average, professors advised 11 (10.9) minority students.

Total Minority Students Advised Regarding Careers

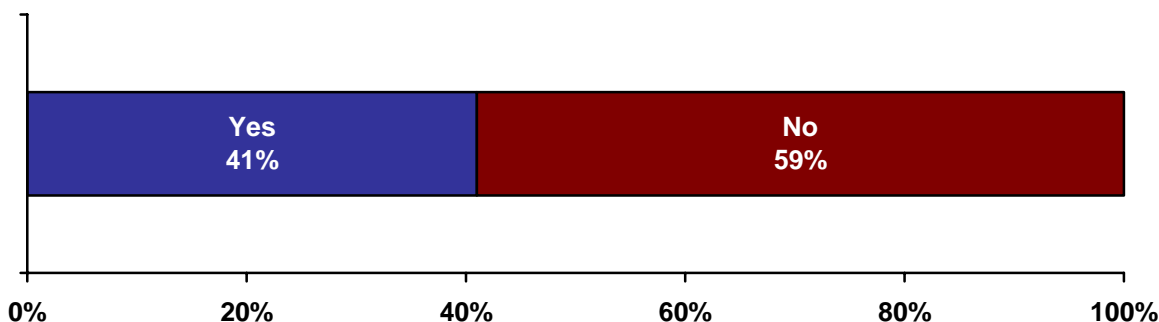


Base = 215

PROVIDED CAREER ADVICE ABOUT A PHD PROJECT SPONSOR

Three in five (59%) have never provided advice regarding a career with a PhD Project sponsor.

Ever Provided Career Advice to a Student Regarding PhD Project Sponsor



Base = 213

TYPES OF CAREER ADVICE PROVIDED

Professors provide their minority students with advice on a variety of topics. These topics primarily include: The PhD Project (35%), general advanced degree information (25%); information regarding corporate employers and occupations (43%), and career advice about industries and professions overall (6%).

Some of the specific employers mentioned are: Citi (5 mentions), JP Morgan Chase (4 mentions), Goldman Sachs, CIGNA, and Wal-Mart (2 mentions each).

See Appendix for the verbatim responses to this question.

Types of Career Advice Provided

	%
Information about The PhD Project	35%
Encourage students to get advanced degrees	25%
Advice about employment at KPMG	22%
Provided information about specific employers	21%
Provided information about industry/profession overall	6%
Other	6%

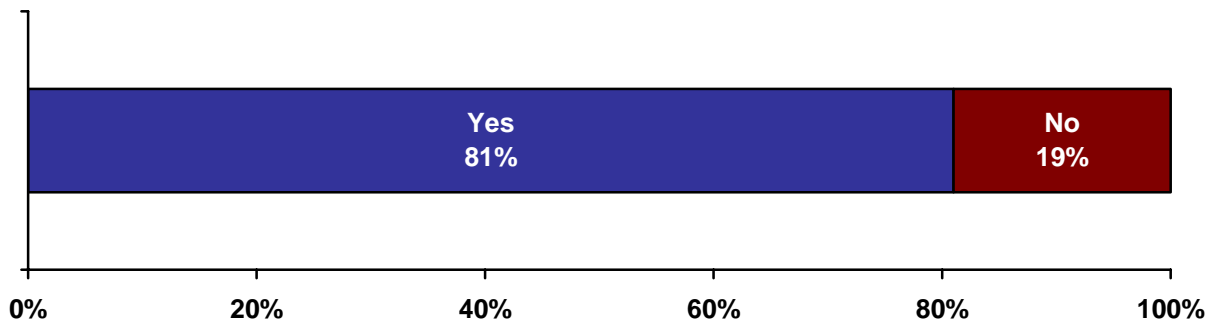
Base = 72

Total may add up to more than 100% since more than one type of advice could be mentioned.

WILLINGNESS TO COORDINATE ON-CAMPUS PRESENTATIONS

Most professors (81%) are willing to work with The PhD Project sponsors to coordinate on-campus presentations.

Willing to Coordinate On-Campus Presentations with PhD Project Sponsors

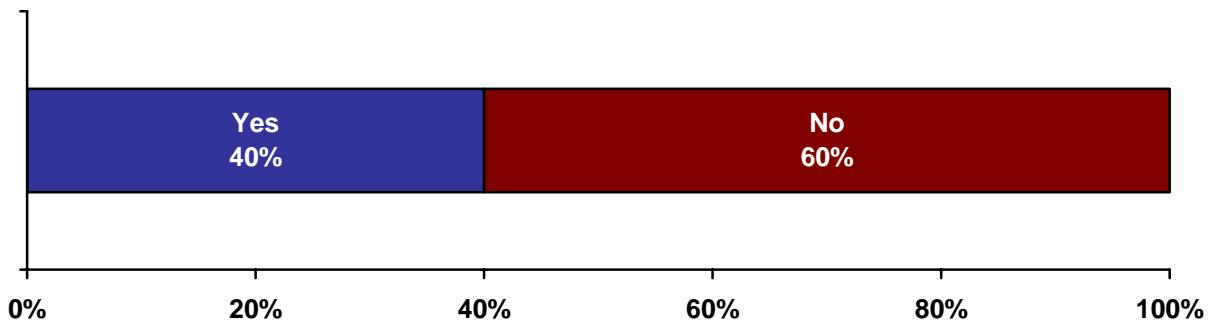


Base = 207

WHETHER RESPONSIBLE FOR PLACING A STUDENT WITH AN EMPLOYER

Two in five (40%) have been personally responsible for placing a student with an employer, three in five (60%) have not been.

Whether Personally Responsible for Placing a Student with an Employer



Base = 215

Professors are responsible for placing their students in a number of ways. One quarter either recommend students to employers (28%) or directly connect a student with an employer (26%). One-fifth (19%) mentioned specific companies where they placed students, including KPMG (3 mentions), Enterprise Rent-a-Car (2 mentions), American Express, Bank of America, Citicorp, PWC, and Microsoft.

How Involved with Placement of Students with Employers

	%
Give recommendations for students	28%
Directly connect a student with an employer	26%
Place student at specific company	19%
Give advice to students	13%
Provide referral to past employer	6%
Place students in internship	6%
Place students at one of Big 4 accounting firms	6%
Other	13%

Base = 69

Total may add up to more than 100% since comments could be assigned to multiple categories.

IMPACT PROFESSORS HAVE ON STUDENTS

Professors have an impact on their students in many ways. They provide advice to students on career advancement (27%), act as role models for students to look up to (22%), and teach valuable knowledge and skills (14%).

How Professors Impact their Students

	%
Provide career advice on development and advancement	27%
Inspired/role model/encouraged	22%
Teach students valuable knowledge/skills	14%
Is a mentor/advisor	13%
Encourage students to pursue advanced degree	13%
Teach understanding of other cultures/diversity	10%
Offer guidance, are approachable, comfortable for students to interact with	6%
Provide letter of recommendation	4%
Impact shown by success of students	2%
Other	10%

Base = 102

Total may add up to more than 100% since comments could be assigned to multiple categories.

Below are a few comments from professors:

“Students find it very comfortable to ask me career-related questions and even consult with me on any other items. Sometimes I am surprised that students just like a professor they can talk with - that is very meaningful to me. Minority students, especially, find it quite easy to approach me and I like that aspect of my job - being accessible to students when they need someone to talk with about anything and/or accounting related issues.”

“Below is an illustration from an email I received just last month: Dear Professor XXXX, I just wanted to thank you for recommending me for the 2008 KPMG National Audit Case Competition. It was truly an honor to be chosen to participate in the competition. I learned so much from the competition and I got to meet so many great people. Additionally, it made me really interested in KPMG. I applied for the Discover KPMG Summer Leadership Conference and I was actually chosen to participate in KPMG's Fast Forward Program in Hollywood, CA this summer. I really can't thank you enough because I don't know if all this would have happened if I hadn't participated in the case competition...”

“Students indicate the difference I have made in their career selection, their experience as a student, and their knowledge of the subject. I have influenced many students to

pursue a career in accounting. I also encourage my top students to consider pursuing a doctorate. My students have written letters nominating me for the Excellence in Teaching Award at [my university]. I continue to hear from students even after graduation to inform me of their progress.”

APPENDIX

Please indicate your University/Business School

Abilene Christian University/College of Business Administration

Alabama A&M University

Alabama State University/College of Business Administration

Alliant International University/Marshall Goldsmith School of Management

American University (2 mentions)

Arizona State University (2 mentions)

Auburn University Montgomery

Auburn University Montgomery & Luleå University of Technology

Auburn University, College of Business

Auburn-Montgomery (beginning June), previously with Columbus State University (7 years)

Babson College

Baruch College

Benedict College

Boston College (2 mentions)

Bowling Green State University (2 mentions)

Bryant University (2 mentions)

California State Polytechnic University

Central Michigan University

Clark Atlanta University

Clemson University

College

College of Charleston

College of Charleston

College of William and Mary

Cornell University

Currently at University of Melbourne (Australia), but I also worked at University of Illinois Chicago for several years. I answered questions about the student ethnicity with respect to UIC

Darden School of Business

Dartmouth College

Delaware State University (2 mentions)

Delta State University

DePaul University (3 mentions)

Duke University/Fuqua

Eastern Michigan University

EMU

Elon University

ESAN University

Florida A&M University (2 mentions)

Florida International University

Florida State University

Gardner-Webb University

Georgia State University, J. Mack Robinson College of Business

GSU Robinson College of Business

GVSU/Seidman College of Business

Hofstra University

Howard University (2 mentions)

Indiana University Kelley School of Business

Jackson State University (3 mentions)

James Madison University

Kansas State University (2 mentions)

Kennesaw State University/Coles College of Business

Kent State University

Loyola Marymount University

Marist College (2 mentions)

Melbourne Business School

Miami University Farmer School of Business

Michigan Tech University /School of Business and Economics

Middle Tennessee State University

Middle Tennessee State University/Jennings College of Business

Mississippi State University/College of Business and Industry

MIT

Morehouse College

Morgan State University (2 mentions)

Mt. St. Mary's College

NC Agricultural and Technical State University/School of Business and Economics

North Carolina A&T State University

North Carolina A&T State University, School of Business and Economics

North Carolina Central University

North Carolina Central University School of Business

North Carolina Central University School of Business faculty member

NCSU

North Carolina State University

Northeastern University

Northern Illinois University (2 mentions)

Northern Kentucky University

Northwood University - Richard Devos Graduate School of Management

Oakland University

Pennsylvania State University - Great Valley

Pepperdine University/undergraduate business program

Purdue University

Rider University (2 mentions)

Rutgers Business School

Rutgers University (2 mentions)

Rutgers University - School of Public Administration and Affairs

Saint Joseph's University

Saint Xavier University/Graham School of Management

Stamford University

San Francisco State University

Shenandoah University/Harry F. Byrd Jr School of Business

Southern University/College of Business

Texas A&M University

Texas A&M University-College Station (2 mentions)

Texas Southern University (2 mentions)

Texas Southern University/Jesse H. Jones School of Business

Texas State University - McCoy College of Business Administration

Texas State University / McCoy College of Business Administration

U of Texas Arlington

University of Notre Dame

University of Texas at Tyler

University of Arkansas at Little Rock

University of Baltimore

University of California

University of Central Florida (2 mentions)

University of Central Florida / Kenneth G. Dixon School of Accounting

University of Cincinnati (2 mentions)

University of Florida

University of Houston-Clear Lake

University of Idaho (soon to be Jackson State University)

University of Illinois

University of Illinois at Urbana-Champaign

University of Iowa

University of Maryland University College

University of Massachusetts at Amherst

University of Michigan School of Information

University of Michigan/School of Information

University of Missouri

University of Nebraska -- Lincoln

University of Nebraska at Omaha

University of New Orleans

University of North Carolina-Chapel Hill

University of Notre Dame (4 mentions)

University of Puerto Rico

University of San Francisco/School of Business and Management

University of South Carolina

University of South Carolina/ Moore School of Business (2 mentions)

University of South Florida (3 mentions)

University of Southern Mississippi

University of Sydney, Australia

University of Texas at Arlington

University of Texas at Austin, McCombs School of Business

University of Texas at Brownsville

University of Texas at El Paso

University of Texas at El Paso/College of Business

University of Texas at San Antonio (2 mentions)

University of Texas Pan American

The University of Texas-Pan American/School of Business Administration

University of Texas-Pan American/College of Business Administration

University of Utah

University of Washington

University of West Florida

University of Wisconsin-Madison

University of Delaware/ Lerner College of Business & Econ

USC - Marshall School of Business

Virginia Tech

Washington St. University

Wayne State University

Western Kentucky University (2 mentions)

Western Michigan University / Haworth College of Business

Wichita State University/W. Frank Barton School of Business

Winston-Salem State University

Xavier University of Louisiana

Texas Woman's University

The University of Mississippi, Tupelo Campus

The University of Tennessee/College of Businesses Administration

The University of Texas of the Permian Basin

Have you every provided career advice to a student regarding a career with a PhD Project sponsor? Please elaborate:

Accounting majors inquiring about KPMG

An adjunct professor who is currently in a Ph. D. program. But I understand that her University does not qualify for the PH. D. Project.

As a panel participant I have discussed the option of obtaining a PhD in accounting and suggested the PhD project annual conference as an excellent vehicle for obtaining additional information. I have also encouraged individuals students to consider pursuing PhD.

Black graduate student considering pursuing his Ph.D. - put him in touch with the PhD Project and he attended my session at the PhD Project Conference in Chicago. Has enrolled in a program in Texas

Citi and JP Morgan Chase are large supporters of our business department. They offer positions to many of our students each year. Sometimes students ask me for help in comparing offers and making a decision.

Each semester I tell my all of undergraduate and graduate students about the PhD Project. I also schedule meetings with minority students that I believe have the academic ability and work ethic to pursue doctoral studies. To date, three of my former graduate students have attended the PhD Project Conference in Chicago; Moreno Taylor attended in 2006 and Dante Maynor and Chevetta Grantham attended in 2007. All three are interested in PhDs in Management. I have also been encouraging two Black female graduates of our Master of Accountancy Program to attend the Chicago conference to learn more about PhD programs in Accounting. I think one of them may apply to attend the 2008 conference!

GE, FBI, Walgreens, Enterprise Rent A Car, DeWalt

Great opportunity, excellent student, consider long-range career implications of earned doctorate, etc.

Have discussed KPMG as well as Citibank as great places to work (in fact, have former students working at both places).

I advise accounting and finance students. They frequently ask about the large firms and their hr policies. In particular, I am asked a lot about KPMG - b/c I talk about the Ph.D. Project in class.

I advised three professionals to consider attending the PhD Project November conference. None have attended because they were concerned about the time it would take to complete a doctoral program.

I always encourage my accounting students to apply with the Big accounting firms or continue with their studies and earn a masters and/or doctoral degree.

I am an accounting professor and teach a course that is a hybrid between accounting and finance. Because I have a fair amount of practical experience in both accounting and finance students regularly ask me careers at KPMG, Goldman, Citi and JP Morgan Chase.

I discussed KPMG with several students.

I encourage senior to consider obtaining a PhD because the great shortage of professors- projected in the near future.

I have advised students regarding careers with public accounting firms.

I have advised students that they have PhD opportunities in and out of academia, including some of the financial institutions that are PhD project sponsors.

I have been lucky to direct 3 students to the PhD Project Conference.

I have encouraged students and other individuals that I know who are interested in pursuing a doctorate to investigate the Ph.D Project.

I have given information on the PhD project to 2 students who are excellent candidates for the program.

I have had many students interested in, interviewed by, and eventually hired by, KPMG, CIGNA, and JP Morgan.

I have inform them of the advantages of going further and obtaining a Ph.D. in accounting. I also them of the assistance provided by the PhD Project.

I have oriented students with an interest in pursuing doctoral degrees about what it takes to enter a program, and what the program itself entails. I have also oriented them as to the options and expectations once you begin an academic career.

I have presented career options to students highlighting opportunities at KPMG in particular. I also go out of my way to use case examples from HP, Citigroup, JP Morgan Chase, Goldman Sachs, and WalMart in the classes I teach.

I have provided information to MAHA.

I have recommended that students consider employment with KPMG, Chrysler and others.

I have advised selected advisees to consider a career in academia and told them about the Project.

I mentioned the PhD Project as an avenue to get resources and coaching

I often direct student to PhD Project sponsor because the support the vision that so many organizations still don't get. I do this by telling my students that companies often invest in things the believe in (i.e. the put their money in things the feel are beneficial/profitable). Most companies that invest in the PhD Project do so not because they feel the well directly receive anything but the understand the "big picture" that by increasing the diversity in front of the class the world can truly become a globally inclusive one because of such diversity and mentorship.

I provide them with information about the Project and encourage them to go online to apply for the conference and to get additional information about the program.

I receive every year inquiry about obtaining a terminal degree. Minority students will approach me and I will tell them about different options including PhD Project.

I recommended our doctoral program in business administration, other doctoral programs in the country, and the Ph.D. Project

I speak to the NABA student annually on completing the PhD at Missouri and on the PhD funding opportunities.

I suggest the PHD project to PhD applicants who contact me prior to applying and to early-career alumni thinking about going into academia. I would recommend it to undergraduates but I usually suggest that they work on an honors thesis and then obtain some work experience before deciding on a PhD.

I suggest to my students to consider a career in the academy whenever I conduct career counseling. I never had an African American professor during my 10 years as an undergraduate, MBA, and PhD student. I recall that none of my white professors ever suggested that I should consider joining them as a peer. I believe that I have the second best job in America (being rich is number 1). I want my accounting students to consider a career in higher education.

I talked to a student (African American) about pursuing a summer internship with KPMG.

I talked to some potential students who were concerned because they were +50 years old and I started the PhD at 52....they were referred to me by Bernie Milano

I talked with one student in the fall of this year (school year, actually, rather than calendar year) and he then went to the PhD project conference and is now enrolled!

I teach auditing and I am the faculty advisor for NABA. My students frequently ask me for career advice in the accounting profession.

I tell ALL my minority students and advisees about the PhD Project. Problem is that this school is 93% white and I can practically count on one hand the number of minority business students. On a job interview when I was meeting with students I told the AA student present about the PhD project.

I tend to speak with those students with promise about the opportunities of academic life. I also direct them to PhD Project resources.

I urged a student to pursue a career with KPMG.

If a student demonstrates that he/she has potential, I try to motivate him/her to pursue a graduate degree to further his/her knowledge. I was tell student to take a hard look at what makes him/her happy. I advise the students to choose careers that they feel will make an impact in not only other individuals life, but also make them happy and fulfilling.

I'm not sure who the PhD Project sponsors are, but if they include any of the Big Four accounting firms, then I have advised students regarding careers with a PhD Project sponsor. If any of the next tier of accounting firms is sponsors, then I have advised students regarding careers with the next tier of accounting firms. I have also advised students regarding careers with some large corporations, but I do not know if they are sponsors of the PhD Project.

In general I speak with students about careers and banking. Having worked for a PhD Project sponsor, I am more than willing to guide students its way.

Informed the students about the objective of the project and that it may be available to assist them with their funding of a PhD.

I've advised students who had offers from Merck. I may have advised them on Citi and other companies, but I don't keep track of the companies.

I've recommended several minority accounting students pursue careers with KPMG.

KPMG

KPMG, CIGNA and Microsoft

Many of our graduate students want a career with KPMG, I certainly encourage that. KPMG (and other CPA firms) are great places to launch careers.

Most likely. I'm not sure on the companies on the sponsor list.

Often, for an internship or a full-time staff position, an accounting student will have to decide among the top 5 accounting firms. When discussing their options with them, I try to be unbiased and helpful.

On the fact it is something they can do, and that the support system provided by the PhD project is superb. Also talked about the impact they could have on the future of so many others. Also talked about flexibility in a professor's work.

One particular student was concerned about the climate at one of the sponsors, and I helped him look through the initiatives that the sponsor had (on the web) to help him make a decision about whether to pursue the opportunity.

Pharmaceuticals companies

Possible career paths by obtaining a Ph.D.

Promoted PhD study, sponsored by PhD Project

Provided information on the PhD project.

RE: Public accounting vs. corporate accounting. and Masters vs. PhD.

Ross has entered a PhD program in Pennsylvania.

Several graduates from the accounting program at [my university] have accepted employment with KPMG over the few years. And that is in spite of the fact that KPMG did not interview students on campus until recently. I am not exactly sure what you mean by PhD Project sponsor but I believe I am safe in assuming that KPMG is one such sponsor.

Since students are familiar with my work experience (IT for Pepsi Cola, Blue Cross Blue Shield, KPMG, ISSC and Kidder Peabody), they will frequently ask my advice about working for that company versus the competitors.

Some [of our] students work for KPMG. Also worked with three African American female undergraduates to apply for the KPMG Future Diversity Leadership program.

Suggested to a doctoral student that she join the Ph.D. project

The advice typically is of the form of continuing to pursue graduate education at one of the participating universities.

This year a minority student indicated his interest in pursuing a Ph.D. and I pointed him to the PhD Project website for more information.

Through my affiliation with the PhD project, I am probably contacted 2-3 times per year by individuals contemplating getting their PhD in business. As I have not taught many minority students, none of these individuals have been students I've had in my classes.

Two students: Both in management. I suggested to them that they attend the Chicago conference. Neither did for various reasons (family, finances, lukewarm desire to pursue a PhD).

We currently have a AA-male student pursuing his PhD in Phi

We have a PhD program at the College, we identify undergraduate students that will do well in a doctoral program, and mentor them so they will go to MBA and PhD programs- A group of faculty - counting myself- have been successful in recruiting undergraduate students for doctoral programs, here at our College or another university

Yes Wal-Mart but I did not think to do this as a PhD Project Sponsor. Great idea! Also since I have the space there are a few things so far about the survey that does not allow for clear answers: 1) when I check the box that my minority student count went down by 1% less than 10% that is not giving the true picture. One semester I had one minority student regardless of ethnicity and this semester I have 0 which is more typical. When I check the box that I have been teaching for 3 years that is with the PHD. I have taught for many years before the degree.

Have you been personally responsible for placing a student with an employer? If yes, please elaborate:

Providing recommendation letters to my students.

A few years ago, in response to student request

Always let students know where they can obtain jobs and constantly advising them about whether they should pursue various employers.

All the time. Part of my job.

Alumni of [our university] frequently ask for employee referrals. Most students are excellent employees and have very successful careers.

As Chair of the Department of Accounting and Finance I have helped recommended several students for employment positions in public accounting and other professional areas.

As part of my responsibilities to educate students, I often work with potential employers in exposing students to career opportunities-internships and permanent placement. I also work with students in attaining study abroad opportunities.

Because of my contacts with the Business community in [this] area in my capacity as Financial Management Association Faculty advisor, I have had the opportunity to personally place students with an employer by making a strong recommendation.

Both I recommended and placed a few students in companies that are local or regional and companies that have international markets.

Gave referral to a company I had worked with in the past.

I have provided career counseling on many occasions to students.

I aided a student in obtaining an internship with a large international accounting firm. Upon graduation, he received and accepted a staff position with that firm.

I am a very student-oriented professor and I constantly advise students about career paths and strongly encourage them to seek out internships. I am also the advisor to Beta Alpha Psi and in that capacity I have an opportunity to get to know the brightest accounting students. I have made many personal contacts of employers for students and have set up interviews between students and employers. I play a significant role in helping students secure internships and permanent employment upon graduation.

I am not sure I fully understand the question. But on a few occasions I have been responsible for introducing (and recommending) a student to a key person at the firm that ultimately hired them.

I currently work on the Technology Transfer Project with Historically Black colleges. The purpose of the program is to increase the competitiveness of HBCU graduates. Part of the engagement is placing students in internships, co-ops and new hire positions.

I have acted as a sounding board for students in playing back to them what they are saying about what they like and dislike about a particular employer (e.g., big 4 firm a vs. big 4 firm b), and for those who decide that they don't want to work for a big 4 firm I suggest alternatives such as the GAO, and World Class corporate employers, as well as investment banking.

I have been contacted by employers in the area interested in recruiting students for internships and full-time positions. I have passed on resumes of students to these employees,

I have been interviewed by the prospective employer about a candidate who has been my student. Typically, I will receive a phone call.

I have been involved in coordinating interviews, providing recommendations, and advising several students (approximately 12) hired by KPMG on a full-time basis or for Summer Internships.

I have developed a relationship with several companies. This has enable me to place student with companies, and because the students have been very successful with the companies they have requested me to recommend other students.

I have helped minority students gain employment at public accounting firms.

I have helped place students with Enterprise Rent a car and Wyndham and Hyatt Hotels ...all through presentations the companies were invited to do in my classes.

I have helped students get interviews with employers, but after that initial help I would say that the students placed themselves.

I have made recommendations for a number of students.

I have my own career fair. I have about 130 companies that actively recruit my students.

I have placed several students with former employers of mine as well as companies that I have conducted research with or that have partnerships with our business school.

I have referred several students to employers when I worked at Florida A&M, Kean University, and Howard University.

I have set up information sessions and in-class speaker sessions with employers who have ultimately made offers to students who attended the sessions. Specifically, American Express and Eli Lilly.

I have UNOFFICIALLY introduced students to employers who then hired the students.

I made the initial contact for my RA's summer internship. He will be working this summer with La Salle Tech Corp., a small IT firm with strong connections to the international derivatives exchanges/

I made the introduction of a student to the recruiter for Enterprise and recommended him to the hiring authority.

I often refer good students to my contacts at the Big 4 Accounting firms.

I often work with students in introducing them to employers.

If Question 12 is not necessarily referring to one of the PhD Project Sponsors, I place an emphasis on career development in my classes.

In addition to writing letters of recommendation, I have also provided personal introductions to employers.

Internships and full-time employment

I've assisted a couple of students obtain interviews with companies with which I have close personal contacts.

I've put students in contact with people in companies that resulted in a hire.

I've written letters of recommendation for students, advised them on career paths and placement opportunities, offered verbal recommendations for students to employers.

Letters of recommendations, talking with faculty in search committees from the recruiting university about our students or specifically about the student that apply to that institution

Mentee at [our university] was hired as my assistant in consulting position; subsequently remained with the organization

My advisees have been placed at Bank of America, Wachovia, Citicorp, Merrill Lynch, Florida State, Florida International, FAMU, etc.

My students have gone on to do internships or full-time employment with Ford and United Technologies.

Network -- called in favors

Number of students with KPMG, Deloitte, and Ernst. I tend to identify exceptional students, especially minority students, and make recommendations to accounting recruiters.

Our program is primarily undergraduate education. Most of our students get jobs with the Big Acctg firms and I have assisted several of my students in getting jobs with accounting firms.

Placing students with Big 4 accounting firms as well as regional firms.

Provided contact information and arranged introduction to potential employer.

Provided directed career advice and coaching for a majority female student on the job market. She attributed her numerous interviews and offers to our work together: resume review and mock interview.

PWC

Recommended student to a local employer and they were employed in their HR department.

Referred students to current contacts and employment granted.

Several students annually

Several students whom I've provided recommendations for (both minority and non-minority) have been hired with local employers.

Spoke with employers directly and got students interviews. Also coached students on interview skills. They got hired.

Students come to me for advice on career opportunities.

Students often ask me to write reference letters for them.

That is part of the job. However, many of the students here are well connected and have jobs waiting for the degree to be complete some are on the payroll their senior year.

Through personal recommendations to a big four firm and student got hired. Many others have been indirectly through written recommendations and/or oral introduction of student to employer.

Through reference letters and my association with NABA

Two students I referred to Disney received job offers this week and will start work on June 1, 2008.

Usually help place students in public sector jobs.

We do this all the time at our school

We have a relationship with 3M Company and manage that relationship. I help the company identify and recommend sales talent as a part of our partnership. I am also developing a Sales leadership Institute in the division, and through my board I have identified a sponsor to get some of my students with the Kellogg Company

We have partnership with the companies we place our students with and since we both have a vested interested in the outcome we strive to keep the communications lines open and ensure that feedback in the process is clear and fit/success is paramount.

When I was employed at Mobil Oil, I could hire any accountant I wanted to.

With KPMG: Johnson Chau and Colby Smith with Cigna: Araelena Guia with Microsoft:

Work closely with students to gain internship and permanent positions

Yes, I have referred students to companies that contacted me looking to fill both intern and full-time positions.

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

Helping them to define his/her future professional goals after graduation.

The best example I can offer here is when I receive a card or letter from a former student that explains how a certain course they took from me has helped them in the workplace.

Academic advisor for departmental student society. I help develop their leadership and communications skills * Academic advisor for local chapter of international honors society * aCTI

1. Field trips to companies 2. career advice and recommendations 3. Attending PhD Project conf. in Chicago to recruit PhD students 4. Offering scholarship money to African-American students 5. Charter member of "BlazerMEN" (Male Excellence Network) to help African American males graduate from college. This is having a major impact at my university!

A brilliant African-American student in my class for a second time (one undergraduate class, one graduate class) told me this semester that she had wondered whether accounting was right for her because she wondered if she fit into the culture. She said that being in my class, being able to relate to me and seeing how I succeeded in the culture made her believe she could do it. I currently have two African-American undergraduate students who consistently come to me for advice although I do not advise undergraduate students and have not for 2 1/2 years. They can relate to me; they trust that I care about them and have their best interest at heart. On many occasions I have been able to shape their decisions, connect them to a potential employer, inspire them to do well in the classroom, etc.

A few of the African-American male students have commented to me that it is very encouraging to see another African-American male instructing the class.

After learning about my experience as an HR practitioner, many of my students begin asking me about the interviewing process and what they need to do to be competitive in the workplace. Some have asked me advice about pursuing an MBA before going into the workforce. Others have asked me to serve as a reference for graduate school fellowships to go into unrelated fields (i.e., biotechnology).

All the minority students feel a definite closeness to me and they feel an enormous sense of pride. They strive harder than others because they don't want to disappoint me. Usually they do much better than the average.

As a student-focused professor, I counsel many students in a multitude of areas. I work with students on academic issues, I counsel them on their careers, I attend many functions to support their efforts, I write many recommendation letters for students

applying to graduate school, I have helped them secure scholarships and other awards, etc. Many of my students tell me that I have had a significant impact on their educational preparedness and on their lives in general.

As I said before, this is a very white school and most minorities are Asian from Asia (international students). I do know that the few minority students I have taught have appreciated that I (a) don't call on them to be the spokesperson for their ethnic group, (b) intentionally provide opinions and viewpoints that represent under represented opinions from under represented groups, and (c) mention things that are relevant to their experience in life even if the non-minority students don't see this. I do think it has helped open the eyes of some of the more sheltered white students here to issues of diversity, culture, bias, stereotypes, etc. as I make a point of weaving them into the class (across topics and not just the "diversity" topic) the same way any other broad issue is included.

At my current school, the students are largely from small town or rural communities, and I am probably one the very few African American instructors they have ever had. There is benefit for majority students to learn from an instructor with cultural experiences different from their own. Also in this environment, a minority professor also serves as a role model and potential informal advisor to under-represented minority students.

At this new university, I teach undergrads and they seem less interested in the fact that there is an African-American prof in the b-school (I am the only one). The foreign students, white, and sometimes Hispanic students will come to office hours, chat about careers moreso. Perhaps it is because I am in a very diverse and international urban area. Black and Hispanic MBA's in my former institution (which was not in an urban area) were much more likely to consult with me regarding career and even personal issues.

Being at a majority school where there are few students of color on campus, much less in enrolled in the school of business, I always find that the few students of color find my presence to be positive and will tend to seek my advice on career decisions as well as when they are having problems with particular classes. I find that they need someone who understands their experience and I believe they feel more comfortable speaking with me than they do with their other professors. Also, I have had colleagues seek my advice when trying to connect and relate to a student of color. Most times they want to ensure that they are being ethnically sensitive and will seek my advice on how to approach students who they feel have a great deal of potential, but for some reason or another may not be doing well in the class.

Below is an illustration from an email I received just last month: Dear Professor XXXX, I just wanted to thank you for recommending me for the 2008 KPMG National Audit Case Competition. It was truly an honor to be chosen to participate in the competition. I learned so much from the competition and I got to meet so many great people. Additionally, it made me really interested in KPMG. I applied for the Discover KPMG Summer Leadership Conference and I was actually chosen to participate in KPMG's

Fast Forward Program in Hollywood, CA this summer. I really can't thank you enough because I don't know if all this would have happened if I hadn't participated in the case competition...

By being visible as both a professor and chair of the department, I have an impact on both minority and non-minority students. I also advise on an informal basis not just students who are in my classes, but also students who are in the college but not in my class or even my department. I also mentor students as part of the PD Project that are at other institutions. Finally, I also mentor international students.

Chartered two student organizations, created leadership institute, involve in consulting opportunities, etc.

Day-to-day interactions, inside and outside of the classroom, provide numerous opportunities to impact a student's (any student) career/life. We are not just role models for students of color (all students) but we also provide majority students with the opportunity to interact with persons of color in positions of authority.

Discuss PhD project with students as well as career opportunities as accountants. Frequently requested to write letters of recommendation. Students e-mail to update on progress in accounting program and job opportunities.

Diversity, no matter how small or whether it is in front of the classroom or sitting in their seats, is an important part of the education process. Through the years I have had many positive discussions and interactions with students (minority and majority), which, I believe, have lead to greater acceptance of t of diverse opinions/cultures.

Email from student (Latino) from this semester "I really enjoyed your class and made me consider going for my MBA. I being a political science and Spanish major had to adjust myself into the business style of teaching. But I really enjoyed it.... I would also like to ask if you can be my mentor as I apply for the MBA at [this university] and other schools. Thank you for being a great influence in my life!" Email from previous year, non-minority student I wanted to thank you for having such an interesting class! I can honestly say that in your class I learned the most from all my four years of college. I just got offered a wonderful job opportunity at Adams & Martin Group which is an executive staffing company in the legal field. I will be a consulting manager there where I will be responsible for screening, interviewing, as well as writing job descriptions. I wanted to let you know that the practice interviews really helped me. Also, the exercise on job descriptions were a great help as well.

Encouraged several students to attend graduate school for MBA; Persuaded AA student to interact with majority professor when failing class; Provided mentorship for several AA students to improve grades; Wrote several recommendation letters for internships, fellowships, etc.

Exposure to the non-traditional Caucasian (male or female) in an intellectual developing position is key to creating open minds within our students and colleagues.

Have been networking with minority students. Have been faculty advisor for NABA

Have personally helped with retention of a Hispanic student that was going to leave the university due to funding issues. Special funding was found for him.

I am able to inspire many Hispanic students from central Washington. Most of them are the first person in their family to attend college. Very often I have been able to encourage these student's ambition and aspirations (messages they were not receiving from family members).

I am the only minority professor in my department. It is more my work experience than minority that sets me apart.

I believe minority students feel more comfortable with me in the classroom. I think they feel that I am more approachable than some of the others on the faculty. I am glad I can be there for these students.

I believe that having an African-American faculty member encourages students to participate more in class and therefore helps them to learn more.

I believe that the three students I have influenced (all Hispanics) have been influenced by my example and not necessarily anything I said. I think they see a Hispanic who made it and say, "why not me?!"

I currently teach a Database Management class. This class is required for Information Systems majors. Near the end of each semester there seems to always be 2-3 students that let me know that they have decided to pursue careers in the database management field as a result of what they have learned and have been exposed to in my class. Although I have not been personally responsible for placing students with employers, I regularly write recommendation and reference letters for students that have completed my classes, for both job opportunities and graduate school. I also write letters of recommendation for students that may not have taken any of the classes that I have taught but I have become familiar with through the student organizations that I serve as faculty advisor for.

I do talk to classes sometimes about what it takes to get a PhD and the under representation of minorities in my particular discipline. I try to encourage the best students to consider returning to school after they work for a while.

I had a student in 2000 who was an outstanding undergraduate student--one of the best I've ever seen. I told her she should be a professor. She later told me she thought "this woman must be out of her mind" because all she ever wanted was a bachelor's degree. 7 years later, she graduated with a doctoral degree and started a tenure track position in

the fall of 2007. I have had several African American students pursue MBA degrees because of my encouragement. I have told multiple students about the PhD project and talk about in my recently published book (textbook) in hopes that some students will see it and go to the website and pursue an advanced degree.

I have been asked to mentor students, especially minority and women students. Have tried to mentor students and relate to experiences common between women and/or people of color. Female students are encouraged to see women faculty in the business department and are interested in interacting with the few who are present.

I have been responsible for getting two student into a MACC program that paid for everything including books.

I have been told by many students that they enrolled in my class because I was a highly recommended professor for the class. Many students have commented on my preparation for the subjects taught and my ability to make learning the material entertaining. After completing one of my classes, many students want to enroll in other courses that I teach.

I have been told by several minority students that they are not so intimidated when asking questions, seeking direction or advice, etc. They also see me as a role model and have indicated they are encouraged to see that an academic career is a possibility for minorities.

I have had about six students I knew of and taught in the capstone class who now have their PH. D and are teaching in various universities. I emphasize the value of learning and the need to go to graduate school. Teaching a senior level class offers me the opportunity to challenge my students to consider Ph. D programs especially many that show the potential for the rigor in doctoral studies.

I have mentored several African American students and worked with them on research projects through the McNair Program. I serve as a faculty adviser for the Black Business Students Association in our College. I have advised several students to consider academia as a career. One of the students attended the PHD Project Conference and will begin doctoral studies this Fall.

I have received numerous unsolicited emails this year (my first year of full-time teaching at university level) from students of all background saying my course is their favorite, having enjoyed me as a professor (one of few at the university that they have enjoyed), seeking me out for career advice, confiding very personal information with me (e.g., sexuality, mental health, family and personal illnesses, and family deaths).

I have received several letters and emails from students providing feedback of the impact that I have had on them. The influence is diverse in nature. The impact can be classified from personal to professional; from making them feel better about themselves

to making them understand statistics even when they thought they were not going to be able to do so.

I notice that the minority accounting students self-select into my classes, and I find this very rewarding. I'm also active in the FDL program, so I get to meet Freshman students who have expressed an interest in pursuing a business degree in [my university]. One candidate who was selected to participate in the program this year will be enrolled in my class this fall, which is great!

I often speak with students informally before or after class, or during my office hours, about their career and/or graduate school aspirations and plans. It always amazes me how little students know about what options are available to them. Many times students have remarked that their discussions with me helped them to better investigate and decide upon a course of action.

I only teach undergraduates and when they are in my class they have already plans for employment.

I recently received a Teaching award for 2008. I often get comments from the small number of minority students that we do have that seeing a minority professor is encouraging.

I require my students in a seniors level writing course (Acct Report Writing) to explore the accounting profession and interview a person working in the position they aspire to obtain. I also ask local CPAs, CEOs, IRS agents, etc. to present in the classroom and have question and answer sessions. Students come to ask me for advice on whether to continue their studies to earn an MBA or MACC and how to continue to earn a PhD. I sponsor the Accounting Society, I started the club as soon as I returned from my doctoral studies to help the students meet local CPAs and understand the accounting profession. I know one (possibly two) student(s) who are studying for the CPA exam and then are considering working on a PhD in accounting.

I require my students to work hard in Intermediate Accounting and I require them to repeat the course if they do not perform at a certain level on homework, quizzes, exams and other assignments. Many students have indicated that they appreciate this toughness because it forces them to learn. Many students who have failed or received a D in my class have come back to me the next semester when they repeat the course. Many of them pass on the second try but a few have failed and have come back to me more than once or twice--even when I have encouraged them to take the course from someone else on the third or fourth try.

I share information with minority and majority students on internship opportunities and graduate school. Company representatives in sports marketing and consumer goods are invited each semester to discuss career opportunities, internships, and industry perspectives with students. I serve as a contact person for minority Ph.D. students in business at Rutgers University through the PhD Project.

I sponsor mock interview training, resume and cover letter writing, and about 45 other sub modules and workshops for my students under a special program I developed called the S.T.E.P. (Smooth Transition into Extraordinary Professionals) program.

I strongly encourage my undergraduate students to go to graduate school and my graduate students to go on for their PhDs. I have a site that was developed by one of my colleagues to which I refer all my undergraduate students. The site provides resources related to MBA programs nationally. I provide information to my graduate and undergraduate students regarding the PhD project and I have served as advisor to a number who have gone on to pursue PhDs and MBAs.

I teach a freshman experience course, which is a requirement University wide. The course is geared at teaching learning techniques and other skills needed for survival in college. My focus in the course has been on attitude more so than learning skills. Teachers have been attempting to teach my students learning skills 12 years before getting to me. The fact that many of them still lack these skills suggests to me that there is another problem. I believe, given the right attitude, students will acquire the skills they need... this seems to be working. I spent many years on Wall Street as a VP in Information Systems and have as a result a number of war stories that I tell to help students appreciate why they should change the way they view things.

I teach a module on credit and debt during freshman orientation. That has a large impact on students early in their student career. I also teach the basic marketing principles class to business majors. They all seem to be surprised to the extent that marketing permeates an organization. The best compliment I got from a student regarding my classes was last May when a newly graduated senior told me he got the job with Aldi Foods because he knew more than finance or accounting which the other candidates for the job knew. He said he used his knowledge of marketing to explain how he could make an impact in the job being offered and the Aldi interviewers were impressed. He specifically told me that he spoke of things that he learned in my upper level marketing classes.

I teach at a university in Australia. Not surprisingly, non-US students have many stereotypes of Blacks, and my teaching interactions offer an opportunity to reshape these students' thinking.

I teach entrepreneurship and students report having new ideas, expanded confidence, clearer understanding of the demands, innovative ideas, value from exposure to actual entrepreneurs, value in being able to apply the entrepreneurial orientation to their own business or careers within corporate environment, report that credibility gained through my work experience and global travels, comment affirmatively on my enthusiasm and commitment to students to be all they can be

I teach working professionals who are working on their MBAs, many of whom have never had an African American instructor, although they work with African Americans. Although I have not had many African Americans in my classes, averaging 3-4 each

academic year, at this campus, I have been told by the African American students that they are happy to finally have a professor who looks like them, especially one with significant industry experience. The Caucasian students benefit from being exposed to a professor who does NOT look like them, most of whom are male.

I think that I am able to provide support and encouragement to students of color.

I work at a Historical Black University, however I only one of only a very few Black faculty in the School of Business. My present seems to provide the students with an opportunity to interact with someone who look like them. I emphasis to my students the importance of diversity and the role it will play in their careers in the future, and they appear to appreciate hearing what I say and having sharing similar life experiences. The students at [our university] appreciate all of our faculty, but I think there is a special appreciation in the African American Faculty, especially since there are so few.

I work diligently to help place my students. Some I have guided to graduate school.

I would characterize the impact in the following ways: 1) Shattered stereotypes, e.g., that African-Americans are never on time or are not quantitatively inclined 2) Non-black students see that I treat all students equally with concern/caring for all 3) Black students feel more comfortable about asking me for help 4) In general, because of my humble beginnings, I show all students that you can make it with hard work

In 2008 I was awarded the Samuel Marotta Faculty Ethics Award, which is selected by the graduating MBA class consisting of approximately 80 students. This award is given to the faculty member who most made them think about the role values, ethics, and morality play in their lives and careers as business professionals.

In 26 years of teaching I think that the major impact has been helping them to think a little bit more critically, and see things from different angles.

In addition to teaching students accounting material, I also discuss information that will help them prepare for their careers after graduation. I encourage them to get internships, start thinking about the CPA exam, options for obtaining 150 hours in order to sit for the CPA exam, and invite speakers from the accounting community to speak to them about topics such as interviewing, networking and entry-level positions.

In my classes, I discuss information outside of the textbook that will help prepare students for their careers. Such information includes careers in accounting, obtaining the 150 hours required for taking the CPA exam, networking, etc. I also have one person from the business community speak to my classes each semester.

Industry experience. Experience dealing with difference.

It is apparent that what we do in the classroom matters. I mentored a number of students and I work with them beyond graduation. As our alum make career decisions, I often serve as a sounding board of their advancement opportunities.

I've had a ton. The best evidence is that students I've had still stay in touch and contact me for advice, contacts, and information.

I've only recently received my doctorate and am just beginning my academic career; therefore, I can't recall a specific experience that illustrates the impact I'm having on the students in my class. The only thing that readily comes to mind is that on my first student evaluations, in the category that asks for strengths of the professor, students consistently said that "[The professor] cares and really wants us to do well". Given that I'm one of only two African-American professors in the entire College of Business and may be the first African-American professor that many, if not most, students have had in college, those comments were certainly warmly received by myself and noted by the Chair of the Department.

Last year I received a Student's Choice teaching award from undergraduates. I never expected this recognition because my students say I assign too much work and grade it too harshly. I was very surprised to get the award, but it convinced me my students realize I'm trying to prepare them for the marketplace and not just allow them to leave an HBCU without being truly prepared to be effective in whatever employment they accept. The award will be presented again tonight. I've worked hard to improve my teaching and am hopeful that I'll win again, but I'll be okay if someone else wins because it will mean my colleagues are also trying to positively affect students performance.

Many Black and Latino students have met with me during my office hours to share how they were inspired by having me, a doctorally qualified female and a person of color, as their professor. These students typically state that they attended the classes I taught more regularly than they did their other classes, participated in class discussions more freely, and studied more for my class. Interestingly, many said that they did not want to disappoint me! My presence motivated them to want to learn. A number of my students, including Black, Latino, White and international students, have said that I am one of the few faculty members who they believe actually care about their learning experience and more importantly, their personal and educational development. One indicator of the impact I have had on minority students majoring in business is reflected in the number of my former students who have pursued graduate studies. Over the past 5 years, 8 of my former undergraduates students have enrolled in graduate school to pursue an MBA, Master of Accountancy, or Master of Human Resources/Organizational Development.

MBA students, in particular, are especially interested in learning how I made the transition from a corporate position to academia. Many of the students have said that they are done with school and will not pursue a terminal degree. But once I list all the

advantages of my career, they smile and say, 'Maybe I will consider it.' At least I know that the seed has been planted.

Minority students are clearly happy to see me in the classroom. Several of them approach me about career advice that includes working in academia. I know that I am a source of encouragement.

More than a few minority students have asked me to share my story because it encourages them and lets them know that they can also achieve their objectives.

My area of teaching is international accounting. By bringing examples and cases of business situations in multinational corporations and countries around the world one can advance the concept of diversity at a multidimensional level. The lesson is that understanding and accommodating different cultures, religions and people we can make a better world for business in particular and society in general

My focus is on the flat nature of the current and future marketplace - and reinforce their ability to compete. I focus on the knowledge, skills, and abilities (from sense-making, critical thinking, and emotional intelligence - to specific knowledge frameworks) they need to succeed. I try my best to serve as a role model.

My impact has been to reassure students about their own analyses (when I believe that they have adequately considered the alternatives), and to suggest new options. As an example, I would say that 50% of those to whom I have suggested options such as the GAO or a particular World Class corporate employer have at least investigated those possibilities.

My performance ratings are consistently high, even though 98% of the students I teach are Caucasian. I work on an off-campus site and some of my students will leave their homes/work [90 miles one way to come to my class], even though we have another off-campus site within 5 minutes of their homes/work. I am the only Management Professor on [this campus] and I am African-American and we have two Management Professors on our [other campus] and they are Caucasian. Still, about 6 students per year drive those miles to attend my classes and at the end of the semester they always tell me, it was well worth it!

My previous students are now partners, managers, senior accountants. They participate by their involvement with student recruitment.

My primarily teaching areas are Human Resources both undergraduate and graduate students; and Diversity in Organizations both undergraduate and graduate students. In both courses at both levels aim to influence students to planfully determine what their career aspirations are and to develop a plan to attain their aspiration; and to purposely seek organizations/institutions that value diversity and to assess the company's commitment before making their decisions.

My university is 87% Hispanic, however, I am the only female Hispanic faculty in the College of Business, that has a positive impact to my undergraduates - my field is Int. Logistics and I am housed with Marketing, I am very aware that I am a role model for my students (specially females) and I do everything possible to help them with internships, positions, scholarships and mentoring. With doctoral students, I do a lot of mentoring and support. I truly think that the impact is there, this diversity is long overdue in American universities

Nearly half a dozen of my former students have taken positions working with tribes, primarily on economic development issues.

None during this semester because I am on sabbatical leave. During past semesters, students come by to discuss accounting as a career. Several students have decided to make accounting their major. Since I teach managerial accounting, I see them only occasionally after they've taken my class.

One of my students approached me after the end of my first semester teaching nearly 11 years ago. Robert told me that he observed me closely. By the end of the semester he concluded that "I could do that". He went to further explain. "Don't get me wrong, Doc, I respect your knowledge and the way that you work your game. But. you're not doing anything that I couldn't do with time and training. You just got a couple of years on me."

Recently an undergraduate degree student wrote to say that she had passed the CPA exam, expected a promotion to senior in the audit group of a Big Four International Firm, and requested the names of students interested in careers as a CPA.

Recently, I have worked with Target Inc. with installing Case Competitions for the students so they can get feedback from a potential employer.

Several African-American students have approached me to learn how I "got where I am" and what paths would I recommend for them to follow the same career path. Many had never thought of being a college professor until they had me for a course.

Since some of the students look at me (as like them- "Black") they seem to have more confidence that they can obtain a Ph.D. also.

Some students come to see me to get ideas about careers and get ideas about how I made it to the top levels of Mobil corp. In addition, they share concerns with me that they would not share with other professors.

Some students have decided to major in MIS as a result of taking my Intro to MIS course.

Students find it very comfortable to ask me career-related questions and even consult with me on any other items. Sometimes I am surprised that students just like a

professor they can talk with - that is very meaningful to me. Minority students, especially, find it quite easy to approach me and I like that aspect of my job - being accessible to students when they need someone to talk with about anything and/or accounting related issues.

Students in my classes have applied to the Ph.D. Project to attend the initial education meeting.

Students indicate the difference I have made in their career selection, their experience as a student, and their knowledge of the subject. I have influenced many students to pursue a career in accounting. I also encourage my top students to consider pursuing a doctorate. My students have written letters nominating me for the Excellence in Teaching Award at [my university]. I continue to hear from students even after graduation to inform me of their progress.

Students were willing to discuss my career and academic advice to the interviewers for the PhD Project faculty impact articles.

Testing: I prepare tests to reflect the marketing environment beyond "mainstream" America, i.e., there may be a question that describes hair care products for sale including different kinds of products for ethnic consumers. This can open the door for discussions about other kinds of products that are used for hair care in other cultures around the world. Class Discussions: I encourage minority (as well as majority) students to share their experiences as a consumer, to show how in many ways we are similar, and in many ways we are different. Hopefully, at least from a marketing standpoint, students leave my classroom realizing that there's more than one way to skin a cat.

The impact of my teaching in the class happens regardless of me being a minority professor. Such impact deals more with the teaching methods I use and the course content I transfer to the student (PhD, MBA and undergraduate) Yet, there is another area where I see some impact. Probably it is the fact that I am a professor, period. Some students have expressed to me that they would like to be like me; to study a PhD Degree and become professor themselves. A few students have come to my office in order to obtain specific information about the PhD degree, universities that offer them, the areas in which they offer, and the requirements to enter in such programs.

The most meaningful experiences are those with academically talented students of color who, due to external pressures, are finding it difficult to complete their studies. These are students who I meet in class, who feel confident enough to share their personal struggles, and who ultimately persevere with a little help from someone inside of the system (me). For instance, I had one African American male who was failing my course. I couldn't let him fail under my watch, so I met with him after class to counsel him. I learned that his mother was dealing with breast cancer, and he was struggling to help his family. All it took to keep this student from being expelled was paperwork and the support of my faculty peers. We kept this student in our program, he graduated and is now working at the university in an IT-related position while taking graduate courses.

It's been several years now, but he still stops by my office to say "Thanks, I wouldn't have graduated without you." even though I've told him that no thanks is necessary. This year I graduated my first PhD student - an African-American male who is now working as a post-doc at the JF Kennedy School of Government at Harvard University. This young man was originally enrolled in the supply chain doctoral program in the college of business. For many reasons, that doctoral program was not working for this student. By chance, this student took a graduate course that I was teaching, we hit it off, and the student switched to our doctoral program. This student worked with me for two years as a research and teaching assistant, and I served as his dissertation advisor. Our research looks at African-American blogging communities and HIV/AIDS prevention. It turned out that a large part of the problem was that the student couldn't find a faculty in the college of business who shared a similar research interest.

The most notable experience is one concerning my students who got hired by a company for the reason that she was the only one among all the other candidates interviewed who knew how to create a cash budget. I attribute her knowledge to the impact my course in financial management had on her because I asked students to do a case on cash budgeting.

The most rewarding thing has been that minority students who previously would not consider a PhD because they thought it was out of reach for them (not sure of the reasons) are now pursuing or are in the process of pursuing a PhD.

The most visible impact, I guess, has taken the form of a role model to them. Often, they mention it in their letters of appreciation or support after the semester is over. A few students have decided to continue studying in a Ph.D. Program on the basis of that influence. I know it because they told me so at the time of requesting a letter of recommendation for the chosen doctoral program. They also mention the influence they received from me after some years in the job in occasions of a casual encounter. Finally, some other people, who were not my students, let me know of the influence my former students received from me through word-of-mouth communication.

The number of minority students in [our] business school is very low. Most of them end up in management after trying accounting and finance. Poor study habits and skills are still the primary culprits. Our MBA programs draws 9 to 10 minority (African-American and Hispanic-American) students each year. Most of them are more interested in pursuing professional careers locally than spending another 4-5 years in a doctoral program.

The only professor in my department voted accounting professor of the year in three consecutive years. Also received the university wide professor of the year by the international students.

The students gain a good overview of the necessity of information systems in any discipline or area of business. I think I am able to give them a rich experience about industry. I also stress the importance of team work especially in consulting in which the

workforce is not homogenous and dealing with people from diverse backgrounds, ethnicities, and ideals is a quality that will serve them well in their careers.

[Our university] has a long way to go in attracting African -American students as a result I have very few African American students who take my courses.

This place is white, very white. I know that with the Latina/o students I have had when I give examples that are relevant to them I see heads nodding. I am not so sure that many of the white students (these are primarily 18-21 year old students) have a level of awareness that this matters to them or that they even notice. I use examples from Indian reservations, etc. which many students blow off as not relevant to "real" business. I tried to have Coure de Aleine Casino and Resort (also has a convention center, is the source of many musical concerts and shows, etc. - the casino is only a small part of what goes on there) as our case company for integrated business core (they have a world class golf course and we have about 100 gold management majors so it was really relevant to them) and the FACULTY said no way; that gambling and drinking with freeloading Natives weren't what they wanted in a case company. Sigh. The problem here is that it is a conservative, non diverse place and the students have had little life experience and most of the faculty like it that way. While I may be broadening it a bit, and a bit more than in other classes taught by non minority faculty, diversity is more an abstract concept to northern Idaho students and something that just isn't on their radar. It is kind of discouraging. I wish I could say more positive things. When I leave this summer we will be back to the only minorities on the faculty are foreign Asian faculty. I think I have made a difference to a few minority students, broadened the perspective of a few non-minority students, but for the most part it is a drop in a bucket in a place that only gives lip service to diversity (we are located between 2 Indian reservations and have less than 100 Native students on campus out of 14 or 15,000 students!!! I do some free consulting on the reservations and the students I try to encourage to come don't want to come here due to the climate of the campus - and quite frankly they are right - they'd rather go to [another] University 45 miles from us that is a much more diverse and friendly to minorities campus). I'm leaving because I am tired of the atmosphere here, being devalued for who I am and my child needs to be in a more diverse community. Being one of 9 minority children out of 230 or so in her grade is too hard on her. I know this isn't what you had hoped to hear and I am sorry. I do think that as we hit critical mass on more and more campuses things might change. This campus isn't here yet, not even close, and it isn't going to happen any time soon. For the minority students who I teach I think it matters and some have said they appreciate my attempts at inclusion and bringing up non-majority perspectives without making them be the representative for their entire ethnic group. For many of the majority students their attitude is "whatever"...

Very involved in service learning on my campus with a strong impact on future of students and community partners.

We average about 10 sales & marketing graduates a year. When I was putting together my tenure package, about 20 alumni (40%) that had graduated in the previous five

years wrote letters stating specific things they had learned in my classes that help them with some of the successes they had in their careers or in their graduate work. Also with our relationship with 3M I'm able to track the progress of our students for the first few years. 85% are hitting or exceeding their numbers in their first year in the field, and two of my students have won incentive trips for being one of the top reps in their divisions in their first year.

We take students to local and national supply chain management conferences. We provide book scholarships to all SCM students that have a 3.0 GPA

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.

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.

Please indicate your current title:

Professor
Assistant Professor
Associate Professor
Doctoral Student/Teaching Assistant

Please indicate your ethnicity:

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

Please indicate your University/Business School:

Please indicate your discipline(s):

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

1) At what point in your career were you introduced to The PhD Project?

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

2) How long have you been teaching?

- 0 - 3 years
- 4 - 5 years
- 6 - 10 years
- 11 years or more
- Currently a Doctoral Student

3) How many students are you teaching this semester?

- Under 50
- 50 to 100
- 101 or more

4) Approximately what percentage of the students you teach are African-American?

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

5) Approximately what percentage of the students you teach are Hispanic American?

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

6) Approximately what percentage of the students you teach are Native American?

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

7) If you have been teaching for more than three years, how does the percentage of minority students (Hispanic-Americans, Native Americans, and African Americans) compare to previous years?

- Greater than in the past

Less than in the past
About the same as in the past
Can't say

8) 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

9) Approximately how many minority students have you advised this year regarding their careers?

Zero
Less than 5
5 to 10
11 to 20
21 to 50
51 or more

10) Have you ever provided career advice to a student regarding a career with a PhD Project sponsor?

Yes
No

If yes, please elaborate.

11) Would you be open to coordinating on-campus presentations with PhD Project Sponsors?

Yes
No

12) Have you been personally responsible for placing a student with an employer?

Yes
No

If yes, please elaborate.

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