

**PhD Project  
Student Survey  
Report**

**June 2008**



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## BACKGROUND

The PhD Project is an information clearinghouse created to increase the diversity of business school faculty by attracting African-Americans, Hispanic-Americans and Native Americans to business doctoral programs and by providing a network of peer support.

## OBJECTIVES

In partnership with the PhD Project, Bernard Hodes Group conducted a survey among students to understand the impact of minority professors on minority and non-minority students.

The survey addressed the following areas:

- To determine the extent to which professors have an impact on students' career decisions
- To measure the impact of the minority professors on both minority and non-minority students.
- To gauge the extent to which minority professors are preparing students for a diverse business environment.

## METHODOLOGY

The PhD Project sent e-mail invitations including survey URL <http://www.recruit survey.com/PhDProjectStudents/survey/> to approximately 880 professors in its network. The professors then forwarded the invitation to their students. Each respondent was entered into a drawing to win one of five \$50 Amazon.com gift cards

Hodes Research programmed, tested, and hosted the online survey.

A total of 613 surveys were completed between April 4, 2008 and May 4, 2008. Hodes Research tabulated and analyzed the data. Hodes analyzed the results in total and showed differences where they occurred for minority and non-minority\* respondents.

The survey consisted of 11 questions, covering the following topics:

- Whether professors have an impact on career decision
- Number of minority professors instructing current classes
- Whether respondents believe minority professors positively impact education of minority students

- Whether respondents believe minority professors positively impact education of non-minority students
- Whether respondents believe students who have taken a class from a minority professor are better prepared for diverse business environment
- Race and ethnicity
- Current year of study
- Gender

*\*Non-minority respondents are defined as those who identified themselves as Caucasian. Minority respondents include all those with other ethnic and racial backgrounds.*

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## EXECUTIVE SUMMARY AND IMPLICATIONS

### STUDENT PROFILE

Eight in ten students (81%) are undergraduates with most in their senior year (38%). One-fifth (19%) are graduate students.

Two-fifths of the students (38%) identified themselves as Caucasian and slightly fewer (37%) are African-American or Black. One in ten (11%) are Hispanic or Latino. Less than ten percent each identify themselves as: Asian-American (9%), or Multi-racial (3%).

Slightly more than half (55%) are female.

On average, minority students currently have over 3 minority professors and non-minority students have slightly over 1 minority professor.

*Implications: The student sample provides a good respondent mix based on education and racial/ethnic background. When comparing the survey sample to 2005 fall enrollment in degree-granting institutions, the percentage of this student minority sample (38% majority, 62% minority) is higher than the 2005 statistics from the National Center for Education and Statistics (66% majority, 31% minority, and 3% non-resident alien)<sup>1</sup>.*

*As almost all students have had exposure to a minority business professor, respondents are well positioned to offer relevant feedback on this survey.*

### INFLUENCE OF MINORITY PROFESSORS ON EDUCATION AND EMPLOYMENT

**Impact on Career Decisions:** Eight in ten students (80%) indicate that their professors have an impact on their career decisions.

**Minority Professors Impact on Students:** Almost all (92%) believe that minority business professors have a positive impact on the education of minority students. The primary reason for this influence is that minority professors are perceived as role models and/or inspiration (45%), followed at a distance by the perception that minority students can easily relate to minority professors (18%).

- More than eight in ten (86%) feel that minority business professors are having a positive impact on the education of non-minority students. The

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<sup>1</sup> Data compared to the National Center for Education and Statistics table of Total Fall Enrollment in Degree-Granting Institutions, Digest of Education Statistics: 2007.  
[http://nces.ed.gov/programs/digest/d07/tables/dt07\\_217.asp](http://nces.ed.gov/programs/digest/d07/tables/dt07_217.asp)

most frequently cited reason for this positive impact is that minority professors offer non-minority students access to different viewpoints (23%), followed by the feeling that race does not make a difference (21%), and that having a minority professor encourages/shows diversity (11%).

**Preparation for Diverse Business Environment:** More than three quarters of the students (77%) indicate that all students will be better prepared for a diverse work environment after taking a class taught by a minority professor.

- The most cited reasons why students believe that minority professors better prepare their students for a diverse work environment are: offers students exposure to diversity (41%) and provides the opportunity to learn from diverse perspectives (10%).

### PERCEIVED IMPACT OF PROFESSORS

		Whether Positive Impact of <u>Minority</u> Professors On:		
	Whether Professors Impact Career Decisions	Education of Minority students	Education of Non-Minority Students	Students' Preparation for Working in a Diverse Business Environment
<b>Base</b>	<b>610</b>	<b>607</b>	<b>607</b>	<b>608</b>
	%	%	%	%
Yes	80	92	86	77
No	20	8	14	23

*Implications: For most, minority business professors positively impact both minority and non-minority students in terms of their education and preparation for a diverse business environment. Compared to the 2006 findings, the 2008 results are almost the same for the impact on the education of minority students (2008: 92% and 2006: 92%) and on the education of non-minority students (2008: 86% and 2006: 87%). The same holds true for the impact on the preparation for a diverse business environment (2008: 77% and 2006: 76%).*

*This strong affirmation of the favorable impact of minority professors on students may be used to promote The PhD Project's mission.*

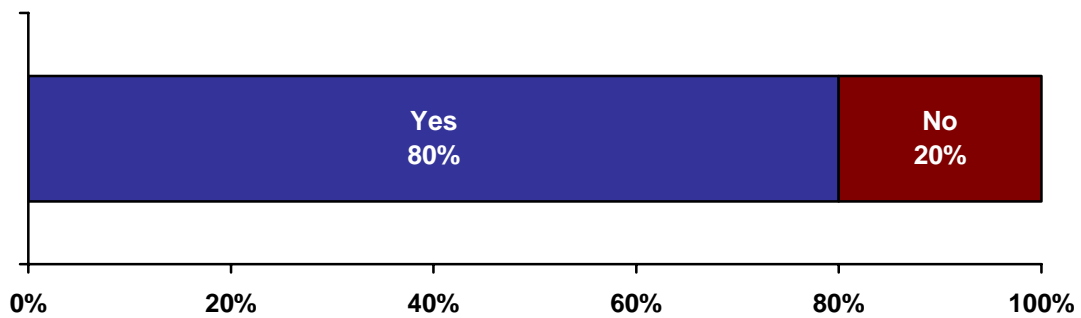
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## DETAILED FINDINGS

### WHETHER PROFESSORS HAVE IMPACT ON CAREER DECISIONS

Eight in ten (80%) feel their professors have an impact on their career decisions.

**Whether Professors Have an Impact on Career Decisions**



Base = 610

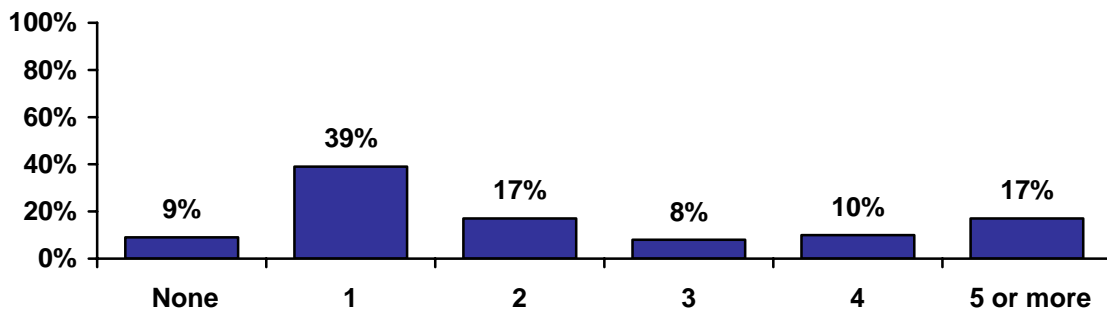
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## NUMBER OF CURRENT MINORITY BUSINESS PROFESSORS

Half (56%) currently have one or two minority business professors. One quarter (27%) have four or more minority professors.

- On average students currently have about two (2.42) minority professors. This average includes those who say they do not have any minority professors.
- On average, minority students have slightly more than three minority professors (3.12), while non-minority students have slightly over one (1.23).

**Current Number of Minority Business Professors**



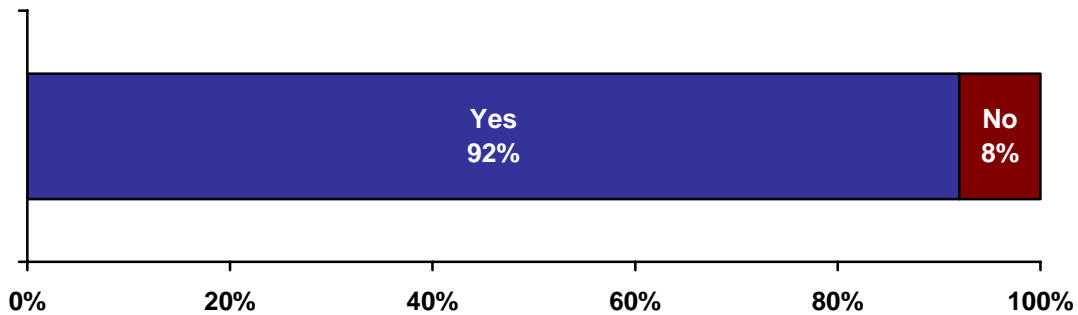
Base = 611



**IMPACT OF MINORITY PROFESSORS ON MINORITY STUDENTS**

A majority (92%) believe that minority business professors have a positive impact on the education of minority students.

**Whether Minority Professors Positively Impact Education of Minority Students**



Base = 607

When asked to elaborate, nearly half of respondents who say “yes” indicate that minority professors are role models/inspirations for minority students (45%) and provide encouragement that they too can succeed. Another one in five (18%) believe that they as students can better relate to their professors and vice versa.

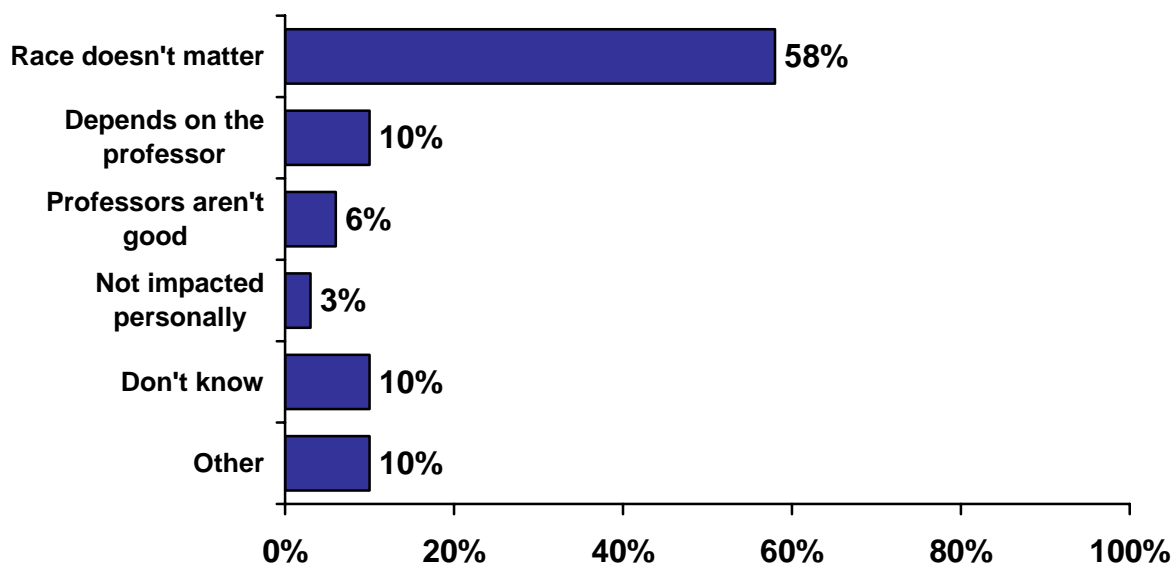
**Reasons Students Believe Minority Professors Have a Positive Impact on Minority Students**

Role models/inspirations	45%
Students can relate to them (and vice versa)	18%
Provide different viewpoints	8%
Care about students and their success	4%
Learn from their real life experience	4%
Race does not matter	3%
General positive impact	3%
Act as mentor/advisor	2%
Increase awareness of diversity	1%
Are more passionate and hard working	1%
Other	8%

Base = 414

Among those who said “no,” almost six in ten (58%) feel that race does not impact the education of students or that any professor, minority or non-minority, can affect the education of students.

**Reasons Students do not Believe Minority Professors  
Have a Positive Impact on Minority Students**



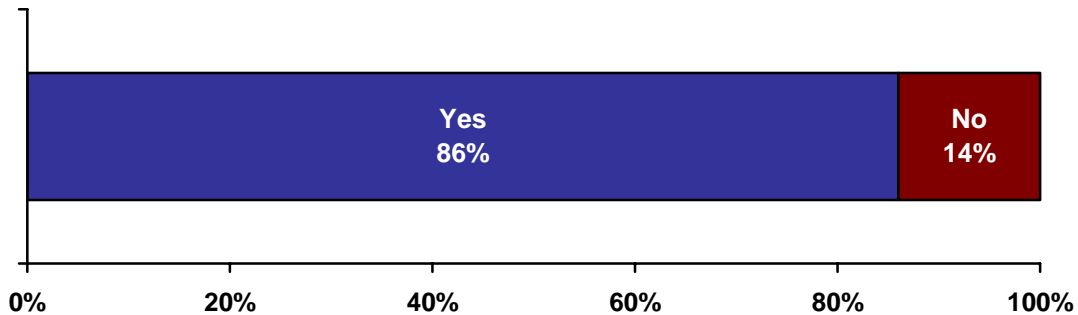
Base = 31\*

\*Caution: Small base.

**IMPACT OF MINORITY PROFESSORS ON NON-MINORITY STUDENTS**

More than eight in ten students (86%) believe minority professors are positively impacting the education of non-minority students.

**Whether Minority Professors Positively Impact Education of Non-Minority Students**



Base = 607

Among those who say “yes,” one quarter believe that minority professors offer different viewpoints/experiences/cultures to non-minority students (23%) and over one fifth state that race does not make a difference (21%).

One seventh cite some other reason (14%), while fewer respondents believe that minority professors demonstrate or encourage diversity (11%), and are role models/inspiration (9%).

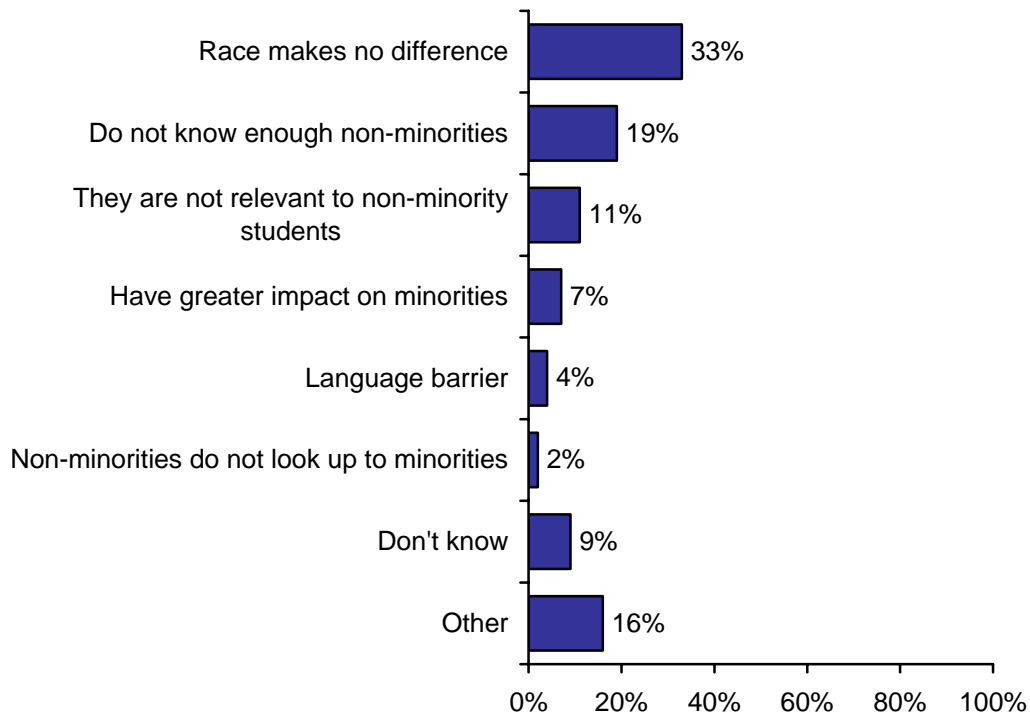
**Reasons Students Believe Minority Professors Have a Positive Impact on Non-Minority Students**

Offer different viewpoints	23%
Race doesn't make a difference	21%
Shows/encourages diversity	11%
Inspiration/role model	9%
Dispel stereotypes/prejudices	6%
General agreement with statement	6%
Provide real world experience	3%
They are fair	2%
Depends on professor/student	2%
Act as mentor	1%
Don't know	1%
Other	14%

Base = 349

One third (33%) of those who feel that minority professors do not have an impact on non-minority students say the professor's ethnicity does not make a difference. One in five (19%) indicate they do not know enough non-minorities to say.

**Reasons Students do not Believe Minority Professors Have a Positive Impact on Non-Minority Students**

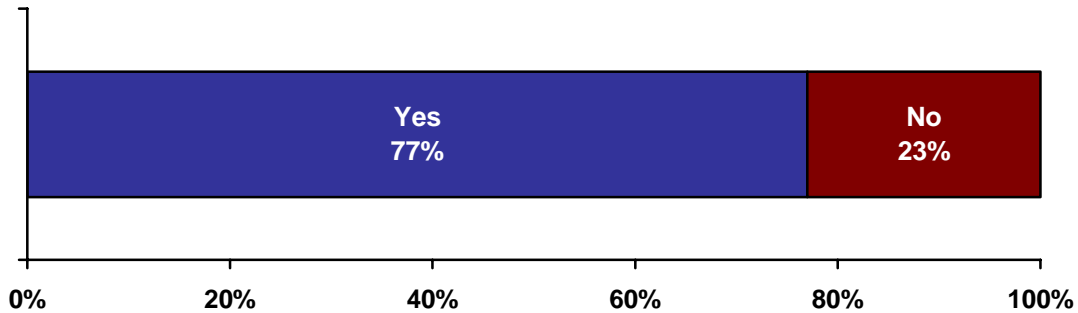


Base = 57

**PREPARATION FOR DIVERSE BUSINESS ENVIRONMENT**

Three quarters (77%) believe that students will be better prepared to work in a diverse business environment after taking a class taught by a minority professor.

**Whether Students Better Prepared for Diverse Business Environment if had a Class with a Minority Professor**



Base = 608

Two-fifths (41%) of those who feel that students will be better prepared for a diverse work environment say having had a minority professor provides exposure to diversity. One-tenth say it gives students an opportunity to learn diverse perspectives (10%) and/or that they learn from the professors experiences (7%).

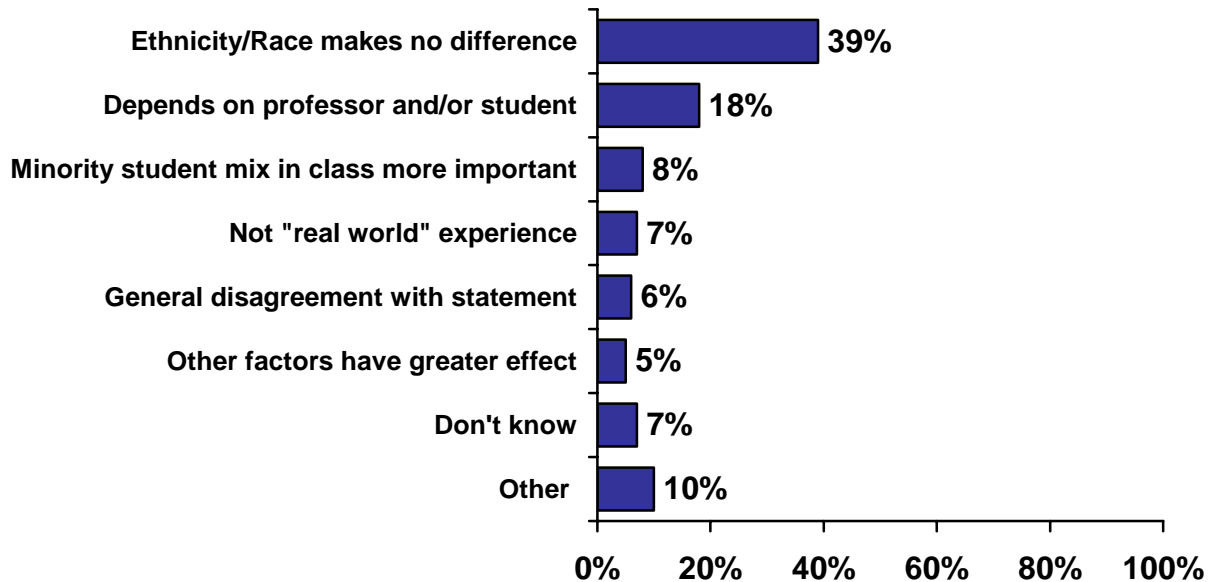
**Reasons Believe Students Better Prepared for Diverse Business Environment if had a Class with a Minority Professor**

Offers exposure to diversity	41%
Opportunity to learn from diverse perspectives	10%
Learn from professors' experiences	7%
Depends on professor and/or student	6%
Learn to communicate better	5%
General agreement with statement	5%
Race makes no difference	3%
Dispels stereotypes	3%
Learn from other cultures	3%
Other	19%

Base = 300

Almost two-fifths (39%) of those who do not feel that students will be better prepared say the ethnicity/race of the professor does not make a difference on preparation for a diverse business environment. One-fifth (18%) each say it depends on the professors and/or students.

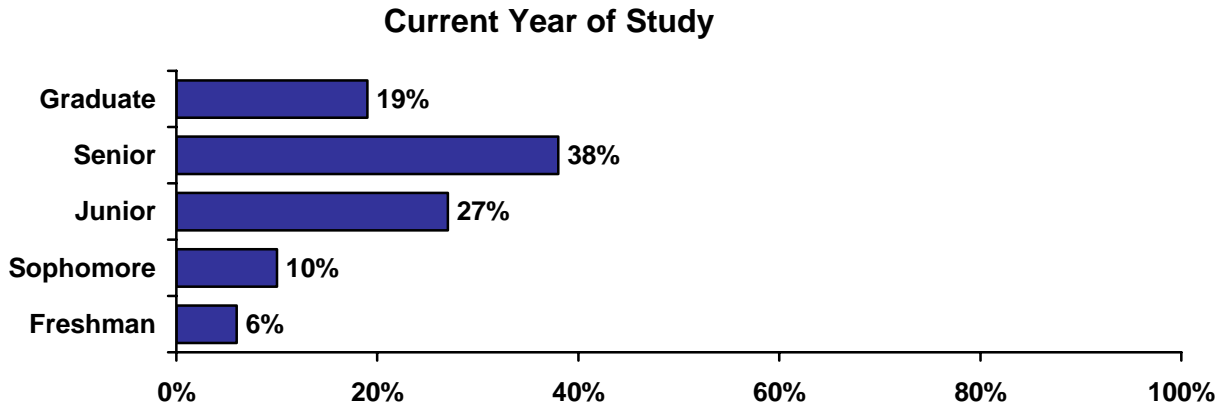
**Reasons Feel Students Not Better Prepared for Diverse Business Environment by Having a Class with a Minority Professor**



Base = 87

## CURRENT YEAR OF STUDY

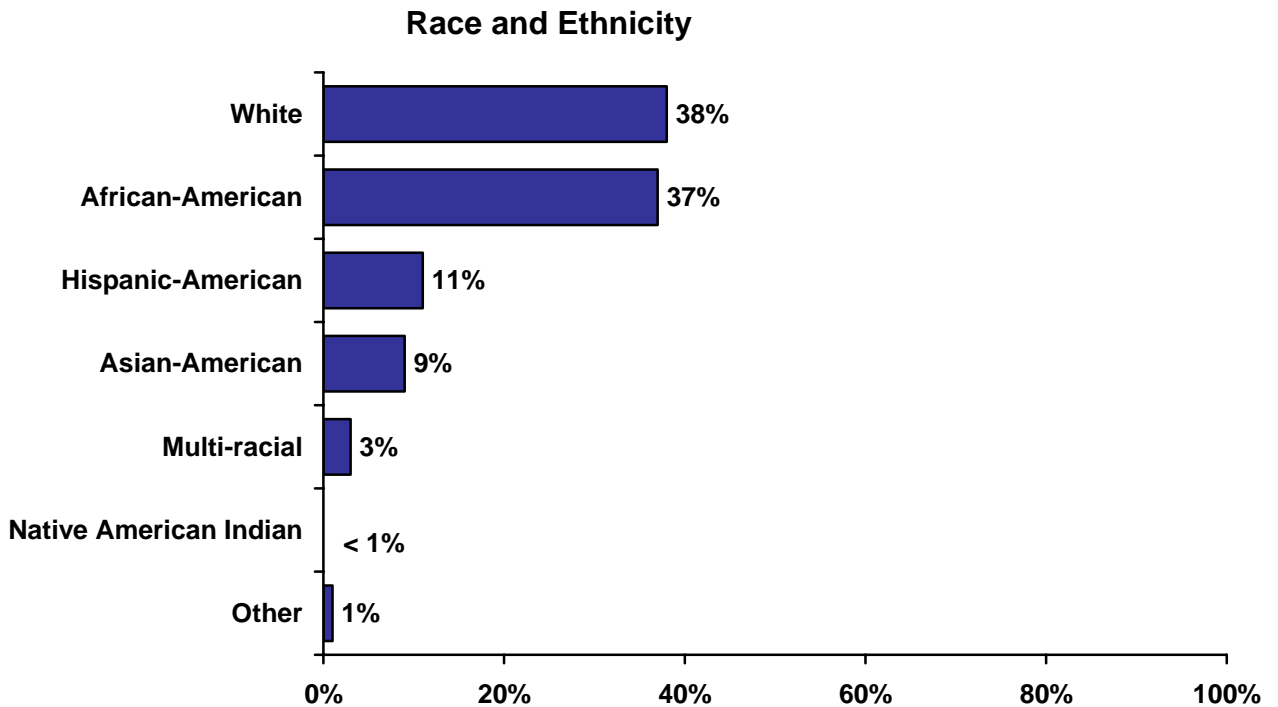
Two in five respondents are seniors (38%). Slightly over one quarter (27%) are juniors.



Base = 599

## RACE AND ETHNICITY

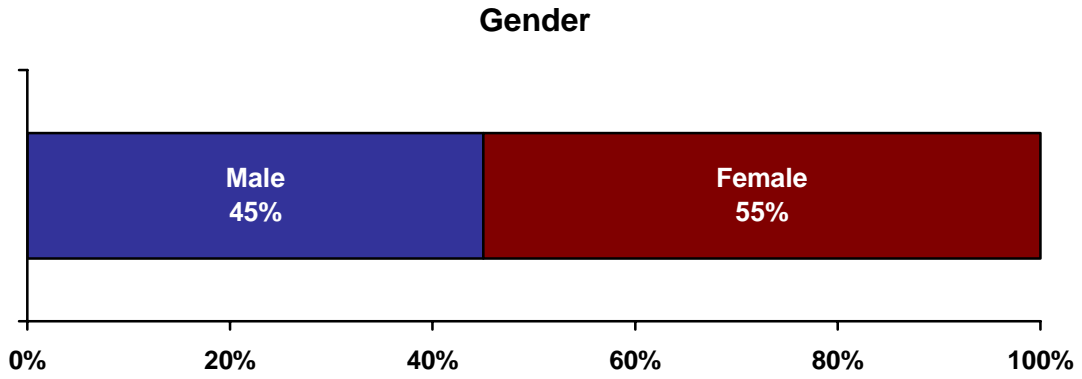
Two-fifths (38%) are Caucasian. Over one-third (37%) are African-Americans. One in nine (11%) are Latino or Hispanic.



Base = 594

**GENDER**

Slightly more than half of the students (55%) are female.



Base = 594