



**PhD Project
Survey of Deans**

July, 2006

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METHODOLOGY

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

The PhD Project sent e-mail invitations to the deans, which included a survey URL, www.recruitsurvey.com/2006PhDprojectDeans/survey. Surveys were completed from June 2, 2006 through June 27, 2006. Hodes Research tabulated and analyzed the data. A total of 80 deans completed the survey.

The survey consisted of 21 questions, covering the following topics:

- Whether from a doctoral-granting or non-doctoral granting institution
- Number of tenure-track minority faculty members in business school now, versus 10 years ago
- Number of minority doctoral students functioning as teaching assistants now, versus 10 years ago
- Whether university has a person or program responsible for improving diversity
- Effectiveness of person or program in improving diversity
- Whether American business schools are preparing all students to handle issues of diversity in the corporate world
- Changing factors and important initiatives that help students handle issues of diversity in the corporate world
- Whether corporate world today is more aggressive regarding recruitment of minorities, compared to 10 years ago
- Factors contributing to the corporate world being more aggressive in the recruitment of minorities
- Whether there has been an increase in the pool of minority applicants for faculty teaching positions at the university
- Programs that have influenced any increase in minority applicants to faculty
- Whether students who have taken a class taught by a minority business professor or doctoral teaching assistant are better prepared for a teaching career and why
- Compared to non-minority professors, how minority professors or minority doctoral teaching assistants impact business school programs in:
 - Education of minority students
 - Education of non-minority students
 - Attitudes of fellow faculty toward minority students/minority issues
 - Career mentoring of minority students
 - Attracting minority students
- Whether minority student enrollment has increased in classes taught by minority business professors and/or minority doctoral teaching assistants. And if so, how much.

EXECUTIVE SUMMARY & IMPLICATIONS

MINORITY FACULTY COMPARED TO 10 YEARS AGO

Most See Increase in Minority Tenure-Track Faculty Members & Teaching Assistants

Overall, business schools have an average of about 4 tenure-track minority professors. Doctoral-granting institutions have more minority tenure-track faculty members than do non-doctoral granting institutions (means 4.6 vs. 3.7).

The majority of business schools (67%) have seen an increase in the percentage of minority staff compared to 10 years ago; very few (8%) have seen a minor decrease in minority staff, and one-quarter (26%) have seen no increase in minority staff.

Doctoral-granting institutions have an average of 3 minority doctoral students functioning as teaching assistants. For about two in five doctoral-granting institutions (41%), this represents an increase compared to 10 years ago (significant increase 50 percent or more—9 percent; minor increase less than 50 percent—32 percent). For about one in three doctoral-granting institutions (29%) there is no increase in minority teaching assistants, and there is a decrease in minority teaching assistants of about 9 percent.

Implication: Strides have been made in increasing minority faculty members and minority doctoral students functioning as teaching assistants over the past 10 years. However, there are still some business schools that have experienced either decreases or no increase. Effort still needs to be made to foster growth of minority staffing.

UNIVERSITY SUPPORT FOR ENSURING A DIVERSE FACULTY

Most Have Program or Individual Responsible for Diversity

Three in four (76%) deans report that there is an individual or program responsible for improving diversity on campus. There was a mixed response as to whether the program or person is contributing enough to ensure a diverse business faculty. Some deans explained the vision for diversity set forth by their university. Other deans are concerned that the person or department responsible for diversity is concentrating more on campus diversity rather than on faculty diversity, or that the persons responsible are not focused on what needs to be accomplished.

Implication: While most business schools have designated a department, program, or individual to address diversity issues, some feel that these entities are more concerned with the campus population than with the faculty. In other cases, not enough direction is given to those responsible for diversity. Promoting the importance of increasing minority faculty, and of encouraging minority doctoral students to be teaching assistants, to the individuals responsible for diversity, is essential.

EXECUTIVE SUMMARY & IMPLICATIONS

MINORITY APPLICANTS FOR FACULTY POSITIONS

Most Do Not See Increase in Minority Applicants

One-third of deans (34%) have seen an increase in minority applicants for faculty positions. Conversely, two-thirds (66%) have not seen an increase in that pool.

Those who have experienced an increase in minority applicants for faculty positions, attribute it to the influence of the PhD Project. Reasons cited for not seeing a big enough increase in the applicant pool include that the competition is stiff and that minority applicants are looking for more money. One dean suggested that some minority applicants prefer to work in minority schools.

Implication: Many deans acknowledge that the increase of minority applicants is due to the efforts of the PhD Project. Recruitment strategies and programs to increase the pool of minority applicants for faculty positions are needed as most business schools have not seen an increase in their minority applicant pool. Continued research on how to attract minority applicants for different business schools is suggested.

DIVERSITY IN THE CORPORATE WORLD

More Business Schools Need to Prepare Students for Diversity in Corporate World

Slightly over half of deans (52%) do not believe business schools are preparing all students to handle diversity issues in the corporate world.

Those who feel that business schools are preparing students to handle the issue of diversity (48%) cite the following factors: increase in diversity on the campus; sustained efforts to increase awareness; recruiting a diverse faculty and student body, and having diversity as a mainstream topic in recruitment and orientation.

Most deans (68%) say that Corporate America is more aggressive today in its recruiting practices for minorities than it was 10 years ago. Some of the comments about this corporate effort were: some major corporations will not recruit from schools lacking a diverse student body; legal issues; government pressures, and the *“realization that we are in a global, diverse business environment that affects businesses of all sizes.”*

Implication: As indicated by the deans, most of Corporate America is aggressive in minority recruitment practices. Still, more than half of business schools are not preparing all their students to handle diversity issues in the corporate world. This may represent an opportunity for the PhD Project, corporations, and businesses to foster a partnership that promotes the preparation for all students to handle diversity issues in the workforce.

EXECUTIVE SUMMARY & IMPLICATIONS

IMPACT OF MINORITY INSTRUCTORS ON STUDENTS & BUSINESS SCHOOLS

Minority Faculty Provides Great Advantage to Students and Business Schools

More than half (58%) indicate that students are better prepared for a career in business when they have a minority professor or minority doctoral teaching assistant. Deans contend that minority faculty/teaching assistants give students role models, provide a supportive environment for exposure to different viewpoints, and better prepare students for the business world.

When asked to compare minority instructors to non-minority instructors, deans believe that minority instructors have greater impact than non-minority instructors in these areas: career mentoring for minority students; attracting minority students, and education of minority students.

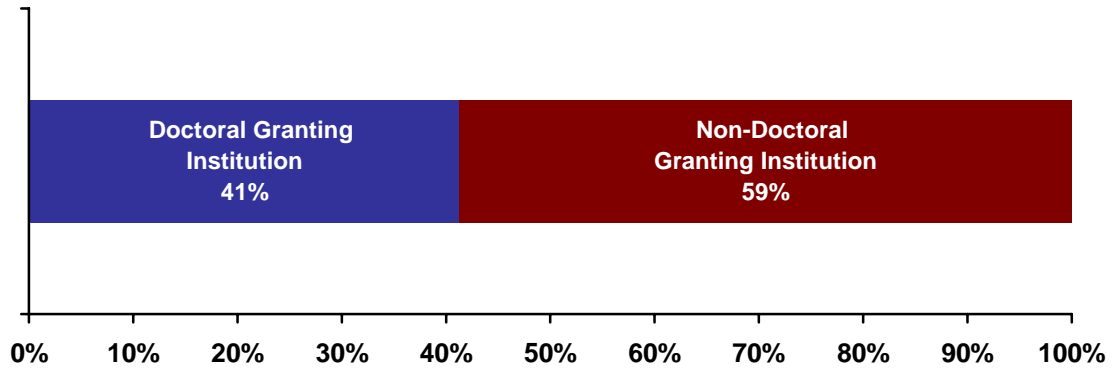
When asked whether minority student enrollment increased in classes taught by minority professors, almost one-fourth (24%) say minority enrollment increased from between 1% to 25%. Few say enrollment increased by 26% to 50% (3%) or by 51% to 100% (1%).

Implication: Minority faculty and minority doctoral teaching assistants provide a great advantage to business students, business schools, and the corporate world. They better prepare all students to understand and handle diversity in business. They provide career mentoring for minority students and attract minority students to the schools. Additionally, there are some deans who indicate that there have been increases in minority enrollment in classes taught by minority professors. These strengths should continue to be promoted to business schools.

ANALYSIS & FINDINGS

DOCTORAL-GRANTING OR NON-DOCTORAL GRANTING BUSINESS SCHOOL

Nearly three-fifths (59%) of deans who participated in this survey are from a non-doctoral granting institution.



Base = 80

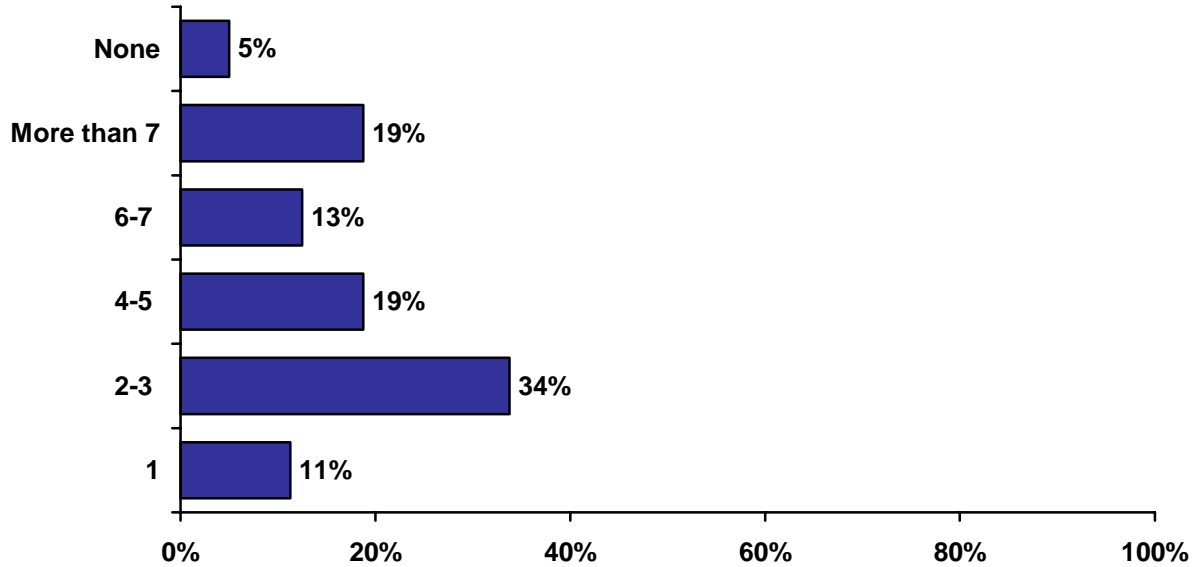
ANALYSIS & FINDINGS

NUMBER OF MINORITY TENURE-TRACK FACULTY MEMBERS IN BUSINESS SCHOOL

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

Over one-third (34%) of the business schools represented in this survey have 2-to-3 minority faculty members. Nearly one-fifth (19%) have 4-to-5 minority faculty members and an additional one-fifth (19%) have more than 7 minority faculty members. On average, business schools have about 4 tenure-track minority faculty members.

- On average, doctoral-granting institutions have more tenure-track minority faculty members than do non-doctoral granting institutions (means 4.6 vs. 3.7).



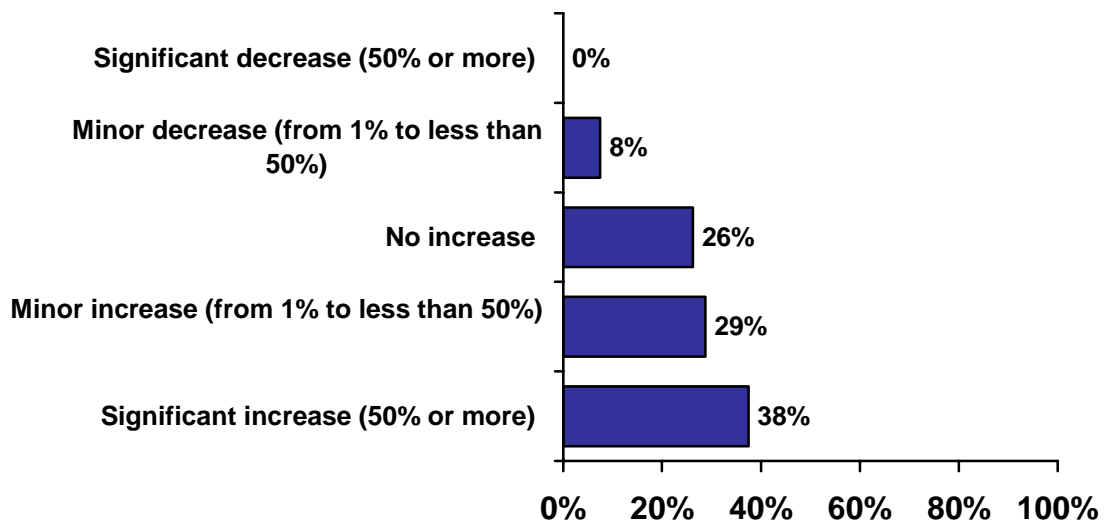
Base = 80

ANALYSIS & FINDINGS

PERCENT OF MINORITY FACULTY COMPARED TO 10 YEARS AGO

Compared to 10 years ago, nearly two-fifths (38%) of business schools had a significant increase (50% or more) in the percentage of minority staff. Almost 3 in 10 (29%) had a minor increase (from 1% to 50%) in minority faculty. Slightly over one-quarter (26%) said they had no increase in minority faculty. Less than 1 in 10 (8%) had a minor decrease in minority staff (from 1 percent to less than 50 percent).

- These results were fairly consistent across doctoral and non-doctoral granting institutions.



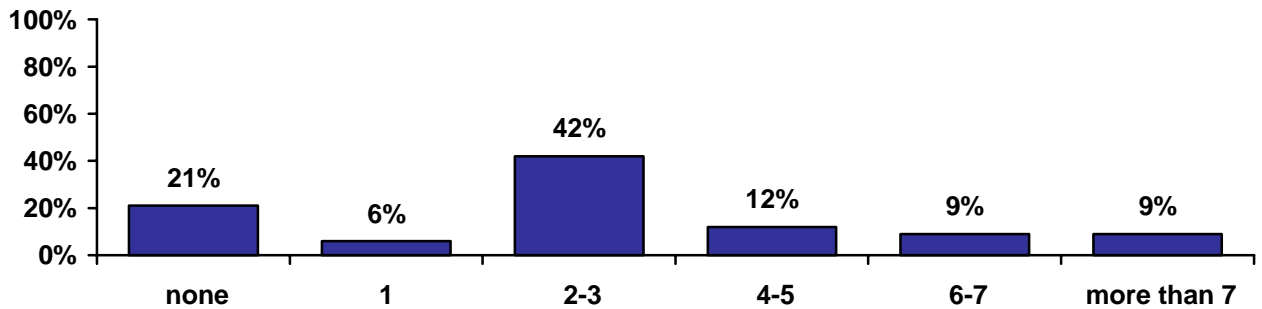
Base = 80

ANALYSIS & FINDINGS

NUMBER OF MINORITY DOCTORAL STUDENTS FUNCTIONING AS TEACHING ASSISTANTS AT DOCTORAL-GRANTING INSTITUTIONS

Among deans at the doctoral-granting institutions, two in five (42%) said their business school had 2-to-3 minority teaching assistants. One in five (21%) have no minority teaching assistants and about one in 10 have 4-to-5 (12%), 6-to-7 (9%), or more than 7 (9%) doctoral students functioning as teaching assistants.

- On average, doctoral-granting institutions have almost 3 (2.98) minority doctoral students functioning as teaching assistants.



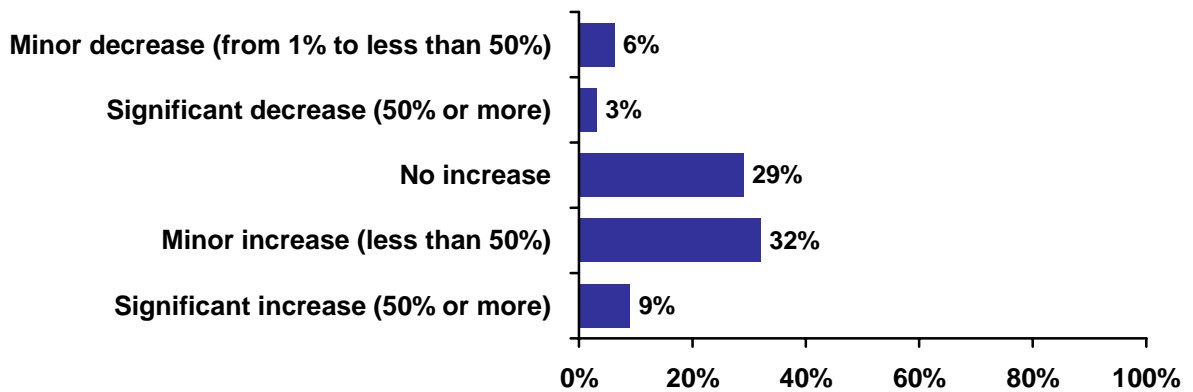
Base = 33

ANALYSIS & FINDINGS

NUMBER OF MINORITY TEACHING ASSISTANTS COMPARED TO 10 YEARS AGO

Nearly one-third of deans from doctoral-granting institutions (32%) said there was a minor increase (1 percent to less than 50 percent) in the number of minority teaching assistants currently as compared to 10 years ago. Less than one in 10 (9%) reports a significant increase (50% or more) in minority teaching assistants.

- Slightly less than three in 10 (29%) indicated there was no increase in minority teaching assistants. Six percent stated that there was a minor decrease, from 1 percent to less than 50 percent, and 3 percent said there was a significant decrease in minority teaching assistants.

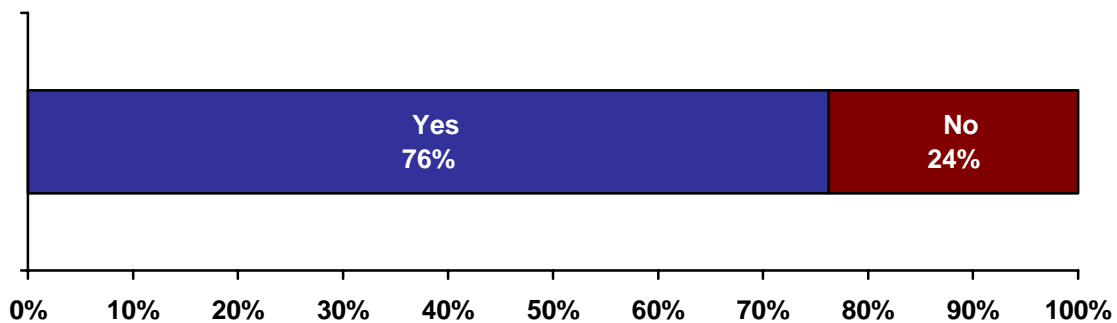


Base = 31

PERSON OR PROGRAM RESPONSIBLE FOR IMPROVING DIVERSITY

Three in four deans (76%) indicated that there is a person or program responsible for improving diversity at the university.

- The results are consistent across non-doctoral and doctoral institutions.

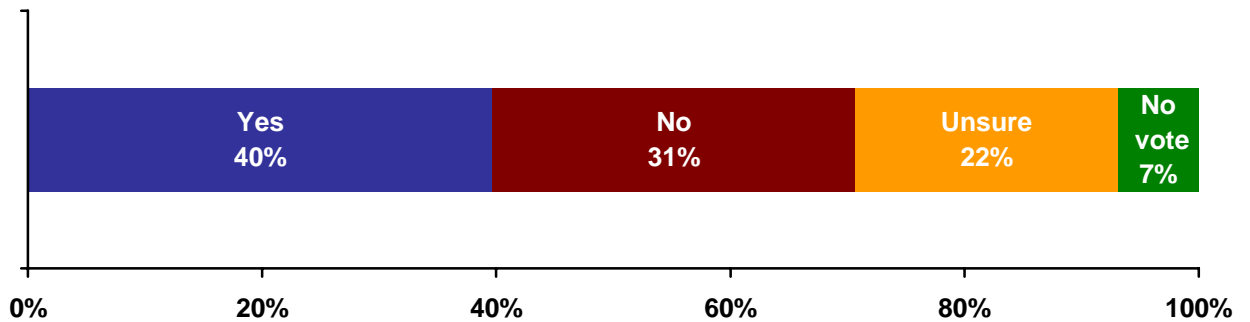


Base = 80

ANALYSIS & FINDINGS

IS PERSON OR PROGRAM DOING ENOUGH TO ENSURE A DIVERSE BUSINESS FACULTY

Among the deans at universities that have a person or program in place to ensure a diverse business faculty, 40 percent said “yes,” that the person or program was doing enough to ensure a diverse business faculty. One-third (31%) said the person/program was not doing enough on this measure. Nearly one-quarter (22%) were unsure.



Base = 58

See sample comments below from people who felt the person or program was doing enough to ensure a diverse business faculty. (See Appendix for a complete list.)

The "person" is the chair [of] each department. Candidates for open positions are not brought to campus unless there has been evidence of affirmative efforts to recruit minority candidates. We also include women in this category.

In 2004, the President announced the appointment of a presidential commission to create a blueprint for enhancing diversity at the University. A Special Assistant to the President was appointed to chair the presidential commission for diversity in student admission and the employment of faculty and staff. The University is working diligently towards establishing a visible and continuous commitment to diversify the campus. As a result of this work, a number of diversity initiatives have been established. Such initiatives represent a good first step towards ensuring a diverse business faculty.

Yes, the person serves as Vice President for Equity and Diversity and is the highest ranking African American at our university.

ANALYSIS & FINDINGS

Some sample comments are below from deans who felt the person or program was not doing enough to ensure a diverse business faculty:

No, I do not. The departments are left on their own. This program is focusing more on increasing student diversity (especially at the undergraduate level).

The person works in the University Human Relations Department and concentrates on staff diversity, not faculty diversity.

It is my impression that this individual is more focused on student diversity than faculty diversity.

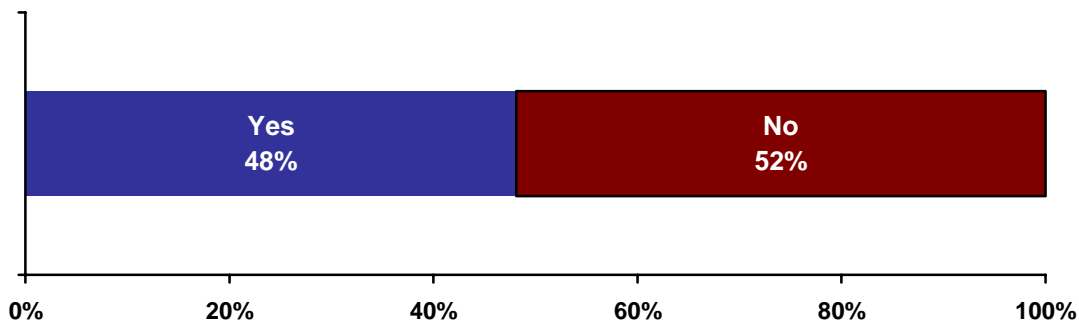
No. She is a non-academic and does not really understand faculty recruiting.

ANALYSIS & FINDINGS

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

Over half (52%) of deans felt American business schools were not preparing all students to handle issues of diversity in the corporate world.

Those who felt business schools were preparing students to handle issues of diversity (48%) reported that some of the changing factors or initiatives in this effort were: changing and increasingly diverse demographics on campus; sustained efforts to increase awareness; recruiting a diverse faculty and student body, and having diversity as a mainstream topic in recruitment and orientation. *(Base = 21)*



Base = 79

CHANGING FACTORS/IMPORTANT INITIATIVES IN THIS EFFORT

Some comments include:

We are talking about the issues of diversity much more openly. The tenor has changed from seeing diversity as a government requirement or social necessity to seeing it as a business necessity.

The topic is absolutely mainstreamed into our programs, including in all aspects of recruiting and orienting new members. The leadership of our institution sees this as extremely important.

All the faculty "get it". That was not the case 10 years ago.

Standards of each of the accrediting bodies which question diversity.

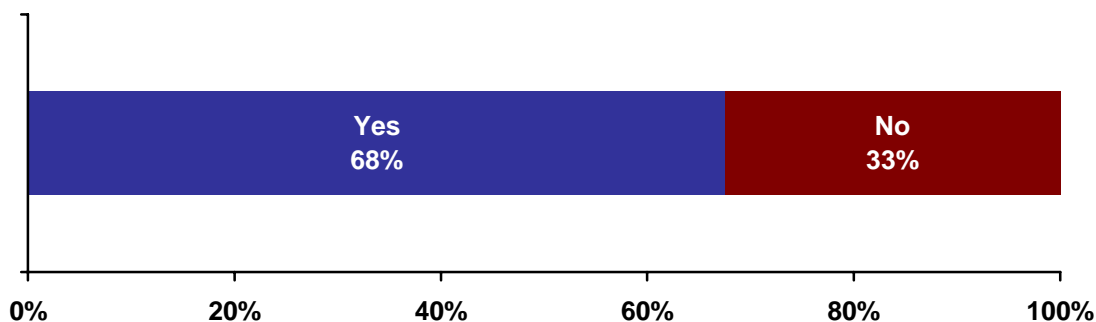
The changing demographic of the student population makes it more difficult to ignore diversity.

ANALYSIS & FINDINGS

WHETHER THE CORPORATE WORLD IS MORE AGGRESSIVE TODAY IN RECRUITING PRACTICES FOR MINORITY HIRING COMPARED TO 10 YEARS AGO

Over two-thirds (68%) of deans stated that Corporate America is more aggressive today with its recruiting practices for minorities than it was 10 years ago.

- These are some of the changing factors and important initiatives relating to the more aggressive minority recruiting practices cited by deans: formal efforts by companies to recruit; market demands that require a diverse workforce to respond to client needs; a recognized strong business case; changing demographics of society in general; legal issues; government pressures, and the *“realization that we are in a global, diverse business environment that affects businesses of all sizes.”* (Base=39)



Base = 80

Some of the comments include:

Some major corporations will not recruit at schools lacking a diverse student body.

The marketplace drives this in two ways: First, the supply of qualified students is limited in many areas encouraging the inclusion of ALL graduates in the selection process, and, secondly, business is responding to the changing demographics of the market by making sure management is representative of these powerful consumer segments.

Increased advertising and expansion of efforts to recruit generally. Institutional recognition of the importance of aggressive recruiting of minorities and other underrepresented groups.

More partnerships with HBCUs and more support for minority student activities.

Smaller companies mean fewer formal recruiting programs. That makes it more difficult for some students. Corporations that tap into student clubs, as do the accounting firms, have an advantage. More corporate sponsorships of these clubs would improve the situation.

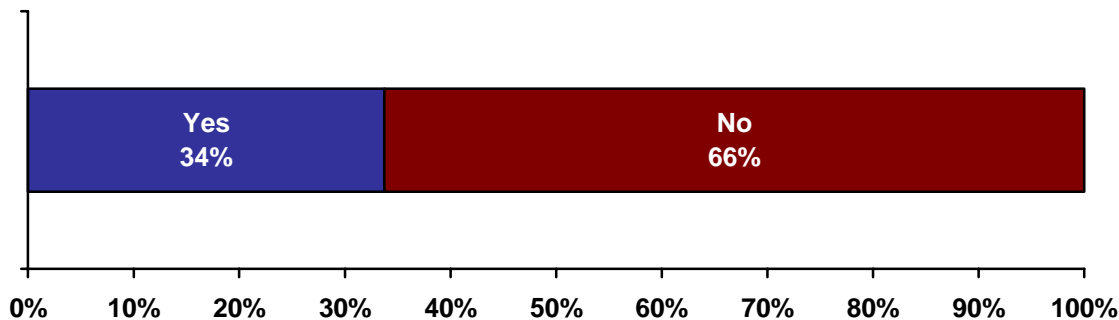
ANALYSIS & FINDINGS

WHETHER SEES INCREASE IN POOL OF MINORITY APPLICANTS FOR FACULTY POSITIONS

Two-thirds (66%) of deans have not seen an increase in the pool of minority applicants for faculty positions at their university.

One-third (34%) stated that they have seen an increase in the pool of minority applicants at their university.

- Many (10 out of 23) cited the PhD Project as an influence for this increase in the pool of minority applicants. Some deans mentioned that while the pool has increased, getting and hiring faculty is still a challenge due to competition. (Base = 23)



Base = 80

Some comments from deans on this topic:

I believe the PhD Project has a major impact on this trend.

We just hired two minorities in the College of Business. I believe that we are finally getting some numbers, although it is still attractive for minorities to go into business rather than teaching.

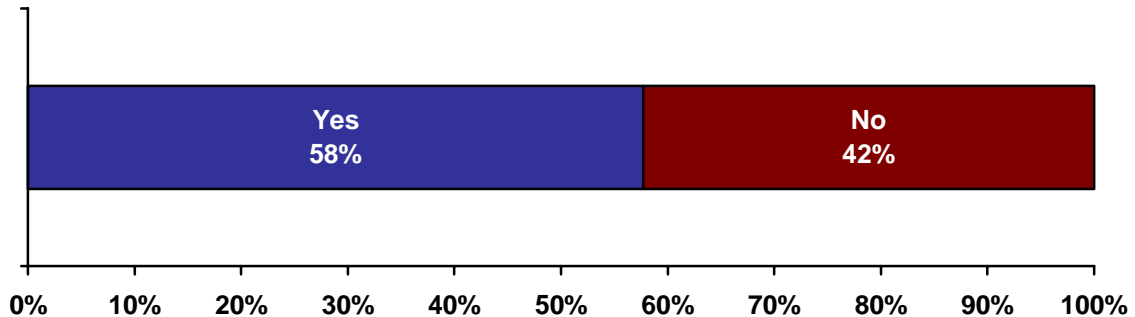
Yes, but competition is fierce. Prices have skyrocketed. The PhD Project is making a big difference in supply but demand has increased faster than supply for all disciplines.

I think it has been largely driven by the fact that we have 3 African-American faculty members on staff and one Hispanic American, and so these individuals have taken the initiative to seek minority talent from their personal networks. This, ultimately, is not a sustainable strategy, and so we are in the process of developing a more sophisticated strategy for identifying talent, including the PhD Project.

ANALYSIS & FINDINGS

IMPACT OF HAVING A MINORITY INSTRUCTOR ON STUDENT

More than half of deans (58%) reported that students are better prepared for a career in business when they have had a minority business professor or doctoral teaching assistant.



Base = 78

Deans said that giving students role models, a supportive environment and exposure to differing viewpoints better prepares them for the business world. Some statements that were given are below. (See Appendix for all statements). (Base = 33)

It is important that students see people in authority who are of color, not just the typical Caucasian. The individual in front of the class has an opportunity to cause people to reject stereotypes and see that African Americans, Native Americans, and Hispanics are extremely capable and knowledgeable.

Minority faculty are sensitive to the issues that minority students will face in business and are better able to articulate these issues and recommend strategies to effectively deal with them.

Minority faculty tends to be more sensitive to diversity issues and include them in their lectures and class discussions. That is of value to all students. Further, minority students are more frank in discussions of these issues when they are raised by a minority faculty member.

The corporate world is a diverse place in which to operate. Exposure to a minority faculty member enables students to better understand this world.

ANALYSIS & FINDINGS

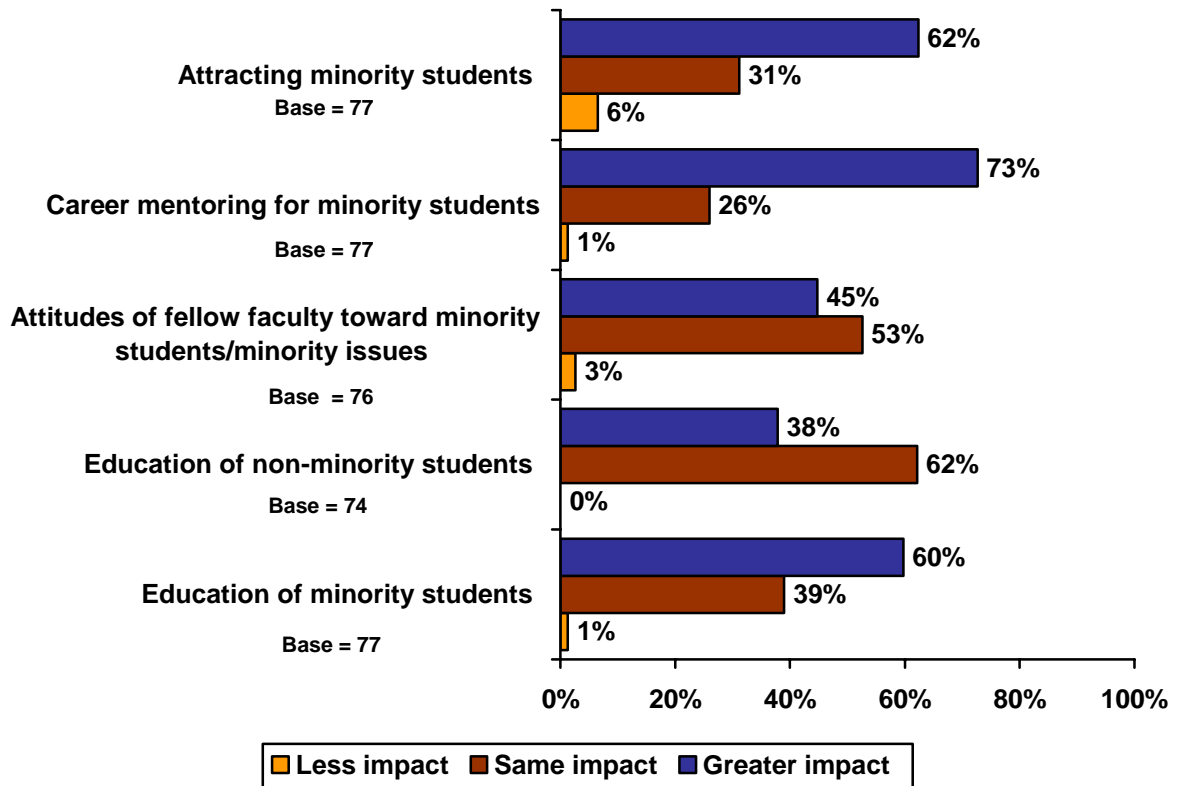
IMPACT OF MINORITY INSTRUCTORS COMPARED TO NON-MINORITY INSTRUCTORS

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

The majority of deans felt that minority instructors and teaching assistants had a *greater impact* than non-minority instructors and teaching assistants on: career mentoring for minority students (73%); attracting minority students (62%), and the education of minority students (60%).

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

Very few, if any, felt that minority instructors and teaching assistants had *less impact* than non-minority instructors and teachers for each of the factors.

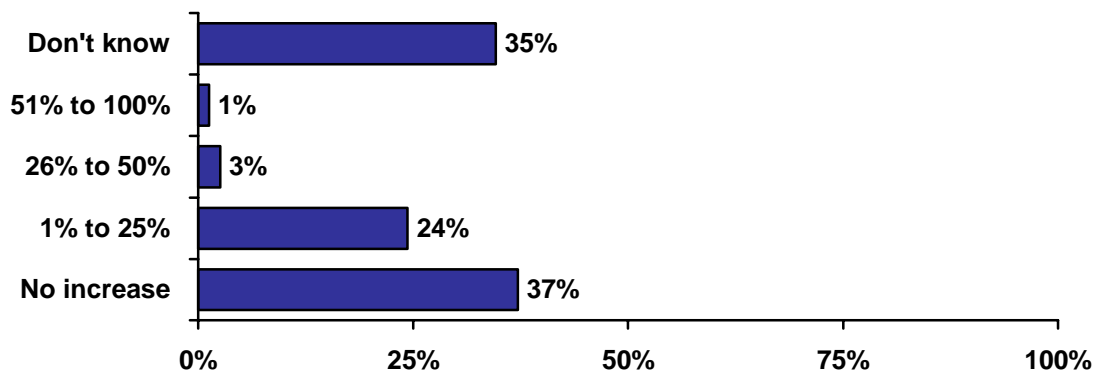


ANALYSIS & FINDINGS

MINORITY STUDENT ENROLLMENT

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

Over one-third (37%) of the deans reported that minority student enrollment has not increased in classes taught by minority professors or teaching assistants. One-third (35%) did not know if enrollment had increased. One-quarter (24%) said minority enrollment increased by 1 to 25 percent. Only a few said minority enrollment increase by 26 percent to 50 percent (3%) or by 51 percent to 100 percent (1%). Overall, the average percentage increase was 7.6% (This includes those schools that had no increase in enrollment. It excludes the “don’t knows”.)



Base = 78

APPENDIX

Question 6) Does your university have a person or program responsible for improving diversity?

Question 7) If so do you believe this person or program is doing enough to ensure a diverse business faculty? Please elaborate:

I think they would say they are doing all they can. Whether that's enough or not is hard to say. This is a tough community to recruit diverse candidates to. As a person who was at an urban university for many years, I can say it was much easier to recruit to the urban campus than to this smaller community that has little diversity among its population, at least at the middle to upper class.

The person is African American and he works very hard to find, develop and attract minority applicants to the school. He is also to help us find minority faculty where possible.

Yes. We have international, ethnic and racial diversity, but we have been unable to attract African American applicants to accept positions. In the past years, candidates have been offered been positions, at premium, but have chosen to go to the very top tier schools. We have been very successful with attracting PhD students who we have placed extremely well. We have had several from the PhD Project.

Yes.

Yes, working on a variety of initiatives.

Yes, we have received support from the provost's office to hire good minority candidates in advance of having vacant lines.

Not at all.

No, they are very good but we can always do more.

No. Talks about plans. Does not talk about RESULTS.

The "person" is the chair if each department. Candidates for open positions are not brought to campus unless there has been evidence of affirmative efforts to recruit minority candidates. We also include women in this category.

How do we define African-American. I gave a response for American born persons of African descent. I did not include those who are naturalized citizens.

Was hired recently! So, no major evidence yet!

Yes.

Yes.

Yes, it doing more than enough.

Yes, although it would be helpful to have additional funding to support hiring minorities.

No, I do not. The departments are left on their own. This program is focusing more on increasing student diversity (especially at the undergraduate level).

Yes.

No, I believe the Diversity and Compliance office could put more pressure to higher the listed minorities.

Yes. The program in place provides an opportunity to hire full-time tenured or tenure track faculty when a match is made. The Provost's Office provides a portion of the salary for a three year period.

Not specifically in business.

Yes.

Effort is there. Results are not.

Yes.

Yes. This is a matter of significant import on this campus.

Ok job.

The person works in the University Human Relations Department and concentrates on staff diversity, not faculty diversity.

Yes; I believe the person is doing what she can to promote and facilitate diversity recruiting and retention.

I am the person. Others work with me on this effort.

No.

We are finding it very difficult. We do have an office of Diversity and Affirmative Action, and the university holds diversity as a core value. The difficulties we face are: small number of candidates from underrepresented groups; lack of resources to provide competitive offers against the rising levels offered by other institutions for this small population of candidates; location in a small urban area that does not have a large number of diverse professionals.

The position of the University is that this issue should be handled at the School level.
Yes, it is a high priority for the University and they have helped us recruit students of color.

Maybe.

No. Mostly concerned with diversity in the student population.

By court order the faculty at this institution is well diversified.

Yes, the person serves as Vice President for Equity and Diversity and is the highest ranking African American at our university.

Our institution is an HBCU. Our diversity program is geared toward non-black and male African Americans.

Active recruitment efforts for all programs are under way.

In 2004, the President announced the appointment of a presidential commission to create a blueprint for enhancing diversity at the University. A Special Assistant to the President was appointed to chair the presidential commission for diversity in student admission and the employment of faculty and staff. The University is working diligently towards establishing a visible and continuous commitment to diversify the campus. As a result of this work, a number of diversity initiatives have been established. Such initiatives represent a good first step towards ensuring a diverse business faculty.

No, we need incentive programs which are broad enough to support recruiting activities as well as funding incentives to increase diversity of faculty in business.

Individual's role in hiring of faculty is minimal.

Yes. We have a difficult time in finding minority applicants to recruit.

The Dean is the driving force and the college strategic plan has specific goals in this area.

Have little influence on the quality of the applicants.

Hard to answer. Huge cost benefit concerns. It is a very important mission, but not the only one.

So are they doing as much as could be done. No. Does the University support the initiative with enough money. No. Is it a serious effort. Yes.

It is my impression that this individual is more focused on student diversity than faculty diversity.

It's difficult for one person to handle the varying needs of multiple disciplines.

No. She is a non academic and does not really understand faculty recruiting.

It is a young program, but it has a newly-hired director and the will of the president and provost are behind it.

Program just started, so too early to tell.

The Provost office is developing an aggressive recruiting program to support diversity.

University wide focus is broad but provides infrastructure and support for more diversity.

Yes, we have a person who holds the position of V.P. of Diversity and Equity that reports directly to the University president. This person has made tremendous strides with respect to diversity at the university level in a short time period. In addition, at our business school we have just appointed a faculty member to the position of Associate Dean for Diversity and Community Relations. This person's role within the B-school is to work with the Dean as a member of the Senior Leadership Team on developing strategy around diversity at the faculty and student level.

No--more powerful incentives and support systems are needed to change hiring and appointments at faculty and student assistant levels.

Yes, resources are available to encourage recruitment and retention.

It's a new initiative so it's too early to tell.

Currently, the diversity program, which is directed from the dean's office, encourages department heads to actively pursue qualified minority faculty. A special fellowship has also been established to help attract good candidates. Despite these efforts, we are not satisfied with the results.

Question 8) As a whole, do you think American business schools are preparing all students to handle the issues of diversity in the corporate world?

Question 9) If yes, what do you see as changing factors/important initiatives in this effort?

We are talking about the issues of diversity much more openly. The tenor has changed from seeing diversity as a government requirement or social necessity to seeing it as a business necessity.

The topic is absolutely mainstreamed into our programs, including in all aspects of recruiting and orienting new members. The leadership of our institution sees this as extremely important.

The number of underrepresented minorities graduating from good institutions.

More aggressive recruiting of women and faculty from minority ethnic backgrounds.

We also look at global issues as part of a response to diversity. Our classrooms are much more diverse than our faculty, although we do have a significant portion of foreign-born faculty members from all around the world.

Realization of the demographics of our population in general and our student body.

A more diverse faculty and student population.

More diversity issues have been incorporated into the curriculum. Our student body is extremely diverse.

Living in a diverse environment.

Greater awareness of the issues and needs concerning diversity. More awareness of corporate concerns.

Improvement in diversity of students and faculty. Emphasis in curriculum on cross cultural and diversity of cultures in global society.

Generally society is more accepting of differences in most areas.

All the faculty "get it". That was not the case 10 years ago.

Standards of each of the accrediting bodies which question diversity.

This year, the University established Diversity Enhancement Awards. The purpose of this annual award is to recognize individuals and units that have demonstrated a significant commitment to enhancing diversity at the University. Five awards were given this year. Criteria used to select award recipients included: 1) Accomplishments, leadership and service in support of diversity enhancement at the University. 2) Steps toward creating an inclusive and supportive environment,

3) Achievement in recruiting and/or retaining diverse groups of faculty and staff, and, 4) Achievement in recruiting, retaining, and/or graduating diverse groups of students.

The ethics question.

One the increasing number of women has produced a better understanding of diversity as has the increasing number of faculty with PhD's after 1980. jk

The changing demographic of the student population makes it more difficult to ignore diversity

The university's commitment to diversity

Greater awareness in the public area for the need of a diverse work force.

Greater awareness and demand from corporate world.

Question 10) As a whole, do you feel that the corporate world is more aggressive today as it relates to recruiting practices for minority hiring as compared to 10 years ago?

Question 11) If yes, what do you see as changing factors/important initiatives in this effort?

Same as above.

It is the right thing to do, and it increases performance.

More compelling cases, greater community diversity.

The changing composition of the labor force as the baby boomers retire is a major factor.

Recruiting only at schools with student demographics that fit their customers'

Legal issues are certainly one, and the need to respond to particular market segments is another.

At entry level, the population of job-seekers is certainly more diverse than a decade ago.

Filling positions where skills are needed.

Again, awareness and corporate initiatives have helped. The success of some minorities has also spurred additional efforts.

The recognition that their markets are diverse and therefore diversity of their deployed human resources could enhance the creativity essential to reach competitive diverse markets.

Awareness of benefits from diversity

Increased pressure to have their workforce reflect the demographic changes taking place in society

Government pressures

Some major corporations will not recruit at schools lacking a diverse student body.

The reality of the marketplace and the need to respond.

Businesses seem to be recognizing that their markets are more diverse and that they need a diverse employee base to understand and respond to these changes. Some organizations are emphasizing internship programs to bring in a more diverse candidate pool.

The marketplace drives this in two ways, first the supply of qualified students is limited in many areas encouraging the inclusion of ALL graduates in the selection process and secondly business is responding to the changing demographics of the market by making sure management is representative of these powerful consumer segments.

Smaller companies mean fewer formal recruiting programs. That makes it more difficult for some students. Corporations that tap into student clubs as do the accounting firms have an advantage. More corporate sponsorships of these clubs would improve the situation.

They have very specific outreach programs

More partnerships with HBCUs and more support for minority student activities

Employment of Corporate Diversity Officers and implementation of diversity programs.

Special programs that provide financial support for the recruitment and retention of minority faculty

Other programs that provide mentoring, research support, and various types of other assistance

Employment and recruiting efforts are clearly portraying the need for a diverse work force.
greater sensitivity to issue

Increased advertising and expansion of efforts to recruit generally. Institutional recognition of the importance of aggressive recruiting of minorities and other underrepresented groups.

diversity adds positive results to the bottom line.

We see more employers coming to us as a source of diverse employers and seeing that as a part of their mission.

For example, it is my impression that some companies simply will not recruit on a campus where minority student thresholds are not met.

Greater effort to recruit at minority universities and college.

Realization that we are in a global, diverse business environment that affects businesses of all sizes.

The clear statement of the importance of having a diverse employment base is a much more common part of the senior executive statements in public and within the corporate world.

To create workforce representing their customer demographics

Businesses are recognizing the relationship between bottom-line results and inclusive diversity.

A greater recognition that talent resides in all areas and so failure to identify and tap diverse communities will ultimately mean a loss of potential talent.

Globalization and workforce diversity have brought home the advantages of diversity in decision-making.

Diversity pays in the marketplace with the advent of global business and the need to have a wide range of skills and knowledge which represent a variety of cultures, international understanding and perspectives of doing business today.

Many more firms are recruiting at Universities that are more diverse. More scholarships are being directed to minority students.

Better appreciation for value that diversity brings to an organization.

The changing demographics of both the customer base and talent pool for the corporate world has been a significant factor.

Frequency of inquiries Incentives (graduate program expenses, etc.)

Question 12) Have you seen an increase in the pool of minority applicants (African-American, Hispanic-American, and Native American) for faculty positions at your university?

Question 13) If yes, why is this occurring and what programs have influenced this increase?

Growth of minority recruiting and retention.

Jackson State University is graduating more Minority doctoral students

The state has a program that provides funding for doctoral study for minority students who return to the state to teach.

PhD Project

Attention to the issue. Effort to find qualified candidates. They are there.

In our college we are seeing more but I can not say the same for the university. Areas such as Education that has been high in minority percentages still are, those low in percentages (e.g., business or engineering) still are not. The PhD Project has been a big help in attracting but not necessarily hiring or getting faculty here. The graduates wants more money, special summer pay, reduced loads...hard to do without throwing away internal equity.

Dedicated recruiting efforts

I believe the Ph.D. Project has a major impact on this trend.

We just hired two minorities in the College of Business. I believe that we are finally getting some numbers although it is still attractive for minorities to go into business rather than teaching.

I responded "no" because I do not believe that there has been as increase in the pool of qualified minority applicants.

More minorities are pursuing doctoral training.

Increases in available candidates

Just a small increase partially influenced by the PhD Project. Unfortunately, a good number of your program's graduates gravitate to historically minority schools and are not available to the general population of schools.

Yes, but competition is fierce. Prices have skyrocketed. The PhD project is making a big difference in supply but demand has increased faster than supply for all disciplines.

The major contributor to this increase is the Ph.D. project

Minorities at our institution are whites.

See response to Question # 11

PhD Project is a major factor.

The applicants stated that they appreciate our Jesuit commitment to Diversity

Push from faculty and the availability of programs like the Ph.D. Project.

I think it has been largely driven by the fact that we have 3 African American faculty on staff and one Hispanic American and so these individuals have taken the initiative to seek minority talent from their personal networks. This ultimately is not a sustainable strategy and so we are in the process of developing a more sophisticated strategy for identifying talent including the PHD project

Our Jesuit heritage and our reputation as a program hospitable to people of color

I believe that we are doing a better job of making the university a supportive for minorities.

Question 14) Do you feel that students in your business program, who have taken a class taught by a minority business professor or a minority doctoral teaching assistant, are better prepared for a business career?

Question 15) If yes, please elaborate:

The student's outlook changes after being taught by a caring, intelligent, thoughtful African-American professor.

all of our faculty and TAs are excellent. The diversity of the environment is important in mirroring the work world.

Greater exposure to diversity.

They are better prepared in dealing with diversity issues, so the benefits seem to be in more qualitative areas. We have not had any minority business professors teaching in quantitative areas.

Minority faculty are sensitive to the issues that minority students will face in business and are better able to articulate this issues and recommend strategies to effectively deal with them.

Role models and balanced presentation of issues.

It is important that students see people in authority who are of color, not just the typical Caucasian. The individual in front of the class has an opportunity to cause people to reject stereotypes and see that African Americans, Native Americans, and Hispanics are extremely capable and knowledgeable.

Minority faculty tend to be more sensitive to diversity issues and include them in their lectures and class discussions. That is of value to all students. Further, minority students are more frank in discussions of these issues when they are raised by a minority faculty member.

Well trained

They have a direct exposure to diverse thoughts and could see what the real world looks like.

The direct experience of working with a minority person in an important, respected position is powerful in itself.

Part of it is habit, so the more exposure the better so it is not seen as something "unusual" - I was a woman in a male dominated industry for many years and things did not significantly improve until women stopped being a novelty and were considered "normal" employees. Part of it is also the broader exposure in culture, in point of view, etc. that someone who is different brings to the table. "different" can be many different things. My college has predominantly older white males so any kind of difference is a good thing for students.

Minority faculty provide different view points and change the students' misconception of minorities in general.

Students who are engaged with faculty of varied cultural backgrounds provide students with a perspective that the world is getting smaller and they need to know the importance of a global economy.

Creates more awareness and sensitivity

It's part of their living in a diverse environment.

The corporate world is a diverse place in which to operate. Exposure to a minority faculty member enables students to better understand this world.

I say this only to the extent the students harbored any discriminatory notions of the lack of intellect or business acumen by minorities.

This has been found to be a good learning experience.

Somewhat due to the perspective the faculty person may bring to the discussion, but our quite diversified faculty (including your definition of minority, foreign nationals and women) are very professional and teach the subject matter from that professional perspective. The effect of diversity among the instructors is more subtle to include the impact of discussions among faculty on professional topics and as role models to students.

Too broad a question. In general I think it is a positive, but there are many variables in the equation. Everything else being equal it is a plus.

more worldly

Exposure to minority faculty is a more reflection of the real world

We are a HBCU and most of our students are African American. African American faculty members seem to expect more and demand more from our students than other faculty members.

Those individuals bring different business experiences and perceptions to all types of students, including racial, cultural and ethnic issues.

Our student are extremely diverse and having faculty which more closely mirror that diversity is better for teaching and for illustrating the importance of hearing diverse view points.

Students should be exposed to faculty of as many diverse backgrounds as possible to prepare for the world after college

Answer is generally yes (not unqualified). A significant issue is whether the professor has personal experience in the business world. If so, the answer is yes. If not, the answer is quite often no. Particularly in this area, practical experience is essential.

This question is not worded well. Students who have a portfolio of classes taught by diverse faculty, including ethnic minorities, are better prepared for a business career.

Nothing helps dispel myths better than to be exposed to competence that belies the myth.

It helps them visualize working in an environment where one's boss may be of a different gender, race, etc.

This result largely depends upon the nature of the course and the teaching ability of the instructor. There is a greater probability that the presence of a minority teacher in the classroom will provide students with a clear indication about the importance of diversity in the professional arena.

Perception of interest, commitment, accessibility, comfort Impact of role model; mentorship, confidence

SURVEY INSTRUMENT

CONDUCTED BY THE KPMG FOUNDATION

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

As the Dean of an institution with minority faculty, we are interested in your thoughts and opinions on our initiative, and its impact at your university and on higher education as a whole.

The survey will take approximately 15 to 20 minutes to complete. Simply indicate the answers you believe best represent your thoughts. All responses are completely confidential.

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

1. Please indicate whether your business school is Doctoral Granting or Non-Doctoral Granting:

- Doctoral Granting Institution
- Non-Doctoral Granting Institution

2. At present, how many tenure track minority (African-American, Hispanic-American and Native American) faculty members are in your business school?

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

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

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

4. If you are at a Doctoral Granting Institution, at present, how many minority (African-American, Hispanic-American, and Native American) doctoral students are functioning as teaching assistants in your business school?

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

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

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

6. Does your university have a person or program responsible for improving diversity?

- Yes
- No

7. If so do you believe this person or program is doing enough to ensure a diverse business faculty? Please elaborate:

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

- Yes
- No

9. If yes, what do you see as changing factors/important initiatives in this effort?

10. As a whole, do you feel that the corporate world is more aggressive today as it relates to recruiting practices for minority hiring as compared to 10 years ago?

- Yes
- No

11. If yes, what do you see as changing factors/important initiatives in this effort?

12. Have you seen an increase in the pool of minority applicants (African-American, Hispanic-American, and Native American) for faculty positions at your university?

- Yes
- No

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

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

- Yes
- No

15. If yes, please elaborate:

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

16a. Education of minority students

- Less impact
- Same impact
- Greater impact

16b. Education of non-minority students

- Less impact
- Same impact
- Greater impact

16c. Attitudes of fellow faculty toward minority students/minority issues:

- Less impact
- Same impact
- Greater impact

16d. Career mentoring for minority students:

- Less impact
- Same impact
- Greater impact

16e. Attracting minority students:

- Less impact
- Same impact
- Greater impact

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

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

Thank you for your participation in this survey.