



2018–19
**Business School
Questionnaire**
Executive Summary

Preface

In March 2019, AACSB opened the 2018–19 Business School Questionnaire (BSQ), an online survey of business school characteristics. AACSB invited officials from over 1,600 business schools worldwide to participate in the survey, 806 of which took part. The results provide a representative overview of AACSB’s global membership, and business education at large, with 85 percent of AACSB-accredited participating schools. This executive summary provides a look into some of the highlights based on their responses.

The 2018–19 BSQ tracks a variety of business school characteristics for the purpose of benchmarking and analysis. The survey captures data on faculty attributes, admissions, enrollment, degrees conferred, student and faculty demographics, class sizes, degree programs of all levels and all delivery methods, and basic financial data, such as tuition and operating budgets.

Schools that participated in the BSQ have access to the full set of data and a variety of custom reporting tools via DataDirect. These custom reporting tools provide the best way to utilize the data from the BSQ, as they allow for more nuanced analysis than is possible through the Overview Reports.

In addition to this executive summary, a BSQ Overview Report provides a more comprehensive set of data tables related to the following:

- Institutional Characteristics
- Mission
- Finances
- Programs
- Faculty and Staff
- Enrollment and Degrees Conferred

The available 2018–19 BSQ Overview Reports provide aggregate data by geographic location and AACSB accreditation status:

- All Participants
- AACSB Accredited
- Asia Pacific
- Europe, Middle East, and Africa (EMEA)
- All Participants Excluding the United States
- North America
- Oceania
- United States

This executive summary contains data drawn largely from the All Participants report. For further information about this and other surveys, please visit aacsbedu.org/data. If you have questions regarding these reports, the Business School Questionnaire, access to DataDirect for custom report generation, or other AACSB Business Education Intelligence products, please contact us at datadirect@aacsb.edu.

Introduction

The Business School Questionnaire (BSQ) is AACSB's most comprehensive survey. It is the only globally distributed survey that offers insight into each participating institution's priorities in the areas of teaching, intellectual contribution, service, and insight into schools' research priorities in business education. Additionally, the BSQ provides a comprehensive overview of business school operations including finances, faculty and staff, programs, enrollments, and degrees. The data contributed to the BSQ by our members is a big part of why AACSB is recognized as a trusted source for data and analysis on business education globally by many media outlets, such as the *Wall Street Journal* and the *Financial Times*.

Participation

The 2018–19 BSQ saw another year of high participation, with 806 business schools contributing, representing 61 different countries and territories.

In 2001, AACSB released its first BSQ, drawing participation from 436 institutions, which represented roughly 50 percent of AACSB's membership at that time. The BSQ's participation rate has kept pace with membership growth and, for 2018–19, still reflects almost half of AACSB's global membership.

Table 1. Number of Participating Schools by Region

Region	Participants
Europe, Middle East, and Africa	
Africa	5
Europe and Near East	158
Middle East	19
Total	182
Asia Pacific	
Asia (Excluding Middle and Near East)	79
Oceania	27
Total	106
Americas	
Canada	31
Latin America and Caribbean	17
United States	470
Total	518
Total: All Participating Schools	806

85%

of the participating schools have achieved AACSB accreditation

67%

of participating schools are publicly controlled

Highlights

Below are general observations from across the full set of participating institutions. Institutions participating in the BSQ may, via DataDirect, refine any of these data to their desired custom grouping of schools.

- The overall average operating budget is a little less than 29 million USD, with approximately 30 percent of schools reporting an operating budget between 10 million and 25 million USD
- The average endowment is slightly more than 26 million USD, with more than 29 percent of the schools reported that their endowment is higher than 25 million USD
- 11 percent of AACSB-accredited schools indicated that they are also accredited by EQUIS and AMBA
- 69 percent of schools indicated that they offer non-degree programs such as open enrollment or custom non-degree executive education programs
- 45 percent of participants indicated that they offer undergraduate, master's, and doctoral degrees, while about 44 percent offer undergraduate and master's degrees only
- Approximately 44 percent of U.S. schools' main business school campus resides in an urban community, about 35 percent in a suburban community, and the remaining 20 percent are in a rural community
- 59 percent of U.S. schools indicated that their undergraduate students are mostly residential, while 77 percent indicated that their master's graduate students are mostly commuters, and 16 percent indicated that their doctoral students are primarily commuters
- 64 percent of all faculty are full-time, about 34 percent are part-time, and approximately 2 percent are graduate students
- The average number of full-time faculty at a school is 78
- The average number of full-time female faculty at a school is 27, while the average number of male faculty reported is approximately 50
- The average Full Time Equivalent (FTE) of all faculty is 95

11%

of AACSB-accredited schools indicated they are also accredited by EQUIS and AMBA

26+
million USD

is the average school endowment

44%

of the participating schools indicated that they offer undergraduate and master's degrees only

27

is the average number of full-time female faculty at a school, whereas the average number of male faculty reported is 50

78

is the average number of full-time faculty at a school

US Regional Accreditors

The following percentages reflect 2018–19 U.S. BSQ participants that also hold a U.S. regional accreditation:

18%

Southern Association of
Colleges and Schools
(SACS)

17%

Higher Learning
Commission of
the North Central
Association of Colleges
and Schools (NCACS)

11%

Middle States
Association of Colleges
and Schools (MSACS)

5%

Western Association of
Schools and
Colleges (WASC)

4%

New England
Association of Schools
and Colleges (NEASC)

<5%

Northwest Commission
on Colleges and
Universities (NWCCU)

Table 2. Focus of Student Recruitment

Recruit Levels	Local (Within Local County/Municipality)	State/ Provincial (Within Home State/ Province)	Intra-National Region (Region Within Host Location)	National (Throughout Host Location)	International Region (Within Continental Area)	Global (Throughout Entire World)
Under-graduate	7%	23%	17%	25%	5%	23%
MBA	11%	15%	12%	16%	7%	39%
EMBA	10%	13%	13%	24%	9%	31%
Other Master's	9%	12%	11%	17%	7%	44%
Doctoral	1%	2%	4%	18%	12%	63%

This year's BSQ included new categories for student recruitment for which schools were asked to share their business school recruitment efforts for a given degree level. Out of the 806 schools that submitted survey responses, the majority focused their student recruitment within their national borders (first four columns in Table 2 above) for most program levels. Among our more finely tuned categories, global recruiting is the most common for most program levels, where schools recruited with this focus for EMBA programs at 31 percent, 44 percent for other types of master's programs, and 63 percent for doctoral programs. The most common type of recruiting for undergraduate programs was national (throughout the host school's country), where 25 percent of schools that offer undergraduate programs indicated that they recruit this way, and global was most common for schools that offer MBA programs.

Mission and Emphasis Areas

Ninety-three percent of the schools that submitted a BSQ indicated that they place a high emphasis on teaching in their business school priorities, while about 61 percent indicated that they highly emphasize intellectual contribution, and 18 percent highly emphasize service.

Table 3. Business Unit Activity Priorities—Emphasis

Area Emphasis	High Emphasis	Medium Emphasis	Low Emphasis
Teaching	93%	7%	0%
Intellectual Contribution	61%	38%	1%
Service	18%	52%	30%

57%

reported that Basic or Discovery Scholarship is highly emphasized as a research focus

Whereas

52%

indicated that Applied or Integration/Application Scholarship is highly emphasized

About

33%

of all schools indicated that Teaching & Learning Scholarship is an area of high emphasis

Table 4. Business Unit Research Priorities—Emphasis

Area Priority	High Emphasis	Medium Emphasis	Low Emphasis
Teaching & Learning Scholarship	33%	38%	29%
Applied or Integration/Application Scholarship	52%	43%	5%
Basic or Discovery Scholarship	57%	27%	16%

Enrollments

Business school enrollments comprise approximately 18 percent of total overall enrollments at the larger institutions to which participating schools are affiliated (where applicable). Note that 84 percent of business schools are standard academic units of parent institutions, 8 percent are semi-/mostly autonomous units of parent institutions, and 8 percent are independent institutions.

Participating business schools collectively enrolled 2,280,000 students as of their enrollment census date.

The average percentage of undergraduates who transferred from an outside institution (out of the schools that reported this data point) is about 19 percent, but the median percentage is 11 percent. Almost 12 percent of schools indicated that no undergraduate students transferred from another institution.

This year, 752 schools reported the total enrollment for their parent institution. The average parent institution enrollment (or actual enrollment for an independent institution) across all schools is slightly less than 16,500 students. The average enrollment for schools that are not independent standalone institutions (n=692 reporting schools) is a little less than 2,740 students. The average overall enrollment for all 806 reporting business schools is 2,830.

Programs Offered

For this year's BSQ, schools were asked to indicate how long a program had been at their school. Most programs began before 1999, but more have been introduced over the last two decades. While these data are displayed in intervals in Table 5 below, the actual year started (1999 or later) is available for all programs.

Table 5. Year Program Started (Number of Programs Reported)

Education Level	Pre 1999	1999–2005	2006–2012	2013–2018	2019–2021*
Undergraduate	4,093	808	1,118	1,458	66
Master's Generalist	1,097	697	1,065	1,385	109
Master's Generalist (non-MBA)	108	49	87	118	5
Master's Generalist (MBA/ Dual Degree)	147	67	47	44	1
Master's Generalist (MBA)	1379	231	353	494	22
Master's Generalist (EMBA)	166	88	70	58	4
Integrated Undergrad-Master's	47	7	25	15	1
Doctoral	729	156	209	193	6

*Includes forthcoming programs

Note: This table reflects only the addition of new programs as reported by participating schools; it is not a reflection of shifts in available majors, curriculum, delivery method or other aspects of program evolution.

Language of Instruction

39%

of schools outside of Australia, Canada, New Zealand, the United Kingdom, and the United States indicated that English is their main language of instruction

20%

of all schools indicated that they offer one or more full degree programs in a second language, but 47 percent of schools located outside the U.S. said they offer degree programs in more than one language

This year was the second year that the field/discipline of Data Analytics was listed as an option in the BSQ, and less than 6 percent of all schools indicated that they offer a bachelor's degree in this field; however, close to 39 percent indicated that they offer a bachelor's degree in the field of CIS/MIS. Out of all the schools that indicated that they offer at least one bachelor's degree program, the most common discipline reported (out of more than 36 other categories) was Accounting (approximately 70 percent).

Table 6. Bachelor's Degree Programs

Discipline	N Schools	Percent
Accounting	527	70.45
Actuarial Science	10	1.34
Arts Administration	2	0.27
Behavioral Science/Organizational Behavior	9	1.20
Business Communication	15	2.01
Business Education	23	3.07
Business Ethics—incl Corporate Social Responsibility	3	0.40
Business Law/Legal Environment	33	4.41
CIS/MIS	292	39.04
Data Analytics	44	5.88
E-Business—incl E-Commerce	16	2.14
Economics/Managerial Economics	304	40.64
Energy Management	4	0.53
Entrepreneurship/Small Business Admin	165	22.06
Finance—incl Banking	459	61.36
General Business	426	56.95
Health Services/ Hospital Admin	24	3.21
Hotel/Restaurant/Tourism	55	7.35
HR Mgt—incl Personnel & Ind/Labor Relations	148	19.79
Insurance	43	5.75
International Business	273	36.50
Leadership	9	1.20
Management	460	61.50
Manufacturing and Technology Management	10	1.34
Marketing	446	59.63
Operations Research	3	0.40
Production/Operations Mgt	66	8.82
Public Administration	10	1.34
Quantitative Methods	18	2.41
Real Estate	46	6.15
Sports Management	30	4.01
Statistics	13	1.74
Strategic Management	11	1.47
Supply Chain/Transport/Logistics	124	16.58
Taxation	8	1.07
Other Discipline	136	18.18

Table 7. General Master's Degree Programs

Discipline	N Schools	Percent
Accounting	72	9.86
Actuarial Science	1	0.14
Arts Administration	2	0.27
Behavioral Science/Organizational Behavior	7	0.96
Business Communication	5	0.68
Business Education	16	2.19
Business Ethics—incl Corporate Social Responsibility	5	0.68
Business Law/Legal Environment	17	2.33
CIS/MIS	58	7.95
Data Analytics	23	3.15
E-Business—incl E-Commerce	6	0.82
Economics/Managerial Economics	27	3.70
Energy Management	3	0.41
Entrepreneurship/Small Business Admin	54	7.40
Finance—incl Banking	124	16.99
General Business	514	70.41
Health Services/Hospital Admin	61	8.36
Hotel/Restaurant/Tourism	8	1.10
HR Mgt—incl Personnel & Ind/Labor Relations	43	5.89
Insurance	2	0.27
International Business	99	13.56
Leadership	18	2.47
Management	290	39.73
Manufacturing and Technology Management	6	0.82
Marketing	91	12.47
Operations Research	3	0.41
Production/Operations Mgt	19	2.60
Public Administration	15	2.05
Quantitative Methods	7	0.96
Real Estate	12	1.64
Sports Management	9	1.23
Statistics	2	0.27
Strategic Management	31	4.25
Supply Chain/Transport/Logistics	39	5.34
Taxation	8	1.10
Other Discipline	73	10.00

Out of the schools that indicated they offer at least one general master's degree program, almost 70 percent reported offering a master's degree in General Business, and almost 40 percent indicated that they offer one in Management. A little more than 3 percent offer a general master's degree in Data Analytics.

Table 8. Specialized Master's Degree Programs

Discipline	N Schools	Percent
Accounting	431	69.52
Actuarial Science	10	1.61
Arts Administration	3	0.48
Behavioral Science/Organizational Behavior	19	3.06
Business Communication	15	2.42
Business Education	17	2.74
Business Ethics—incl Corporate Social Responsibility	8	1.29
Business Law/Legal Environment	23	3.71
CIS/MIS	156	25.16
Data Analytics	106	17.10
E-Business—incl E-Commerce	19	3.06
Economics/Managerial Economics	133	21.45
Energy Management	6	0.97
Entrepreneurship/Small Business Admin	80	12.90
Finance—incl Banking	310	50.00
General Business	81	13.06
Health Services/Hospital Admin	48	7.74
Hotel/Restaurant/Tourism	31	5.00
HR Mgt—incl Personnel & Ind/Labor Relations	118	19.03
Insurance	13	2.10
International Business	111	17.90
Leadership	26	4.19
Management	202	32.58
Manufacturing and Technology Management	9	1.45
Marketing	183	29.52
Operations Research	11	1.77
Production/Operations Mgt	36	5.81
Public Administration	26	4.19
Quantitative Methods	37	5.97
Real Estate	27	4.35
Sports Management	20	3.23
Statistics	17	2.74
Strategic Management	28	4.52
Supply Chain/Transport/Logistics	107	17.26
Taxation	68	10.97
Other Discipline	151	24.35

Nearly 70 percent of reporting schools offer a specialized master's degree in Accounting, almost half offer a specialized master's degree in Finance, and a little more than 17 percent offer a specialized master's degree in Data Analytics.

Table 9. Doctoral Degree Programs

Discipline	N Schools	Percent
Accounting	86	21.94
Actuarial Science	1	0.26
Behavioral Science/Organizational Behavior	22	5.61
Business Education	6	1.53
Business Ethics—incl Corporate Social Responsibility	2	0.51
Business Law/Legal Environment	3	0.77
CIS/MIS	64	16.33
Data Analytics	2	0.51
E-Business—incl E-Commerce	1	0.26
Economics/Managerial Economics	88	22.45
Entrepreneurship/Small Business Admin	14	3.57
Finance—incl Banking	109	27.81
General Business	143	36.48
Health Services/Hospital Admin	1	0.26
Hotel/Restaurant/Tourism	6	1.53
HR Mgt—incl Personnel & Ind/Labor Relations	10	2.55
Insurance	7	1.79
International Business	22	5.61
Management	161	41.07
Manufacturing and Technology Management	4	1.02
Marketing	78	19.90
Operations Research	16	4.08
Production/Operations Mgt	26	6.63
Public Administration	5	1.28
Quantitative Methods	4	1.02
Real Estate	4	1.02
Sports Management	1	0.26
Statistics	11	2.81
Strategic Management	18	4.59
Supply Chain/Transport/Logistics	20	5.10
Taxation	3	0.77
Other Discipline	62	15.82

Almost 41 percent of all schools offering doctoral degrees indicated that they offer a doctorate in Management, and less than 1 percent indicated that they offer a doctorate in Data Analytics.

Additional Information

In addition to these data, further information on enrollments, admissions, faculty, programs, and more is now available in the [2018–19 BSQ Overview Reports](#) or by using the benchmarking tools in the DataDirect system. Access to these reports and the benchmarking tools are a part of the membership benefits for all schools that submitted a validated BSQ. The overview reports are also available for purchase on the AACSB website.

Additionally, more information on business school faculty and administrative salaries by rank/position, field, accreditation status, and institutional control is available in the [2018–19 Staff Compensation & Demographics Survey Executive Summary](#).

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aacsb.edu

Americas

777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602-5730 USA
Main +1 813 769 6500

Europe, Middle East, and Africa

UP Building, Piet Heinkade 55
1019 GM Amsterdam
The Netherlands
Main +31 20 509 1070

Asia Pacific

331 North Bridge Road
#10-04/05 Odeon Towers
Singapore, 188720
Main +65 6592 5210