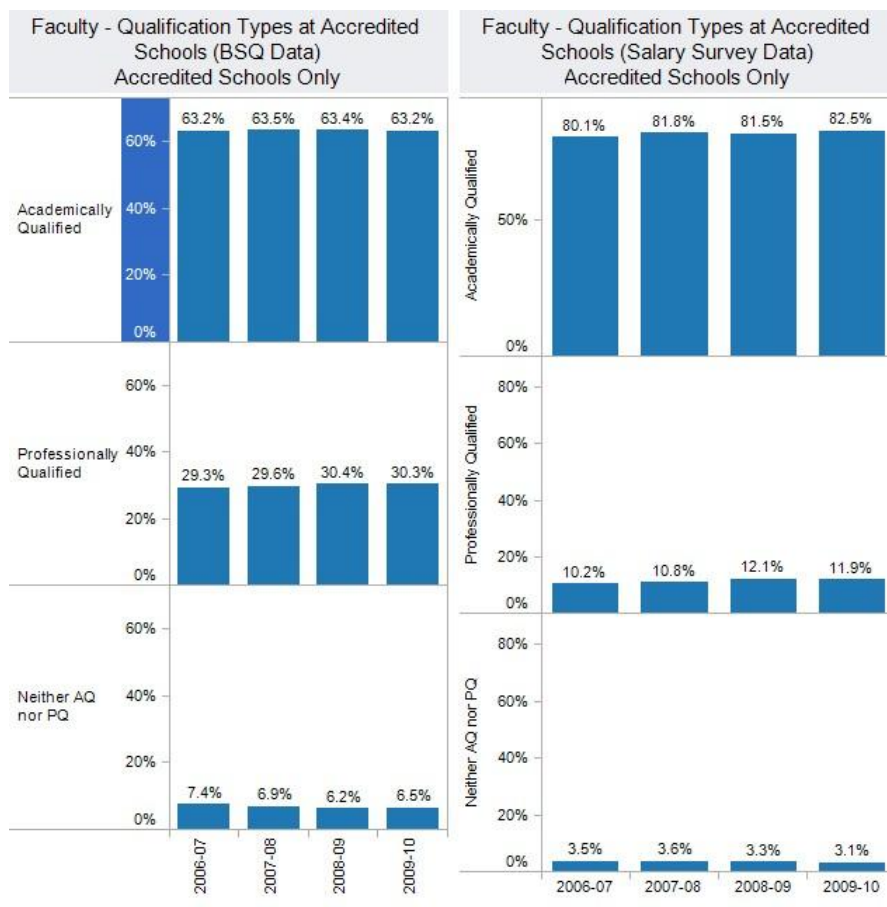


Faculty Qualifications: Trends in Academic and Professional Qualification Percentages at AACSB Accredited Schools

Schools are always striving to have the best possible faculty members to help their students become successful leaders in business. Part of this means finding the right balance between academic and professional experience for an institution’s faculty mix. In this data visualization, AACSB examines the qualification types for faculty members from 2006–07 to 2009–10 through two of AACSB’s surveys: the *Annual Business School Questionnaire (BSQ)*, and the *Salary Survey*.

For comparison purposes, both surveys evaluate qualification types from slightly different perspectives. The *BSQ* data is based on a full headcount of all faculty at responding institutions. It reports data at the participating/supporting levels, as well as at the full-time/part-time levels. For readers looking to get a sense of the faculty balance which includes part-time and adjunct faculty, this is the percentage to review. Alternatively, the *Salary Survey* data reflects numbers only for full-time faculty members, and represents data points for those interested in the change of percentage for the full-time, more ‘traditional’ faculty.

(Click [here](#) for more detailed information on Table 1.)



[Source: AACSB Business School Questionnaire (BSQ), AACSB Business School Salary Survey]

When looking across all faculty numbers within Table 1, as reported through the *BSQ* data, the overall percentages have remained relatively stable from 2006–07 through 2009–10. Academically qualified (AQ) faculty making up approximately 63 percent of the overall teaching ratio at AACSB–accredited schools. Similarly, the percentage of professionally qualified faculty (PQ) has remained relatively consistent (29.3 percent to 30.3 percent, respectively). Also, the percentage of faculty members who did not meet a school’s definition as either academically or professionally qualified showed a slight decrease from 7.4 percent to 6.5 percent across years 06–07 to 09–10.

Based on the *Salary Survey*, and as demonstrated in Table 1, from 06–07 to 09–10 the percentage of AQ faculty has shown modest increases (80.1 percent to 82.5 percent), and PQ faculty has followed the same trend beginning at 10.2 percent, and increasing to 11.9 percent. Also, the percentage of faculty members who did not meet the definition for either academically or professionally qualified remained steady or demonstrated a slight decrease each year (3.5 percent to 3.1 percent, respectively).

Both sets of charts in Table 1 reflect data from AACSB–accredited schools. By comparing the results of data perspectives from both the *BSQ* and the *Salary Survey*, AACSB is able to provide a valuable representation of faculty percentages. In that, during the past five years AACSB's survey data has shown an increase in both AQ and PQ faculty percentages, with PQ generally growing somewhat faster than AQ. As displayed in the two charts, these trends remain similar whether the dataset is limited to full-time faculty or includes all faculty. This demonstrates that AACSB-accredited schools continue to hire and value academically qualified faculty, but also are taking advantage of the real-world experiences of more professionally qualified faculty.