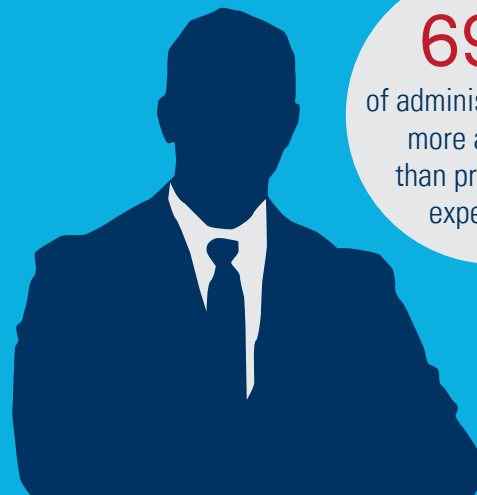
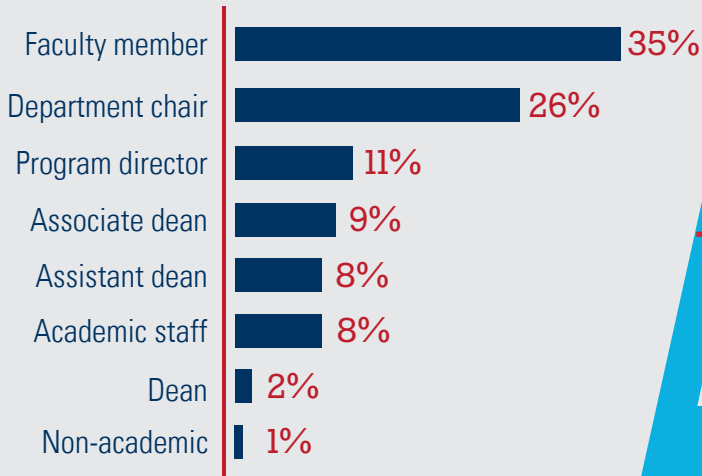


# Senior B-School Administrators Survey 2014-15



**69%**  
of administrators have more academic than professional experience.

## Position held immediately prior to current role



Respondents are most often responsible for **administration, accreditation, and undergraduate degree programs.**



## Average **time in role** for current administrators is

**4.6 years**

compared to

**4.3 years** for deans

## Administrators consider themselves

**most effective at:**

**and least effective at:**

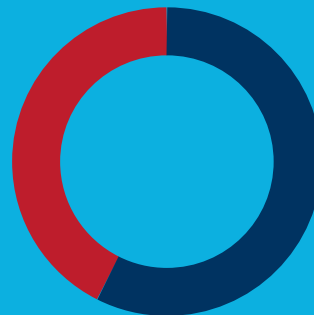
- |                             |                             |
|-----------------------------|-----------------------------|
| Communications              | Maintaining Research        |
| Managing Faculty and Staff  | Work-life Balance           |
| Student and Career Services | Engagement in Peer Networks |

**32%**

of deans were senior b-school administrators immediately prior to their first deanship.

**42%**

of survey respondents were female



**57%**

of survey respondents were male

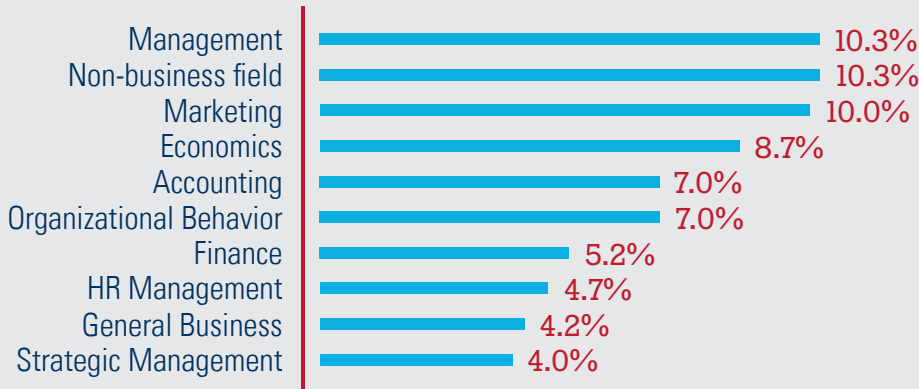
**11%**

of respondents are serving in an interim position.

For additional information, visit the most comprehensive source of management education data in the world at [www.aacsb.edu/data](http://www.aacsb.edu/data).

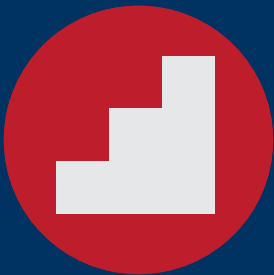
This survey was distributed to associate deans, assistant deans, vice deans, or their equivalents serving in colleges or schools of business. 587 administrators from 50 countries responded. Comparison data on deans comes from a similar survey for that role.

Primary academic focus of highest degree earned:



91% of deans also hold faculty positions,

while just 76% of senior business school administrators also hold faculty positions.



**42%** of administrators do not aspire to become a dean.



**25%** of administrators have lived **6+ years** in a country outside of their home country.



**33%** of administrators speak more than one language fluently.

For them to be successful in their roles, senior b-school administrators report having to be most effective in:

- 1 staying focused on priorities
- 2 maintaining a good relationship with the dean
- 3 time management
- 4 communicating with faculty
- 5 identifying priorities
- 6 being aware of my own strengths and weaknesses