AACSB

Deans Survey
Overview Report
2023–24

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To better understand the trends and profiles of business school deans' offices, AACSB International conducts the Deans Survey every three years.

The Deans Survey is conducted with the cooperation and support of AACSB member institutions and their staff. Participation in the survey is voluntary and is not connected to AACSB accreditation.

The survey, which was launched on October 4, 2023, and closed on November 8, 2023, offers a comprehensive view of the influential figures heading business schools globally. This year, 434 deans and 36 interim deans from 64 countries and territories participated in the survey.

For an in-depth exploration of these findings, be sure to peruse the web report *Leading Today's Business Schools: Insights from Deans*. This report provides a more detailed analysis of the survey results, offering insights into the goals, challenges, and ambitions of current business school leaders.

We trust that the data from this survey and the detailed observations from the web report will be both intriguing and valuable to you.

As an AACSB Business Education Alliance Member, Academic Partnerships (AP) is honored to help support AACSB in its important research initiative on the demographic trends, characteristics, challenges, and opportunities of business school deans.

Founded in 2007, AP's mission is to expand access to high-quality, affordable, and workforce-relevant education. AP assists primarily regional public universities in increasing their access and impact by making their academic programs available to students online, many of whom are underserved and nontraditional learners, such as working and adult students.

AP brings single-minded dedication to student success, an integrated set of services, and data-driven performance to our collaboration with university partners. We provide universities with the support and infrastructure they need to expand their impact, while the university retains all control over admission decisions and program quality, standards, curriculum, and instruction.

Although we support online programs across all disciplines, we are especially proud of helping universities across the country grow their portfolio of AACSB-accredited graduate and undergraduate online business programs, as they prepare tomorrow's business leaders for success in a rapidly changing global marketplace.

For more information on innovative online learning solutions, please visit **www.academicpartnerships.com**.

Participant Characteristics

Total Participation

470 Total Survey Participants

Dean (n=434)

Interim/acting dean (n=36)

2%

29%

69%

56%

44%

- Female
- Male
- Gender not reported
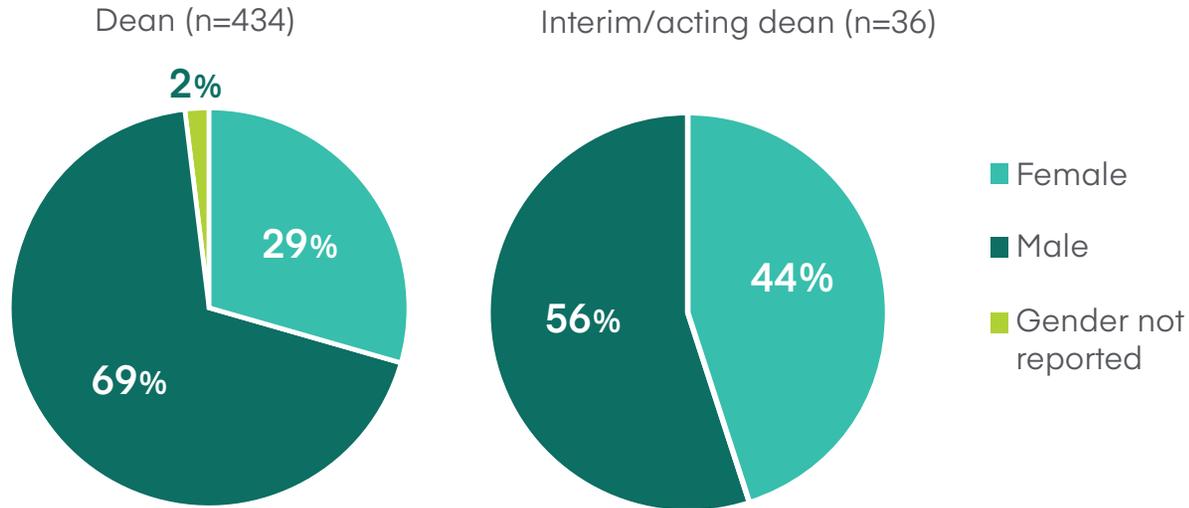
Note: For those who indicated gender (n=426), 30 percent are female and 70 percent are male. Eight respondents did not indicate their gender. The category of "Other (specify)" was not selected by any respondents.

Dean
- 316
- 118

Interim/ acting dean
- 31
- 5

- Accredited
- Not accredited

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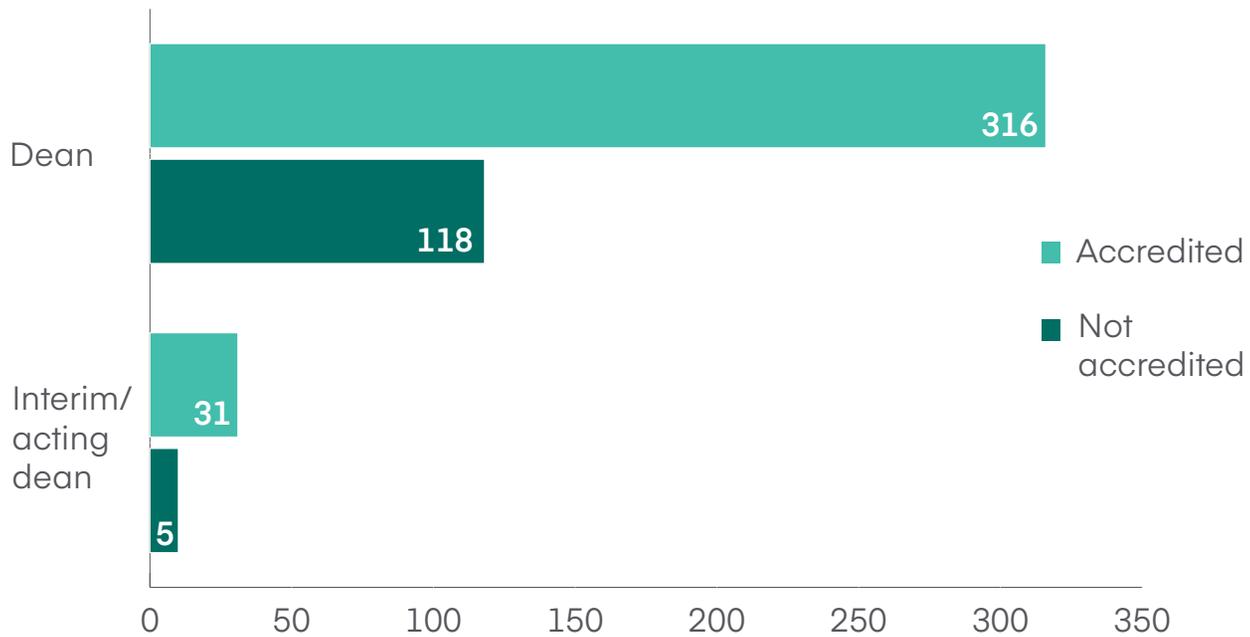
Overall Survey Participation

|	Dean					Interim/Acting Dean				
	Female	Male	Gender Not Reported	Dean Total	% of Dean Total	Female	Male	Interim/Acting Total	% of Interim/Acting Total	Total Participation (Deans + Interim)
Accredited	**96**	**215**	**5**	**316**	**73%**	**14**	**17**	**31**	**86%**	**347**
Africa	1	3	—	4	1%	—	—	—	—	4
Asia	4	26	1	31	10%	—	—	—	—	31
Europe and Near East	16	26	—	42	13%	—	3	3	10%	45
Latin America and Caribbean	2	8	—	10	3%	—	—	—	—	10
Middle East	2	3	—	5	2%	—	1	1	3%	6
Northern America	66	144	4	214	68%	14	13	27	87%	241
Oceania	5	5	—	10	3%	—	—	—	—	10
Not Accredited	**32**	**83**	**3**	**118**	**27%**	**2**	**3**	**5**	**14%**	**123**
Africa	1	4	—	5	4%	—	—	—	—	5
Asia	3	18	—	21	18%	—	1	1	20%	22
Europe and Near East	13	33	1	47	40%	—	1	1	20%	48
Latin America and Caribbean	4	4	—	8	7%	—	—	—	—	8
Middle East	—	11	—	11	9%	—	—	—	—	11
Northern America	10	13	2	25	21%	2	1	3	60%	28
Oceania	1	—	—	1	1%	—	—	—	—	1
All Schools	**128**	**298**	**8**	**434**	**Regional % of Dean Total**	**16**	**20**	**36**	**Regional % of Interim/Acting Total**	**470**
Africa	2	7	—	9	2%	—	—	—	—	9
Asia	7	44	1	52	12%	—	1	1	3%	53
Europe and Near East	29	59	1	89	21%	—	4	4	11%	93
Latin America and Caribbean	6	12	—	18	4%	—	—	—	—	18
Middle East	2	14	—	16	4%	—	1	1	3%	17
Northern America	76	157	6	239	55%	16	14	30	83%	269
Oceania	6	5	—	11	3%	—	—	—	—	11
Grand Total	**128 (29%)**	**298 (69%)**	**8 (2%)**	**434**		**16 (44%)**	**20 (56%)**	**36**		**470**

Note: Interim deans received abbreviated versions of the survey. Some percentages may not add to 100 due to rounding.

**Dean
Participation**

434 Dean Survey Participants

Experienced
(n=229)

New
(n=205)

- Female
- Male
- Gender not reported
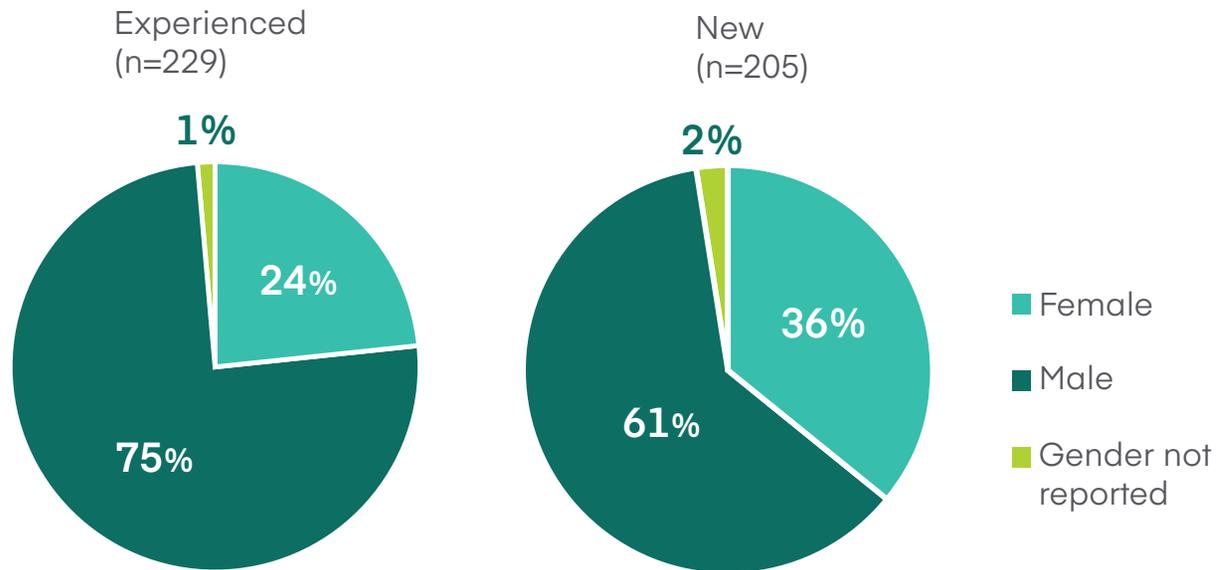
Note: For those who indicated gender among experienced deans (n=226), 24 percent are female and 76 percent are male. Among new deans (n=200), 37 percent are female and 63 percent are male. Three and five respondents, respectively, did not indicate their gender. The category of "Other (specify)" was not selected by any respondents.

- Accredited
- Not accredited
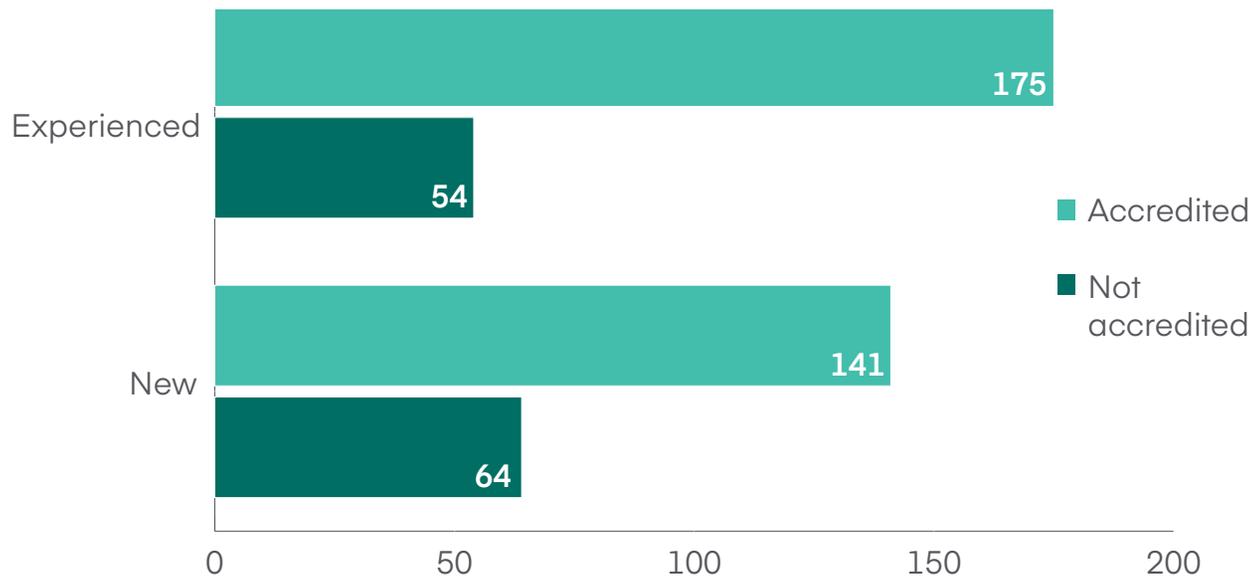
Note: For purposes of this survey, "Experienced Deans" represent current deans who have had multiple deanships or have been in their current, first deanship since 2017 or earlier. "New Deans" represent deans in their first deanship since 2018 or later.

|	**Experienced Deans**					**New Deans**					
	Female	Male	Gender Not Reported	Experienced Dean Total	% of Experienced Dean Total	Female	Male	Gender Not Reported	New Deans Total	% of New Deans Total	Total Participation (Experienced + New)
Accredited	**46**	**127**	**2**	**175**	**76%**	**50**	**88**	**3**	**141**	**69%**	**316**
Africa	—	2	—	2	1%	1	1	—	2	1%	4
Asia	2	13	—	15	9%	2	13	1	16	11%	31
Europe and Near East	8	17	—	25	14%	8	9	—	17	12%	42
Latin America and Caribbean	—	3	—	3	2%	2	5	—	7	5%	10
Middle East	1	2	—	3	2%	1	1	—	2	1%	5
Northern America	31	89	2	122	70%	35	55	2	92	65%	214
Oceania	4	1	—	5	3%	1	4	—	5	4%	10
Not Accredited	**8**	**45**	**1**	**54**	**24%**	**24**	**38**	**2**	**64**	**31%**	**118**
Africa	—	2	—	2	4%	1	2	—	3	5%	5
Asia	—	10	—	10	19%	3	8	—	11	17%	21
Europe and Near East	4	14	—	18	33%	9	19	1	29	45%	47
Latin America and Caribbean	1	3	—	4	7%	3	1	—	4	6%	8
Middle East	—	8	—	8	15%	—	3	—	3	5%	11
Northern America	2	8	1	11	20%	8	5	1	14	22%	25
Oceania	1	—	—	1	2%	—	—	—	—	—	1
All Schools	**54**	**172**	**3**	**229**	**Regional % of Experienced Dean Total**	**74**	**126**	**5**	**205**	**Regional % of New Dean Total**	**434**
Africa	—	4	—	4	2%	2	3	—	5	2%	9
Asia	2	23	—	25	11%	5	21	1	27	13%	52
Europe and Near East	12	31	—	43	19%	17	28	1	46	22%	89
Latin America and Caribbean	1	6	—	7	3%	5	6	—	11	5%	18
Middle East	1	10	—	11	5%	1	4	—	5	2%	16
Northern America	33	97	3	133	58%	43	60	3	106	52%	239
Oceania	5	1	—	6	3%	1	4	—	5	2%	11
Grand Total	**54 (24%)**	**172 (75%)**	**3 (1%)**	**229**		**74 (36%)**	**126 (61%)**	**5 (2%)**	**205**		**434**

Note: Some percentages may not add to 100 due to rounding.

Race and Ethnicity of U.S. Deans (n=219)

Race and Ethnicity of U.S. Deans and Interim Deans

Category	Percent
White, non-Hispanic	65%
Asian or Pacific Islander	18%
Prefer not to say	5%
Black, non-Hispanic	4%
Two or more races selected	3%
Hispanic	3%
Other	1%
American Indian or Alaskan Native	1%
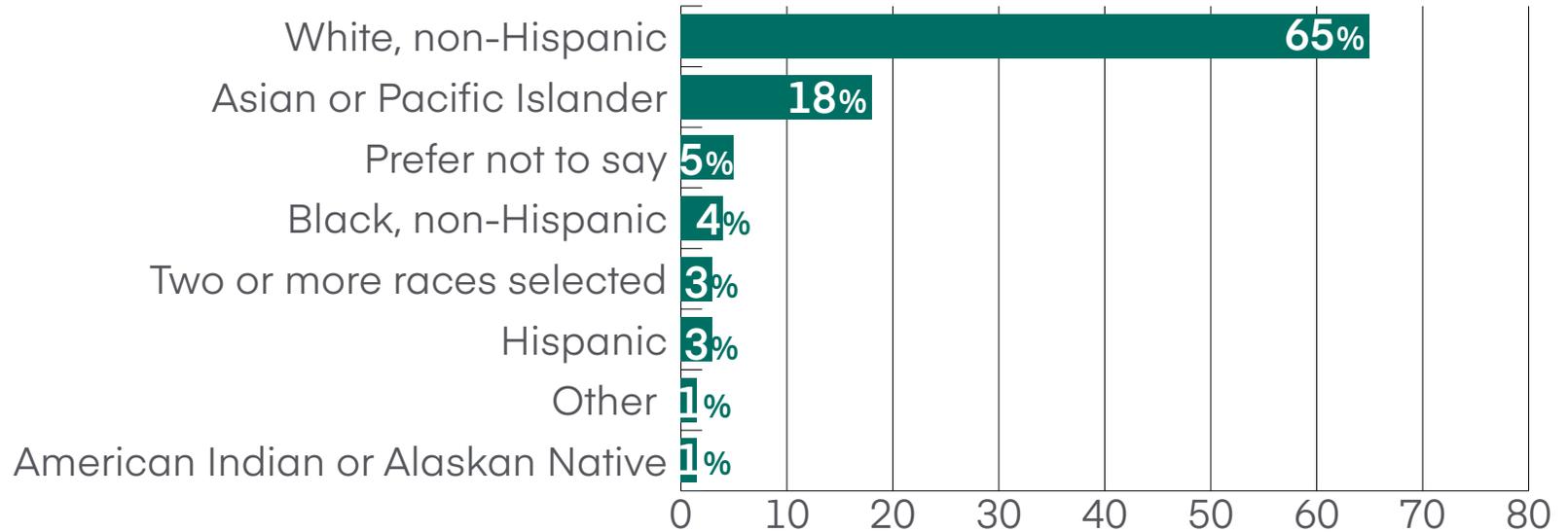
Note: U.S. participants only.

Age of Current Deans

By Gender (n=409)

	Minimum	Mean	Maximum
Female (n=120)	39	56	73
Male (n=289)	37	57	83

- Male (n=289)
- Female (n=120)

Age of Current Deans

Minimum

37

Mean

57

Maximum

83
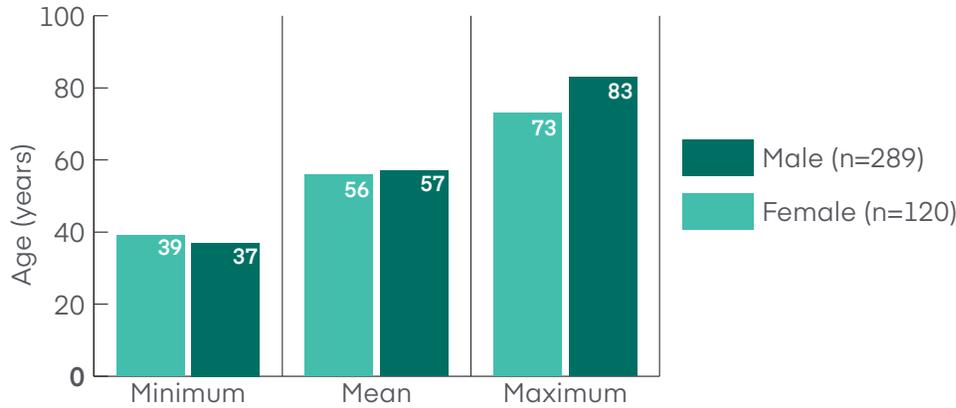
n=412

New vs. Experienced Deans (n=412)

	Minimum	Mean	Maximum
New (n=193)	37	54	75
Experienced (n=219)	41	59	83

- Experienced (n=219)
- New (n=193)

By Region

Measure	Africa (n=9)	Asia (n=50)	Europe and Near East (n=85)	Latin America and Caribbean (n=18)	Middle East (n=16)	Northern America (n=224)	Oceania (n=10)
Minimum	47	43	37	38	43	41	50
Mean	**56**	**57**	**54**	**52**	**56**	**58**	**59**
Maximum	65	83	69	68	66	77	66

Deans With Active Faculty Positions

Deans With Active Faculty Position, by Gender (n=426)

Female (n=128): 51%
Male (n=298): 62%

(x-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80)
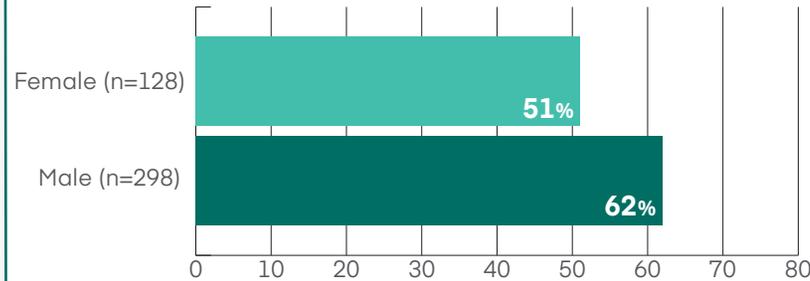
Deans With Active Faculty Position, by Region (n=433)

Africa (n=9): 78%
Asia (n=51): 86%
Europe and Near East (n=89): 73%
Latin America and Caribbean (n=18): 67%
Middle East (n=16): 81%
Northern America (n=239): 44%
Oceania (n=11): 64%

(x-axis: 0, 20, 40, 60, 80)
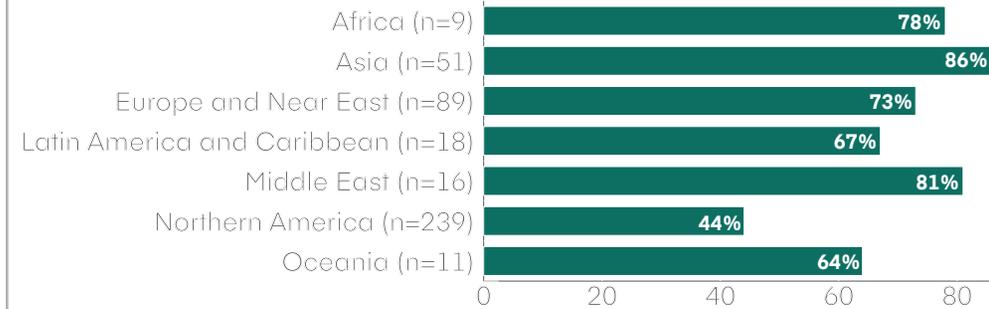
Note: For purposes of this survey, an active position is one in which a dean actively performs teaching and/or research duties as a faculty member of the institution.

58% **of Deans Have an Active Faculty Position**

81% are full professors.

77% are tenured.

Languages Spoken

Number of Languages Spoken Fluently by Deans, by Region

Region	1 Language	2 Languages	3 Languages	4 Languages	5 Languages
Africa (n=9)	0%	**67%**	22%	11%	0%
Asia (n=51)	4%	**63%**	27%	6%	0%
Europe and Near East (n=88)	19%	**49%**	23%	9%	0%
Latin America and Caribbean (n=18)	0%	**78%**	22%	0%	0%
Middle East (n=14)	7%	36%	**50%**	0%	7%
Northern America (n=234)	**67%**	20%	11%	2%	1%
Oceania (n=11)	**73%**	18%	9%	0%	0%
Total (n=425)	**43%**	35%	17%	4%	1%

Pathways to Deanship

61% are in their first deanship.
(n=434)

Deans in Their First Deanship, by Gender (n=426)

Female (n=128) — **69%**

Male (n=298) — **57%**

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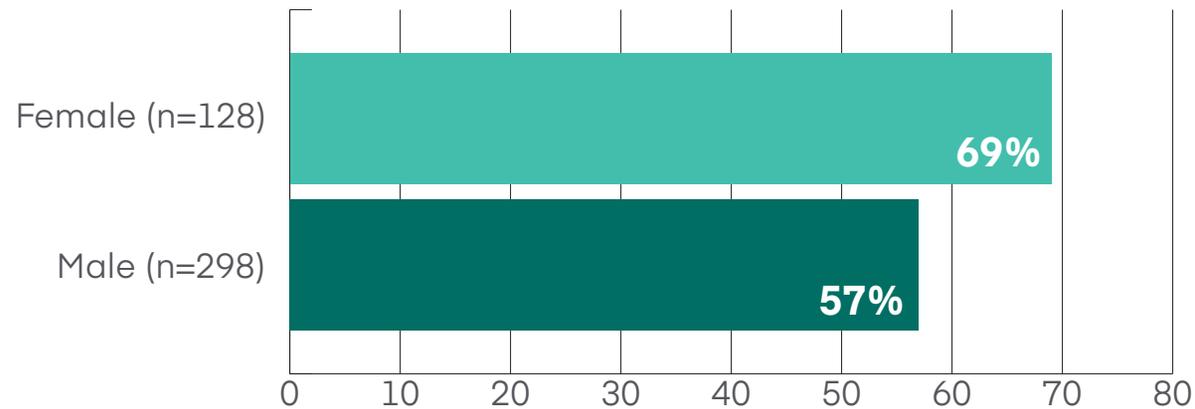
First Deanship

Deans in Their First Deanship, by Region (n=434)

Africa (n=9) — **56%**
Asia (n=52) — **56%**
Europe and Near East (n=89) — **57%**
Latin America and Caribbean (n=18) — **72%**
Middle East (n=16) — **31%**
Northern America (n=239) — **65%**
Oceania (n=11) — **55%**

0 10 20 30 40 50 60 70 80

Position Immediately Prior to First Deanship

By Gender

Position	Female (n=128)	Male (n=298)	Total (n=434)
Associate dean	**27%**	**25%**	**26%**
Department head/chair	13%	**25%**	22%
Interim/acting dean	21%	12%	15%
Vice dean	8%	12%	11%
Other academic	10%	8%	9%
Faculty member	8%	7%	8%
Program director	6%	5%	5%
Non-academic (e.g., government, business, NGO/nonprofit)	5%	3%	4%
Assistant dean	2%	1%	1%
President/provost	0%	1%	0%

Note: Total includes counts of interim deans who held previous deanship; includes counts of respondents who did not indicate gender.

By Region

Position	Africa (n=9)	Asia (n=53)	Europe and Near East (n=92)	Latin America and Caribbean (n=18)	Middle East (n=17)	Northern America (n=243)	Oceania (n=11)
Associate dean	11%	11%	16%	11%	18%	**35%**	18%
Department head/chair	**56%**	**26%**	20%	6%	**35%**	21%	18%
Interim/acting dean	11%	9%	5%	6%	12%	21%	18%
Vice dean	0%	19%	**28%**	17%	18%	2%	9%
Other academic	11%	8%	8%	**28%**	0%	7%	**27%**
Faculty member	11%	9%	10%	11%	18%	5%	9%
Program director	0%	11%	5%	6%	0%	5%	0%
Non-academic (e.g., government, business, NGO/nonprofit)	0%	6%	7%	17%	0%	2%	0%
Assistant dean	0%	0%	1%	0%	0%	2%	0%
President/provost	0%	0%	0%	0%	0%	1%	0%

Positions Prior to First Deanship

Position Immediately Prior to Current Deanship

By Gender

Position	Female (n=130)	Male (n=305)	Total (n=443)
Dean	**22%**	**30%**	**27%**
Associate dean	17%	16%	16%
Department head/chair	11%	17%	15%
Interim/acting dean	18%	11%	13%
Vice dean	6%	7%	7%
Other academic	8%	7%	7%
Faculty member	5%	5%	6%
Program director	5%	4%	4%
Non-academic (e.g., government, business, NGO/nonprofit)	5%	3%	3%
Assistant dean	2%	0%	1%
President/provost	0%	1%	1%

Note: Total includes counts of respondents who did not indicate gender.

By Region

Position	Africa (n=9)	Asia (n=53)	Europe and Near East (n=92)	Latin America and Caribbean (n=18)	Middle East (n=17)	Northern America (n=243)	Oceania (n=11)
Dean	33%	**25%**	**28%**	6%	**38%**	**28%**	9%
Associate dean	11%	8%	7%	11%	13%	23%	0%
Department head/chair	**44%**	21%	16%	6%	13%	14%	9%
Interim/acting dean	0%	8%	6%	6%	13%	18%	27%
Vice dean	0%	12%	19%	11%	6%	2%	9%
Other academic	0%	10%	3%	**28%**	6%	5%	**45%**
Faculty member	11%	4%	9%	11%	13%	4%	0%
Program director	0%	10%	6%	6%	0%	3%	0%
Non-academic (e.g., government, business, NGO/nonprofit)	0%	4%	6%	17%	0%	2%	0%
Assistant dean	0%	0%	1%	0%	0%	1%	0%
President/provost	0%	0%	0%	0%	0%	1%	0%

Positions Prior to Current Deanship

Deans With Non-Academic Experience

66% of deans have held a non-academic position at some point in their professional career.
n=284

Years of Non-Academic Experience (n=284)

Fewer than 1–5 years	35%
6–10 years	32%
11–15 years	15%
16–20 years	8%
21–25 years	5%
26–30 years	2%
31 years or more	4%
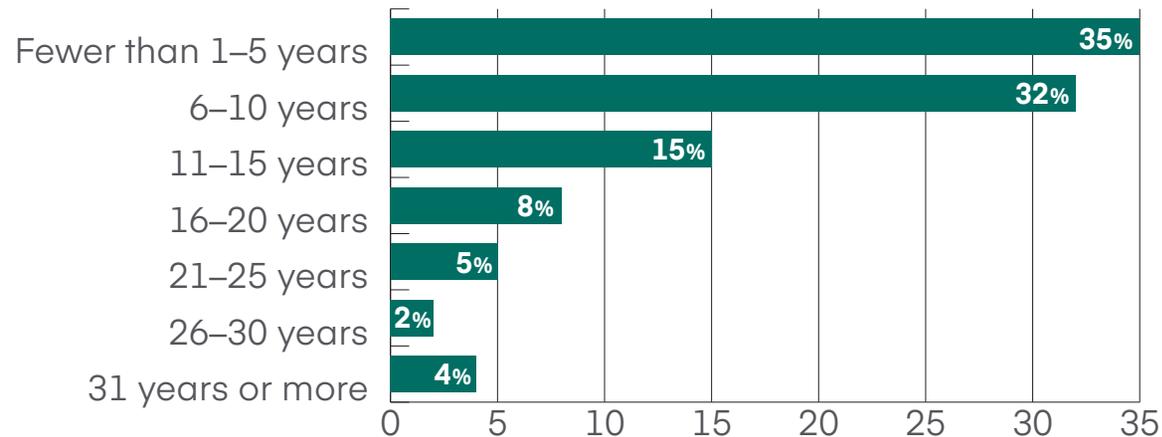
63% of deans with non-academic experience said that their professional experience was very helpful to their dean role.
n=283

Non-Academic Positions Held by Deans (n=284)

Business, non-executive	52%
Business, executive	39%
Business, self-employed	26%
Government	21%
NGO/nonprofit, executive	10%
NGO/nonprofit, non-executive	10%
Other	10%
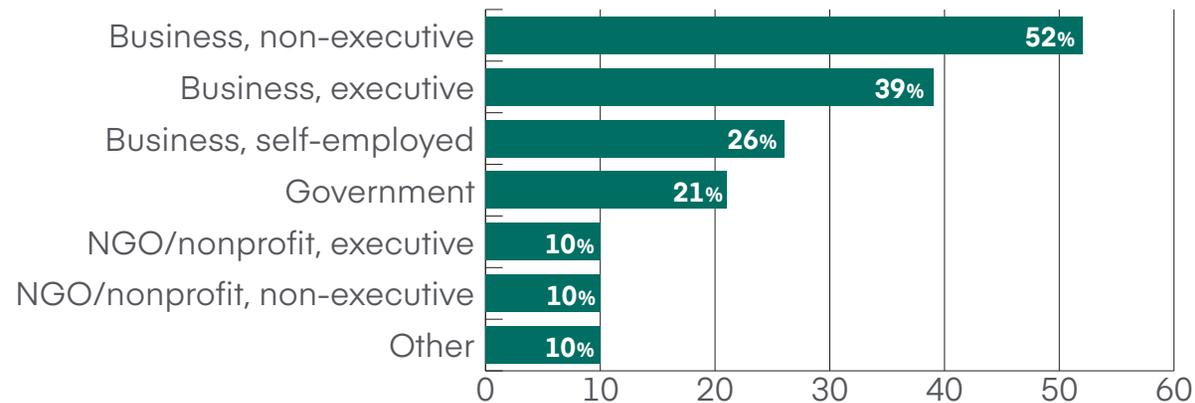
Note: Percentage does not equal 100, as respondents could select more than one item.

Relationship Type With Business School During Professional Years (n=284)

Relationship With Business School During Non-Academic Experience

Category	Percentage
Not involved with a business school	37%
Pursued a graduate degree (e.g., MBA, EMBA, etc.) and/or doctoral degree from a business school while working in prior position	33%
Taught courses at business school(s)	32%
Collaborated with business school(s) on projects	17%
Engaged in collaborative research and/or publications with business school(s)	12%
Part of a business school advisory council	8%
Other	5%
Recruitment	1%
Non-degree/executive education	1%
Board member	1%

Note: Percentage does not equal 100, as respondents could select more than one item.

Search Process Leading to Current Deanship

Search Process	Female (n=128)	Male (n=298)	Total (n=433)
I was not actively searching but was invited to apply	16%	**26%**	**23%**
I was actively searching and applied directly	**20%**	14%	16%
I was appointed by the university president/provost/board, etc.	16%	14%	15%
I was contacted by or involved with a search consultant	19%	13%	15%
I was serving as interim dean and was promoted to dean	11%	10%	10%
I was chosen as part of a faculty vote at my institution	6%	11%	9%
I was actively searching and was nominated	8%	9%	8%
Other	5%	3%	3%

Note: Total includes counts of respondents who did not report gender.

Search Process Leading to Current Deanship

Deanship Lengths

Deanship Terms

Average Time in Current Deanship (n=434)

4.8 Years

Mean of Total

- Female (n=128): 3.7
- Male (n=298): 5.2
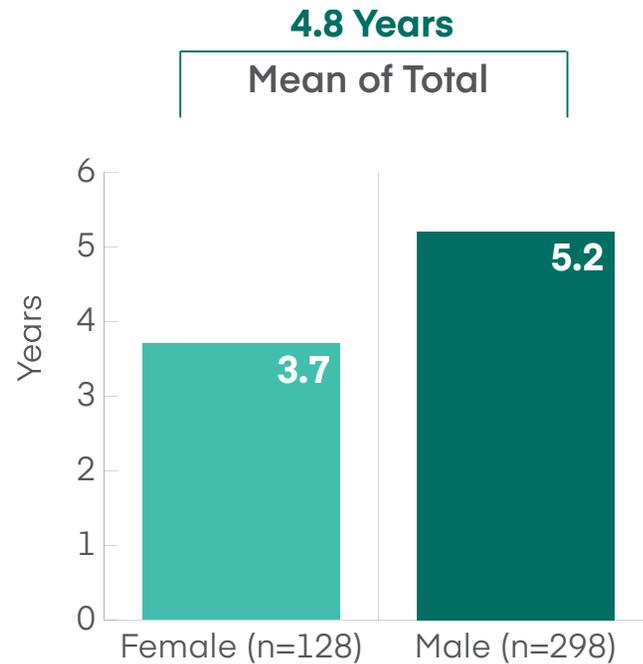
Years

33%

of respondents indicated having a fixed-term deanship.

n=470

Fixed-Term Deanships, by Region (n=470)

Region	Percent
Africa (n=9)	56%
Asia (n=53)	74%
Europe and Near East (n=93)	61%
Latin America and Caribbean (n=18)	50%
Middle East (n=17)	47%
Northern America (n=269)	11%
Oceania (n=11)	73%
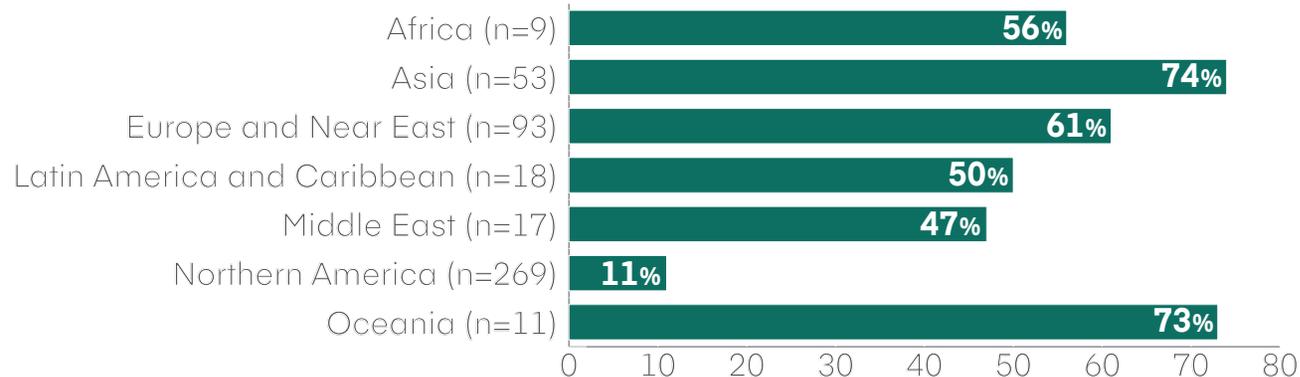
Tenure of Previous Dean
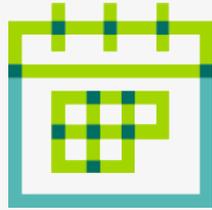
Average tenure of previous dean:

6.2 years

Minimum tenure length:

1 year

Maximum tenure length:

33 years

Tenure of Previous Dean, by Region (n=470)

Measure	Africa (n=9)	Asia (n=53)	Europe and Near East (n=93)	Latin America and Caribbean (n=18)	Middle East (n=17)	Northern America (n=269)	Oceania (n=11)
Minimum	2	1	1	3	1	1	1
Mean	**6.3**	**5.1**	**5.5**	**7.9**	**2.8**	**6.8**	**5.4**
Maximum	11	18	20	24	5	33	10

Reason for Previous Dean's Departure (n=462)

After Deanship

Reason	Percentage
Return/move to academic position at same institution	23%
Retirement	19%
Accept deanship at different institution	12%
Return/move to another adiminstrative position at the current institution	10%
Contract termination	9%
Fixed/contracted term as dean ended	7%
Other/unknown	7%
Return/move to another administrative position at a different institution	6%
Return/move to academic position at the different institution	4%
Return/move to industry/consulting	4%
Health issues	1%

Plans After No Longer Dean (n=431)

Category	Percentage
Faculty	41%
University/college president	32%
University/college provost	26%
Retirement	25%
Self-employed/consulting	15%
Undecided	13%
Executive coach	9%
Corporate/business	8%
NGO/nonprofit	6%
Other	3%
Government	3%
Board member	2%

After Deanship

Note: Percentage does not equal 100, as respondents could select more than one item.

Plans After No Longer Dean, by Gender (n=424)

After Deanship

Category	Female	Male
Faculty	30%	45%
University/college president	32%	32%
University/college provost	22%	28%
Retirement	23%	25%
Self-employed/consulting	16%	15%
Undecided	17%	10%
Executive coach	12%	7%
Corporate/business	6%	9%
NGO/nonprofit	11%	5%
Other	2%	3%
Government	4%	2%
Board member	5%	1%

Male

Female
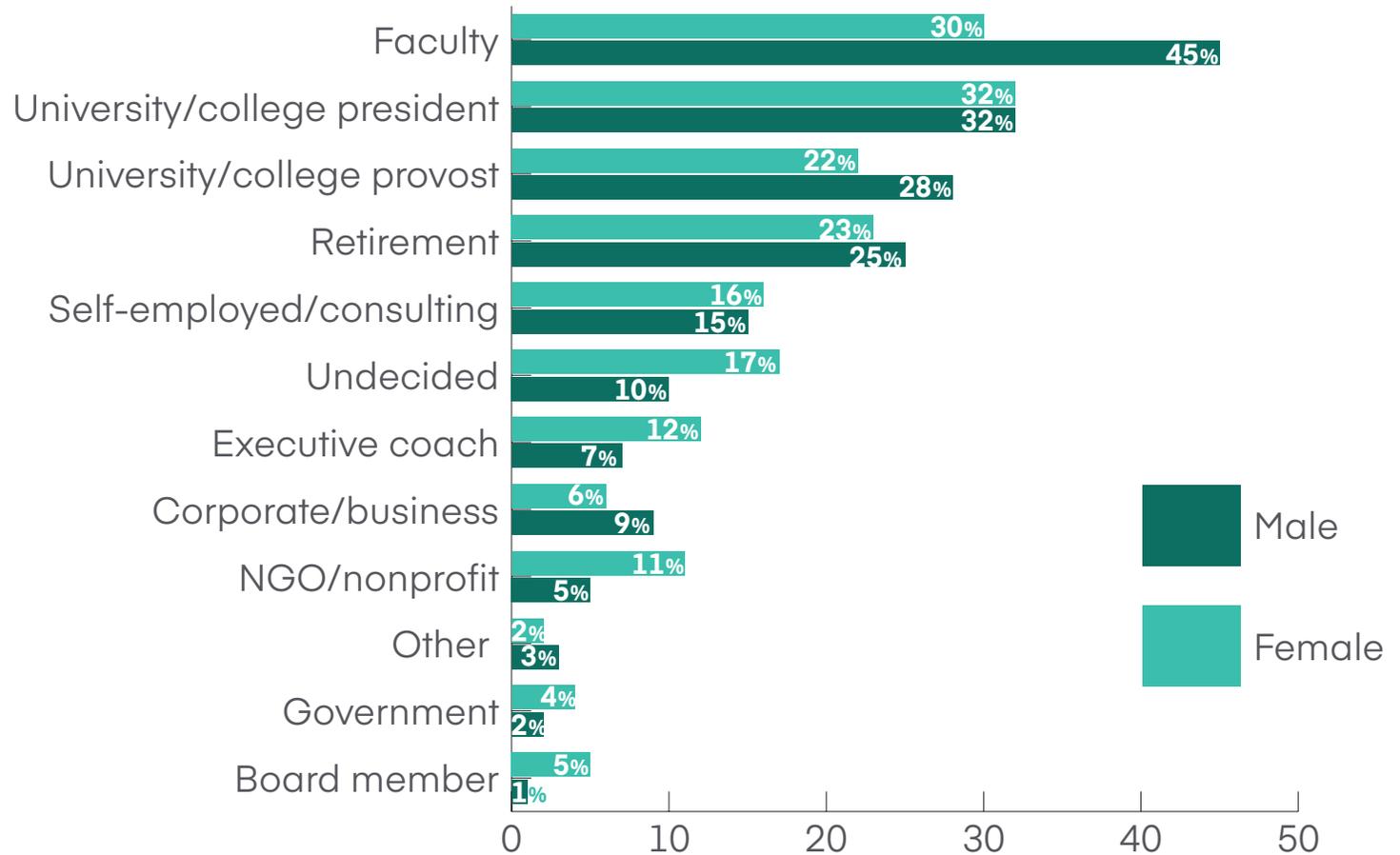
Note: Percentage does not equal 100, as respondents could select more than one item.

Interim Deans

Current Time in Interim Deanship (in months) (n=36)
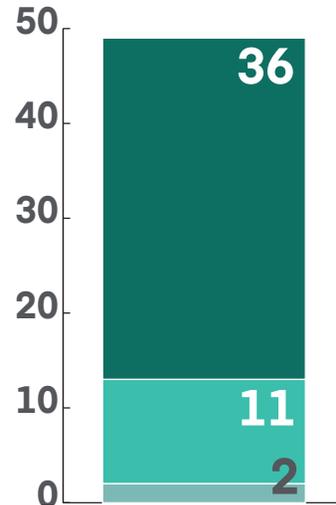
Expected Length of Interim Appointment (in months) (n=36)
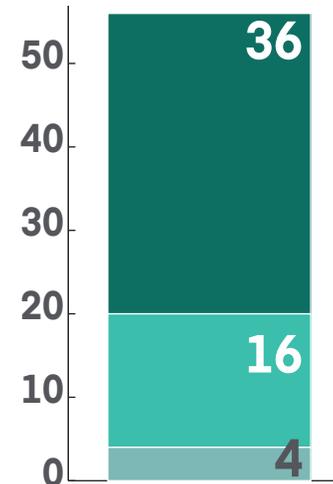
■ **Maximum**
■ **Mean**
■ **Minimum**

75% interim/acting deans have interest in pursuing deanship.

n=36

Dean Activities

Number of Senior Business School Administrator Direct Reports (n=412)

Range of Senior Administrator Direct Reports

- 1–5
- 6–10
- 11–15
- 21 or more

2%

6%

25%

67%
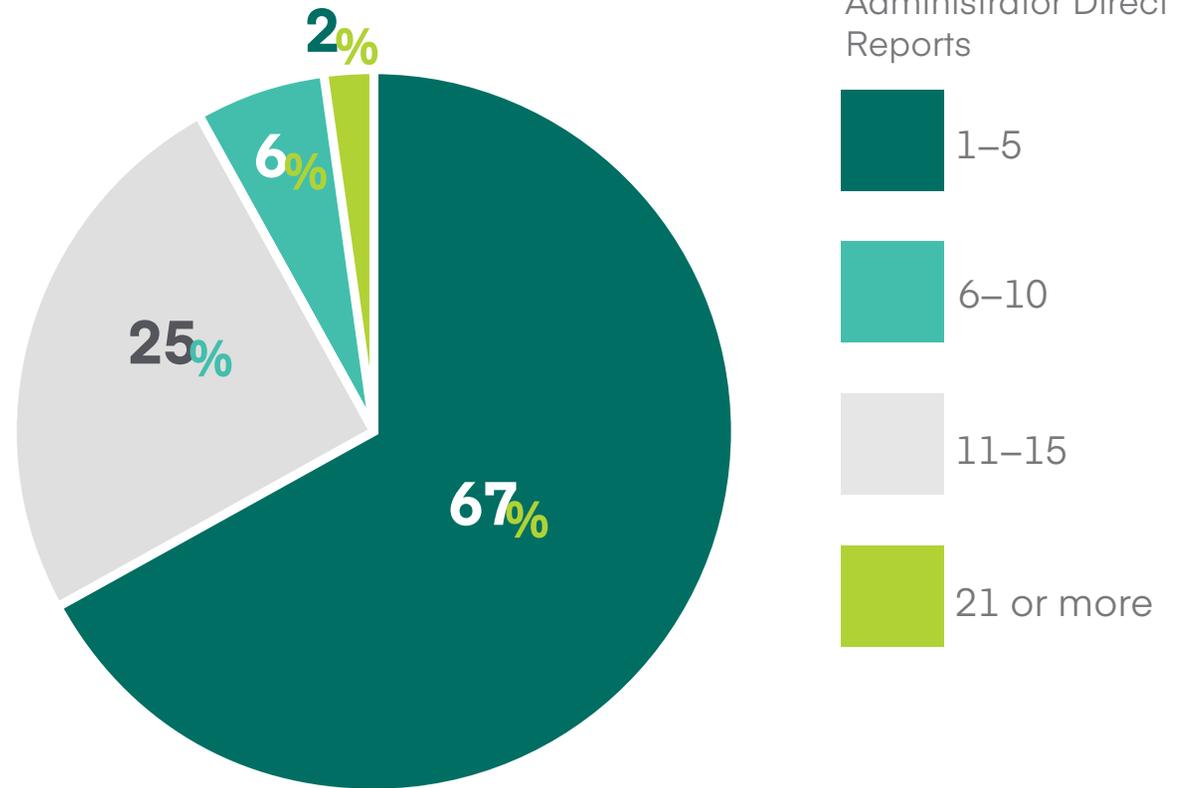
Senior Business School Administrator Direct Reports

Deans With Fundraising Goals

Deans With Specific Fundraising Goal (n=433)

Africa (n=9) — 44%
Asia (n=52) — 27%
Europe and Near East (n=89) — 16%
Latin America and Caribbean (n=18) — 17%
Middle East (n=16) — 19%
Northern America (n=238) — 28%
Oceania (n=11) — 18%

10   20   30   40   50
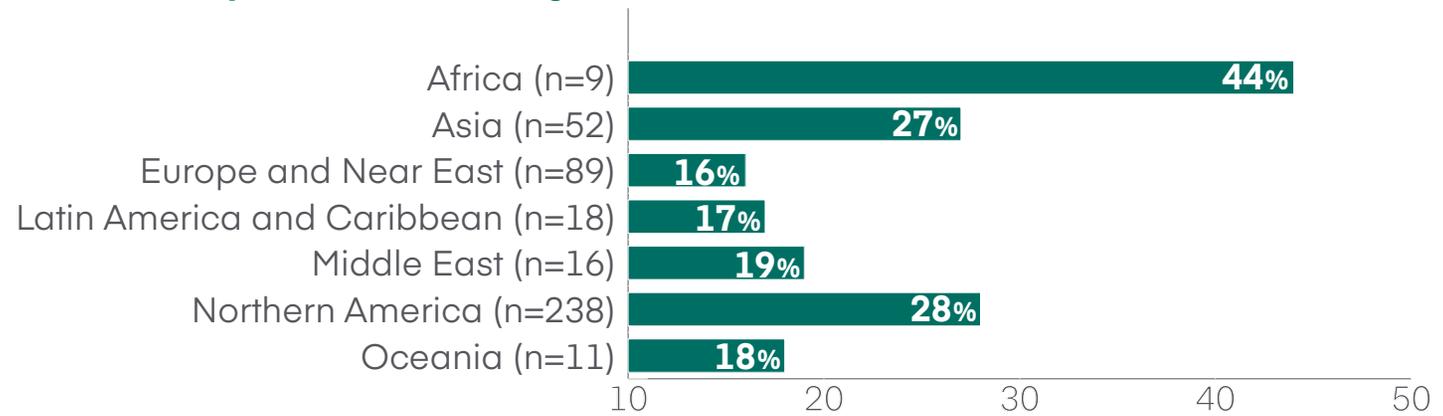
24% of dean respondents have a specific fundraising goal that they are annually accountable for.

Deans With Specific Fundraising Goal, by Insitutional Control (n=433)

Private (n=136) — 21%
Public (n=297) — 26%

0   5   10   15   20   25   30
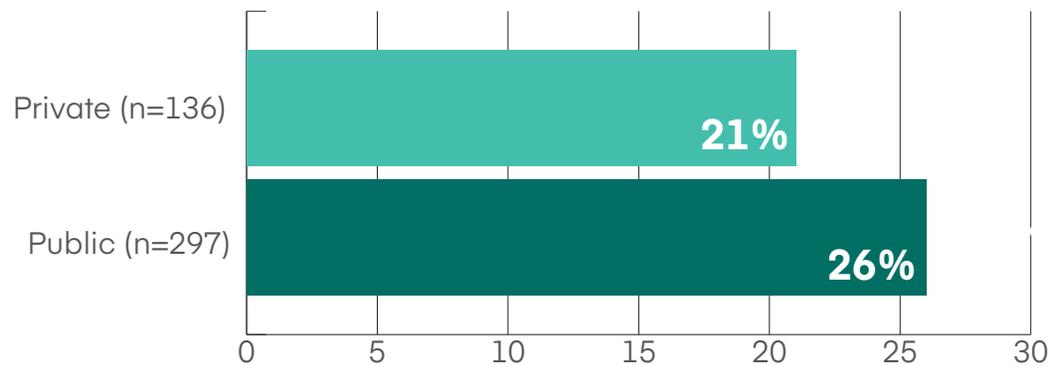
Priority, Proficiency, and Desire for Development Across Dean Activities

Administration

Activity	Priority Level	Proficiency Level	Desire for Development
Accreditation management/continuous improvement	4.34	4.16	3.96
Financial performance/budget management	4.33	4.18	3.76
Strategic planning	**4.45**	**4.25**	3.91
Brand reputation, communications, crisis management	4.10	3.71	**4.09**

Activity	Priority-Proficiency Gap	Proficiency-Desire for Development Gap	Priority-Desire for Development Gap
Accreditation management/continuous improvement	0.18	0.20	0.38
Financial performance/budget management	0.15	**0.42**	**0.57**
Strategic planning	0.21	0.34	0.54
Brand reputation, communications, crisis management	**0.40**	0.38	0.01

Note: Respondents were asked to rate activities that are typical of the role of a business school dean on a scale of 1 to 5 (1 = low and 5 = high) regarding the level of priority for each activity over the next 12 months, their perceived current level of proficiency in that activity, and their desire for developing proficiency in that activity. The top table displays results as weighted averages. Gaps greater than 0.5 can be regarded as notable.

Priority, Proficiency, and Desire for Development Across Dean Activities

Student Focused

Activity	Priority Level	Proficiency Level	Desire for Development
Curriculum/program development	4.12	**4.24**	3.67
Student recruitment/retention	**4.50**	3.81	**4.09**
Extracurricular/student engagement/local community activities	3.84	3.84	3.67

Activity	Priority-Proficiency Gap	Proficiency-Desire for Development Gap	Priority-Desire for Development Gap
Curriculum/program development	0.12	**0.57**	**0.45**
Student recruitment/retention	**0.69**	0.27	0.41
Extracurricular/student engagement/local community activities	0.00	0.17	0.17

Note: Respondents were asked to rate activities that are typical of the role of a business school dean on a scale of 1 to 5 (1 = low and 5 = high) regarding the level of priority for each activity over the next 12 months, their perceived current level of proficiency in that activity, and their desire for developing proficiency in that activity. The top table displays results as weighted averages. Gaps greater than 0.5 can be regarded as notable.

Priority, Proficiency, and Desire for Development Across Dean Activities

Faculty Focused

Activity	Priority	Proficiency Level	Desire for Development
Faculty recruitment	3.89	**4.15**	3.59
Faculty management and development	**4.24**	3.98	**3.96**

Activity	Priority-Proficiency Gap	Proficiency-Desire for Development Gap	Priority-Desire for Development Gap
Faculty recruitment	**0.27**	**0.56**	**0.30**
Faculty management and development	**0.27**	0.02	0.29

Note: Respondents were asked to rate activities that are typical of the role of a business school dean on a scale of 1 to 5 (1 = low and 5 = high) regarding the level of priority for each activity over the next 12 months, their perceived current level of proficiency in that activity, and their desire for developing proficiency in that activity. The top table displays results as weighted averages. Gaps greater than 0.5 can be regarded as notable.

Priority, Proficiency, and Desire for Development Across Dean Activities

External Relations

Activity	Priority Level	Proficiency Level	Desire for Development
Fundraising/endowment	3.80	3.24	**3.98**
Academic community networking/engagement	3.71	3.84	3.61
Business community networking/engagement	**4.23**	**3.90**	3.92
Alumni relationship development	4.05	3.56	3.91
Government/political engagement	2.93	2.98	3.07

Activity	Priority-Proficiency Gap	Proficiency-Desire for Development Gap	Priority-Desire for Development Gap
Fundraising/endowment	**0.55**	**0.74**	0.19
Academic community networking/engagement	0.13	0.23	0.10
Business community networking/engagement	0.33	0.02	**0.31**
Alumni relationship development	0.49	0.35	0.14
Government/political engagement	0.05	0.09	0.15

Note: Respondents were asked to rate activities that are typical of the role of a business school dean on a scale of 1 to 5 (1 = low and 5 = high) regarding the level of priority for each activity over the next 12 months, their perceived current level of proficiency in that activity, and their desire for developing proficiency in that activity. The top table displays results as weighted averages. Gaps greater than 0.5 can be regarded as notable.

Priority, Proficiency, and Desire for Development Across Dean Activities

Societal Impact Issues

Activity	Priority Level	Proficiency Level	Desire for Development
Societal impact initiatives, e.g., diversity and inclusion, ESG, mental wellness, etc.	4.27	3.56	4.08

Activity	Priority-Proficiency Gap	Proficiency-Desire for Development Gap	Priority-Desire for Development Gap
Societal impact initiatives, e.g., diversity and inclusion, ESG, mental wellness, etc.	0.72	0.53	0.19

Note: Respondents were asked to rate activities that are typical of the role of a business school dean on a scale of 1 to 5 (1 = low and 5 = high) regarding the level of priority for each activity over the next 12 months, their perceived current level of proficiency in that activity, and their desire for developing proficiency in that activity. The top table displays results as weighted averages. Gaps greater than 0.5 can be regarded as notable.

Professional Development and Work-Life Balance

Sentiments on Professional Development and Work-Life Balance

	No Time	Very Little Time	Moderate Time	Sufficient Time	More Than Enough Time
Time available for professional development (n=419)	11%	**43%**	38%	8%	0%

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
I have a desired balance between my personal and professional life n=430)	10%	**26%**	22%	25%	17%
I feel fulfilled by my work as dean (n=431)	1%	3%	13%	**42%**	41%
I feel positive about my career progression (n=430)	1%	5%	12%	40%	**43%**

**Competencies/
Skills of Deans**

Most Important Competencies of Effective Deans (n=406)

Competency	%
Strategic planning/thinking	49%
Communication	44%
Leadership	28%
Faculty affairs/people management	25%
Emotional intelligence/empathy/interpersonal	18%
Fundraising	18%
Financial/resource management	15%
Collaboration/engagement	12%
Networking/relationship management	9%
Change/crisis/risk/conflict management	9%
Decision-making/problem-solving	7%

Note: Based on categorical analysis of open text responses regarding most important competencies/skills of effective deans. Respondents could indicate multiple competencies/skills.

Top Competencies Deans Would Like to Further Develop (n=369)

Competency	%
Fundraising	35%
Communication	24%
Strategic planning/thinking	20%
Faculty affairs/people management	16%
Leadership	15%
Networking/relationship management	12%
Collaboration/engagement	12%
Change/crisis/risk/conflict management	11%
Financial/resource management	9%
Marketing/branding	8%
Technology management	7%
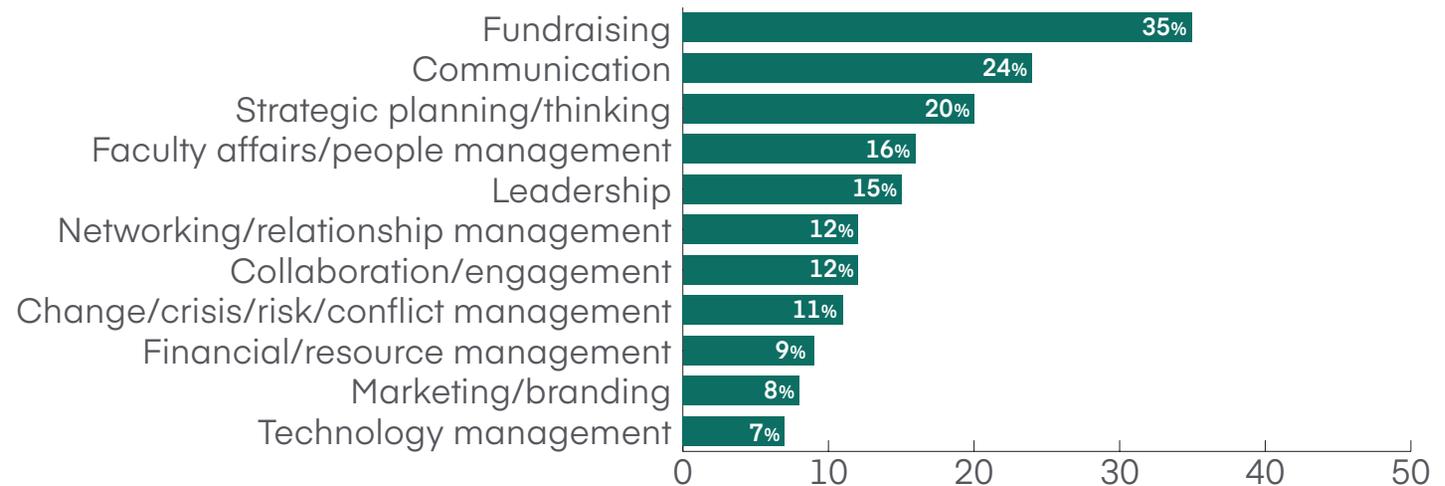
Note: Based on categorical analysis of open text responses regarding competencies/skills respondents would like to further develop. Respondents could indicate multiple competencies/skills.

Resources Desired by First-Time Business School Deans

Resources Desired by First-Time Deans (n=437)

Resource	Percentage
Mentorship	43%
Opportunities for peer, best-practice sharing	42%
Staff/faculty resources	35%
Experience in fundraising/endowment	34%
Professional development opportunities specific to your needs	27%
Administrative training e.g., budgeting, finances, etc.	25%
Knowledge of accreditation expectations	22%
Leadership training	20%
Awareness of expectations going into the role	18%
Management experience/training (e.g., program, people, project)	12%
Other	4%

Note: Percentage does not equal 100, as respondents could select more than one item.

**Desired
Resources of
First-Time
Business School
Deans**

Desired Resources of First-Time Deans, by Gender (n=432)

Resource	Female	Male
Mentorship	41%	43%
Opportunities for peer, best-practice sharing	45%	41%
Staff/faculty resources	36%	35%
Experience in fundraising/endowment	36%	33%
Professional development opportunities specific to your needs	27%	27%
Administrative training e.g., budgeting, finances, etc.	29%	23%
Knowledge of accreditation expectations	19%	23%
Leadership training	17%	22%
Awareness of expectations going into the role	13%	21%
Management experience/training (e.g., program, people, project)	10%	12%
Other	5%	3%

Male (n=303)

Female (n=129)

Note: Percentage does not equal 100, as respondents could select more than one item.

Desired Resources of First-Time Deans, by Region

Resource	Africa (n=9)	Asia (n=52)	Europe and Near East (n=92)	Latin America and Caribbean (n=18)	Middle East (n=16)	Northern America (n=239)	Oceania (n=11)
Mentorship	44%	33%	**47%**	50%	**56%**	41%	45%
Opportunities for peer, best-practice sharing	**56%**	**54%**	45%	33%	38%	38%	**55%**
Staff/faculty resources	44%	31%	41%	11%	31%	36%	18%
Experience in fundraising/endowment	22%	21%	12%	28%	44%	**45%**	36%
Professional development opportunities specific to your needs	33%	19%	26%	17%	25%	30%	18%
Administrative training (e.g., budgeting, finances, etc.)	0%	23%	21%	11%	6%	31%	18%
Knowledge of accreditation expectations	11%	37%	28%	28%	25%	16%	27%
Leadership training	33%	29%	24%	33%	25%	15%	18%
Awareness of expectations going into the role	0%	15%	20%	**56%**	13%	17%	18%
Management experience/training (e.g., program, people, project)	33%	19%	14%	11%	6%	10%	0%
Other	0%	2%	3%	0%	0%	5%	9%

aacsb.edu

Americas
777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602 USA

Europe, Middle East, and Africa
UP Building, Piet Heinkade 55
1019 GM Amsterdam
The Netherlands

Asia Pacific
331 North Bridge Road
#10-04/05 Odeon Towers
Singapore 188720