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Introduction

Powered by the collective strength of the global Business Education Alliance, AACSB International is the primary source for data and analysis on business education globally.

DataDirect enables participating member organizations to access custom reports drawn from the world’s most comprehensive database of business schools globally. The reporting and benchmarking tools in DataDirect support strategic planning and decision-making by allowing data reflecting key areas of business school operations and activities to be compared across schools and over time.

AACSB data also informs broader analyses of the state of the global business education landscape and the ways in which that landscape is evolving. In accordance with confidentiality policies, certain data may be made available via published reports from AACSB, in response to media inquiries, and in support of research projects.

This AACSB Data Glossary contains a list and descriptions of the types of data that comprise this data set. More detailed information about these data points and their definitions are available for reference in DataDirect.

The appendix to this glossary provides an overview of the surveys offered by AACSB. The current version of the Data Glossary reflects two of those surveys—the Business School Questionnaire (BSQ) and BSQ Finances Module—with other survey additions to come.

Questions, comments, and suggestions about AACSB data, or the DataDirect platform, may be directed to the AACSB Business Education Intelligence team at datadirect@aacsb.edu.
1 Admissions

1.1 Admissions

The numbers of applications received, offers of admission sent, and total new entrants during the most recently completed 12-month period of October 1–September 30.

Undergraduate program admission information is reported collectively for each school regarding:

- The number of new entrants that reported SAT or ACT test scores or any alternative testing/admissions processes used
- The average SAT and/or ACT scores for new entrants

Graduate program information is reported for each graduate program individually regarding:

- The numbers of new entrants reporting work experience
- The average amount of work experience in months
- The number of new entrants reporting if applicable, and the mean, median, and 10th and 90th percentiles reported test scores
- GMAT and/or GRE test scores, or alternative testing/admissions processes used

If available, schools with master’s programs can break all these data out by full-time and part-time program delivery (e.g., online, evening and weekends, etc.)

1.2 Control of Admissions Processes

These data indicate whether or not the business school itself has control over the separate admissions processes of accepting and processing applications and making offers of admission to accepted applicants. Schools that indicate they do not control the process of accepting and processing applications are not required to report the numbers of applications they receive. Schools that indicate they do not control the process of making offers of admission to accepted applicants are not required to report the numbers of offers of admission made to accepted applicants. Schools indicate whether or not they control these processes separately for undergraduate- and graduate-level programs.
2 Business School Characteristics

2.1 Basic Business School Characteristics

Basic information about the business school, including:

- Relationship type to parent university/institution (A: standard academic school, one among many; B: semi- or mostly autonomous school; or C: independent standalone business school)
- Parent institution name and year founded (if applicable)
- Business school name and year founded
- Initial year of AACSB membership (Initial Join Year)
- Business school website address
- Institutional control type (Public, Private Not-for-Profit, Private For-Profit, Other/Does Not Apply)
- Start and end month of the academic year
- Type of community in which the school is located (Urban, Suburban, or Rural)
- Method of tracking student progress and awarding credit (semester credit hours, quarter credit hours, ECTS credits, or CATS credits)

2.2 Languages of Instruction

Information regarding the business school’s primary language of instruction, and whether it offers either full degree programs or partial degree programs in one or more secondary languages. Language options include Arabic, Chinese-Mandarin, Dutch, English, French, German, Greek, Hindi, Japanese, Italian, Korean, Portuguese, Russian, Spanish, and Other—please specify.
2.3 National, Regional, and Business Accreditations

Information on participating schools’ accreditation status with the following business education accreditation organizations: AACSB, AABS, ABEST21, ACBSP, AMBA, AMDISA, CEEMAN, ECBE, EFMD (EQUIS and EPAS), FIBAA, NIBS, IACBE, Other. European-based business schools enter the name of the national, regional, or other accrediting agency that validates the programs of their parent institution, or of the business school if it has no parent. Information is also collected from U.S.-based business schools regarding which of the six major regional accrediting agencies in the U.S. is the accreditor for the business school’s parent institution, or of the business school if it has no parent. Options include:

- MSACS—Middle States Association of Colleges and Schools
- NEASC—New England Association of Schools and Colleges
- HLC/NCACS—the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools
- NWCCU—Northwest Commission on Colleges and Universities
- SACS—Southern Association of Colleges and Schools
- WASC—Western Association of Schools and Colleges
- Other (specified)

2.4 Non-Degree Programs

Information on whether or not the business school offers non-degree educational programs. If the school indicates that it does, then they indicate what types they offer. Types include Undergraduate, Graduate, and Digital Certificate programs; Undergraduate and Graduate Minors; Digital Badges; Non-Degree Seeking courses for credit; Visiting Fellowships; Postdoctoral programs; Executive Education; and Other.

2.5 Parent Institution Enrollment

The overall institutional enrollment for the parent university/institution of the participating business school (as applicable), at each of the following levels: Undergraduate, Master’s, Doctoral, Total.

2.6 Program Levels Offered

The levels of programs offered by the school: Undergraduate, Master’s, Doctoral, and/or Certificate-level programs.
2.7 Transfer Percentage

Percentage of undergraduate students who transfer into the school from outside of the institution.

2.8 Where Students Live

The business school students' living location, for each applicable degree level (i.e., Undergraduate, Masters or Doctoral). Options include: Mostly Residential/On Campus, Mostly Commuters, or Unknown
3 Degrees Conferred

3.1 Degrees Conferred

The number of degrees conferred by program graduates during the most recently completed 12-month period of July 1–June 30. Degrees conferred data can be reported with gender breakouts, though this is not required. Data on degrees conferred are reported for each graduate program individually, and for all undergraduate programs collectively. For the undergraduate programs, schools have the option to break their figures out by disciplinary fields; options include:

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Human Resources Management (incl. Personnel &amp; Individual/Labor Relations)</th>
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<tbody>
<tr>
<td>Actuarial Science</td>
<td>Insurance</td>
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<tr>
<td>Arts Administration</td>
<td>International Business</td>
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<tr>
<td>Behavioral Science/Organizational Behavior</td>
<td>Leadership</td>
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<tr>
<td>Business Communication</td>
<td>Management</td>
</tr>
<tr>
<td>Business Education</td>
<td>Manufacturing and Technology Management</td>
</tr>
<tr>
<td>Business Ethics (incl. Corporate Social Responsibility)</td>
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</tr>
<tr>
<td>Business Law/Legal Environment</td>
<td>Operations Research</td>
</tr>
<tr>
<td>CIS/MIS</td>
<td>Production/Operations Management</td>
</tr>
<tr>
<td>Consulting</td>
<td>Public Administration</td>
</tr>
<tr>
<td>Information Analytics</td>
<td>Quantitative Method</td>
</tr>
<tr>
<td>E-Business (incl. E-Commerce)</td>
<td>Real Estate</td>
</tr>
<tr>
<td>Economics/Managerial Economics</td>
<td>Sports Management</td>
</tr>
<tr>
<td>Energy Management</td>
<td>Statistics</td>
</tr>
<tr>
<td>Entrepreneurship/Small Business Administration</td>
<td>Strategic Management</td>
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<tr>
<td>Finance (incl. Banking)</td>
<td>Supply Chain/Logistics/Transportation</td>
</tr>
<tr>
<td>General Business</td>
<td>Taxation</td>
</tr>
<tr>
<td>Health Services/Hospital Administration</td>
<td>Other</td>
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<tr>
<td>Hotel/Restaurant/Tourism</td>
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4 Enrollment

4.1 Class Size

The number of required courses underway on the enrollment census date at each degree level offered by the business school: Undergraduate, General Business Master’s (including MBA), Specialized Master’s, and Doctoral. The number of students enrolled in each of these courses is used to calculate and report the mean, median, and mode (or most common) class size at each level. Beginning with the 2018–19 data year, data separately for face-to-face versus online delivery.

4.2 Enrollment

The number of enrollees on October 15 of the survey year (or the school’s official census date). Enrollment data can be reported with gender and/or full-time/part-time breakouts, though this is not required. Enrollment data are reported for each graduate program individually, and for all undergraduate programs collectively.

4.3 Enrollment by Race/Ethnicity and Nationality

The race/ethnicity and nationality of the business school’s enrollees. All schools report the total number from their Host Country/Territory, Other Country/Territory of Origin or Birthplace, and Unknown. U.S.-based schools also report each of the standard U.S. Census race/ethnic categories: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; White, Non-Hispanic; Two or More Races; Race/Ethnicity Unknown; and Other Country/Territory of Origin or Birthplace. Enrollment by race/ethnicity data can be reported with gender and/or full-time/part-time breakouts as well, though this is not required. Enrollment by race/ethnicity data are reported for each graduate program individually, and for all undergraduate programs collectively.
4.4 Internationally Mobile Undergraduate Enrollment by Region of Origin

The geographic region of origin for the undergraduate enrollees that originate from locations other than the business school’s host country/territory. Regions and sub-regions are labeled in accordance with the U.N. Statistic Division categories (refer to https://unstats.un.org/unsd/methodology/m49/), with the Western Asia region subdivided into Middle East (Bahrain, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates, Yemen) and Near East (Armenia, Azerbaijan, Cyprus, Georgia, Northern Cyprus, Turkey).
5 Faculty and Staff

5.1 Faculty and Staff Demographics Information

The business school complement of faculty and non-academic staff, broken out by various dimensions. These dimensions include Full-time and Part-time faculty, broken out by gender, including the Full-time Equivalency (FTE) of Part-time faculty (graduate teaching assistants and otherwise); Full-time and Part-time non-academic staff, broken out by gender, including the Full-time Equivalency (FTE) of Part-time non-academic staff (graduate assistants and otherwise); Full-time faculty, broken out by gender and ethnicity; Full-time faculty, broken out by gender and tenure status (as applicable); and Type(s) of systems for managing permanent faculty (e.g., tenure systems) used by the business school.

5.2 Faculty Qualification Definitions

Text entry definition, as provided by the reporting business school, of the school’s standards for Scholarly Academic (SA), Practice Academic (PA), Scholarly Practitioner (SP), and Instructional Practitioner (IP) qualifications, per the 2013 AACSB Business Accreditation Standards.

5.3 Faculty Types and Qualifications

The headcounts of business school faculty, broken out by various dimensions defined in the 2013 AACSB Business Accreditation Standards. These dimensions include: Participating and Supporting faculty, broken out by gender, including the subsets that hold doctoral qualifications; Participating and Supporting faculty, broken out by Full-time and Part-time status, as well as by the primary qualification types (Scholarly Academic, Practice Academic, Scholarly Practitioner, Instructional Practitioner, None Listed/Unknown).
5.4 Full-Time Faculty Benefits

These data indicate whether or not the business school offers various benefits to full-time faculty during the survey year. If they do, then they also enter the number of full-time faculty who received each available benefit. If the benefit is a form of monetary compensation, the average per-person amount paid is also reported in the school’s selected currency. Possible benefits include:

- Summer research funds
- Summer teaching compensation
- Overload credit/stipends for teaching credit-bearing courses
- Stipends for teaching non-credit-bearing courses
- Additional funds for research
- Additional pay for administrative duties (above and beyond teaching/research)
- Additional pay for production of intellectual contributions beyond expected standards
- Additional pay for teaching at international partner institution(s)
- Other specified benefits

5.5 New-Hire Benefits

These data indicate whether or not the business school offers various benefits to newly hired faculty during the survey year. If they do, then they also enter the number of newly hired faculty who received each available benefit. If the benefit is a form of monetary compensation, the average per-person amount paid is also reported in the school’s selected currency. Possible benefits include Moving expenses; Signing bonuses; Guaranteed research funds for 1, 2, or 3 years; Guaranteed teaching loads for 1, 2, or 3 years; or Other specified benefits.
5.6 Teaching Loads

The mean annual teaching load of the business school’s full-time faculty, by their selected method of tracking student progress (i.e., semester credit hours, quarter credit hours, ECTS credits, or CATS credits). Schools also indicate the headcount of faculty used to calculate the mean. If an American Association of University Professors (AAUP)-style system of tenure is in place, the teaching loads will reflect only faculty who are either tenured or on a tenure-track. Information is broken out by faculty on 9–10 month versus 11–12 month annual contracts, and also by whether or not the load is affected by the levels at which the faculty teach (i.e., undergraduate or graduate courses). If it is, or if the reporting school offers only undergraduate or only graduate programs, then data are reported separately for undergraduate and graduate loads.
6 Finances

6.1 Basic Finances

Finance data include the currency in which schools report their financial data, the month and year of their most recently concluded fiscal year, the total business school endowment value (if applicable), and the total business school operating budget for the most recently completed 12-month period on which the budget is based. If the operating budget figure entered covers programs, faculty, and/or operations that are not related to business education (e.g., non-business degree programs that are offered in the business school), then the percentage of the budget figure that is related to business education is also captured.

6.2 Differential Tuition Rates

Information on whether the business school charges differential tuition rates in several ways:

1. A different rate for all programs than other academic schools at its parent university/institution
2. A different rate for differing academic levels (e.g., undergraduate vs. master’s)
3. A different rate for various programs at the same academic level (e.g., MBA vs. MSc; PhD vs. DBA, etc.)

If any such differential rates are charged, higher or lower, those rates are also collected.

6.3 Financial Reporting Software Used

The financial reporting software type(s) used by the business school. Multiple types can be indicated, and types include Purchased—""off-the-shelf"" product, Purchased—customized ""off-the-shelf"" product, Purchased—custom-designed product, Internally designed product, or None used. If one or more types are used, schools can report the name(s) of the product(s), if applicable.
6.4 Fundraising Percentages

For private gifts and grant amounts that are reported as sources of funds, the reported fundraising percentages show the proportional breakdown of the amount reported by donor type. Types of donors include: Individuals (alumni and non-alumni), Private charitable organizations/foundations, Public organizations/foundations, and Corporations. Percentages are reported separately for amounts reported for Capital Purposes and for Current Operations (Restricted and Unrestricted).

6.5 Net Flow of Funds Between Business School and Parent Institution

Several values to calculate the net flow of funds between the business school and its parent university/institution. A positive net flow amount suggests that the business school provides a net positive cash flow to the parent university/institution. A negative net flow amount suggests that the parent university/institution provides a net positive cash flow to the business school. A net flow of zero suggests there is no net transfer of funds between the business school and parent university/institution. The values entered include:

- Total Revenue Generated by Business School
- Total Business School Uses of Operating Funds
- Total Additional Funds Added to Direct Control of the Business School
- Total Unused Funds from Total Generated Income Retained by the Business School

Schools are also asked to indicate whether the Total Revenue Generated by Business School is collected and/or controlled by the business school, its parent university/institution, or partially by both.
6.6 Sources of Operating Funds

The amounts of business school operating funds received from various sources. These sources include:

- Tuition & Fees
- Government Appropriations
- University/Institutional Allocations
- Other charges to students for educational purposes
- Government grants and contracts
- Private contracts
- Non-degree management education
- Private gifts and grants (Capital Purposes and Current Operations)
- Funds from business school endowment
- Unspent reserve funds from previous years
- Other

6.7 Tuition and Fees

Per-student costs incurred for students from several provenances: from within the province/state in which the school is located, from another province/state in the country in which the school is located, from outside the country in which the school is located (i.e., internationally mobile students), and those enrolled entirely online. Schools affirm whether or not they offer undergraduate, full-time MBA, and part-time MBA programs in order to enter tuition data. Tuition amounts are given for a single year of study at the undergraduate level, and for the entire program cost of a full-time MBA or part-time MBA program.
6.8 Uses of Operating Funds

The amounts of business school operating funds expended for various purposes. Totals for each purpose are divided into Salary vs. Non-Salary Expenditures. These purposes include:

<table>
<thead>
<tr>
<th>Administrative support</th>
<th>Physical plant</th>
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<tbody>
<tr>
<td>Alumni programs/services</td>
<td>Public service</td>
</tr>
<tr>
<td>Auxiliary enterprises</td>
<td>Research;</td>
</tr>
<tr>
<td>Degree programs instructional activity</td>
<td>Scholarships</td>
</tr>
<tr>
<td>Faculty/staff recruiting expenditures</td>
<td>Student services and admissions</td>
</tr>
<tr>
<td>Library</td>
<td>Technology</td>
</tr>
<tr>
<td>Marketing &amp; advertising</td>
<td>Total benefits compensation</td>
</tr>
<tr>
<td>Non-degree management education instruction</td>
<td>Other</td>
</tr>
</tbody>
</table>
7 Governance

7.1 Business School Advisory Council Relations

Information regarding whether various topics are brought up to that council by the business school, or vice versa. Topics include Budgets, Fund Raising, & Development; New Programs or Curricula; Faculty Hiring and Retention; Research or Research Needs; Experiential Learning/Internships; Relevance, Currency, Quality of Curriculum; Student Quality; Student Diversity; Desired Skill Sets of Graduates; Relationships with Central Administration/Other University Schools; and Other. If Other is selected, a description is entered as well.

Note: These data are available only if the business school has indicated in the survey that it has an advisory council, board, etc.

7.2 Business School Influence on Parent Budget

The relative level of influence on the determination of the annual operating budget and related resource allocation decisions, held by the business school on the overall budget of its parent university or institution. The level of influence is measured on the following 1–5 scale: 1—Input never impacts decisions, 2—Input not likely to impact decisions, 3—Some input may impact decisions, 4—Input is likely to impact decisions, 5—Input essentially determines decision outcomes.

7.3 Level of Governance Autonomy

For various governance aspects, the level that best describes the level of autonomy their business school has with regard to its parent university or institution (if applicable), according to the following scale: 1—The business school’s parent institution makes the decisions centrally, 2—The business school makes the decisions jointly or in consultation with the parent institution, 3—The business school makes the decisions independently of the parent institution, Other—A description of the relationship is provided. Governance aspects so rated include Financial Management, Determining Teaching Loads, Fundraising Efforts, Development, and Management of Overhead Expenses.
7.4 Organizational Control

Variables that indicate whether an array of business school functions or operations are managed or controlled:

- By the business school
- By the university or other parent institution of which the business school is a part
- Jointly, where the function or operation is controlled and/or budgeted at the institution level but includes staff or resources dedicated to the business school
- Independently, where the function or operation is not managed or controlled either by the business school or the university or other parent institution
- N/A indicates the function or operation is not present at all

Functions include:

<table>
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<th>Career services for undergraduate and graduate students</th>
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<tbody>
<tr>
<td>Academic assistance centers</td>
<td>Communications</td>
</tr>
<tr>
<td>Admissions for undergraduate and graduate students</td>
<td>Development</td>
</tr>
<tr>
<td>Business alumni relations</td>
<td>Information technology</td>
</tr>
<tr>
<td>Business libraries</td>
<td>Internship programs</td>
</tr>
<tr>
<td>Business research centers</td>
<td>Non-degree executive education centers</td>
</tr>
<tr>
<td>Business school or program buildings</td>
<td>Student residential housing</td>
</tr>
</tbody>
</table>

7.5 Resource Allocation Factors

These data indicate whether various items are factors in the determination of how funds flow from the parent institution to the business school, and vice versa, if applicable. Potential factors include Number of Students, Cost per Student Enrolled, Teaching Loads, Revenue Generated by the Business School, and Other (with description).
7.6 Resource Allocation Models

The model used by the business school’s administration to allocate resources to its internal departments, and if applicable, by the business school’s parent university to allocate resources to the business school and other academic units. Options include:

- Central-Administration Management (CAM), in which revenues from tuition, state appropriation, and other sources flow to the business school’s/parent institution’s central administration, which then allocates funds to the internal departments/academic schools at its discretion, by a formal request process, or via predetermined formula(s)
- Responsibility-Centered Management (RCM), in which formulas are developed to devolve revenue ownership directly to the operating school(s)/departments generating the revenue, and then to assess taxes to cover the school’s/departments’ share of centrally borne expenditures
- Other, which is described by the reporting school. Multiple models can be selected, as appropriate

7.7 Resource Tracking

These data indicate whether various individuals or groups play a role in or are responsible for keeping track of the sources and/or uses of business school resources. Such individuals/groups include central administration of the business school’s parent university/institution (if applicable), the business school’s dean/dean’s office, the business school’s department heads, and individual members of the business school’s faculty.

7.8 Stakeholder Influence and Involvement

The level of involvement in, and influence on, the determination of the annual business school operating budget and related resource allocation decisions, for various types of stakeholders, using a 1–5 scale for involvement/influence: 1—Does not participate/offers input, Input never impacts decisions; 2—Minimal participation/input, Input not likely to impact decisions; 3—Moderate participation/input, Some input may impact decisions; 4—Significant participation/input, Input is likely to impact decisions; 5—Sole responsibility, Input essentially determines decision outcomes. Stakeholders include (as applicable) University Provost/Chief Academic Officer, University Finance Office, University Faculty (e.g., Faculty Senate), Business School Dean/Dean’s Office, Business School Department Heads; Business School Faculty, Business School Advisory Council, Faculty Union(s), Students, Accrediting Bodies, Domestic Government Agencies, and Donors.
7.9 Tuition Collection Models

At each degree level (Undergraduate, Master’s, Doctoral), data indicating which of several tuition collection models are used. Multiple models can be selected at each level to reflect different practices for different degree programs. Model options include:

- **A**—Business school collects tuition directly from students and pays a certain percentage to the central administration of the school’s parent university
- **B**—Business school’s parent university collects tuition for all its academic schools and allocates the funds to the business school for its operating budget
- **C**—Tuition is not collected by the parent university and/or business school (i.e., program is free)
- **D**—Other, with description
8 Mission and Strategic Management

8.1 Age of Mission and Strategic Plan

The academic year in which the school’s mission statement and strategic plan were adopted or last revised.

8.2 Area of Recruiting Focus

For various program types, the geographic area in which the school focuses for marketing and student recruitment. Program types include Undergraduate, MBA, EMBA, Other Master’s, and Doctoral. Options include 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, or Not Applicable (if the school does not offer programs of the listed type).
8.3 Mission and Priorities

The text of the school’s mission statement, and the levels of emphasis (Low, Medium, or High) that mission places upon different types of activities and research.

Activity Types:

- **Intellectual Contributions**—The production of intellectual contributions intended to advance the knowledge of business and management theory, practice, and/or learning/pedagogy and broaden the boundaries of business education through research and publications.
- **Service**—Service to the school, professional organization(s) and/or the community through initiatives such as educational programs, volunteerism, and joint programs with local businesses.
- **Teaching**—The delivery of learning experiences through student-faculty interaction to prepare students for a successful career in a branch of business.

Research Types:

- **Applied or Integration/Application Scholarship**—Research that synthesizes new understandings or interpretations of knowledge or technology; develops new technologies, processes, tools, or uses; and/or refines, develops, or advances new methods based on existing knowledge. Intellectual contributions in this category are normally intended to contribute to and impact the practice of business.
- **Basic or Discovery Scholarship**—Often referred to as discipline-based scholarship, research that generates and communicates new knowledge and understanding and/or development of new methods. Intellectual contributions in this category are normally intended to impact the theory or knowledge of business.
- **Teaching & Learning Scholarship**—Research that develops and advances new understandings, insights, and teaching content and methods that impact learning behavior. Intellectual contributions in this category are normally intended to impact the teaching and/or pedagogy of business.
9 Programs

9.1 Business Program Level of Reporting Detail

The level of detail at which the business school reports enrollment and admissions data for its master’s, doctoral, and certificate programs. Options include Level 1, which gives a unique data table for each degree title + field/discipline combination, and Level 2, which gives a unique data table for each degree title only. For example, if a school reports multiple MBA programs, each with a different disciplinary field (e.g., Accounting, General Business, Finance, etc.), then selecting Level 2 would create a single data table for all MBA programs, while Level 1 would allow the school to report enrollment and admissions data for each individually (e.g., MBA in Accounting, MBA in General Business, MBA in Finance, etc.).

9.2 Business School Program Details

The complete list of programs offered by the business school. For accredited schools, whether or not each individual program lies within the scope of accreditation is entered and reviewed by AACSB Accreditation Staff. For each program, the following characteristics are reported:

- Education Level (e.g., Undergraduate, Masters-Generalist, Masters-Specialist, Doctoral, Graduate Level Certificate, etc.)
- Degree Title
- Field/Discipline
- Major Emphasis
- Sub-emphasis (if any)
- Program Life Cycle (Start Year/Month and if applicable, End Year/Month)
- Delivery Vehicles (e.g., Full-time, Part-time, Evenings & Weekends, Online, etc.)

1 See also program data reflected in:

Admissions
Degrees Conferred
Enrollment
Finances (Tuition and Fees)
10 Appendix

Data Calendar

Free and unlimited access to data is available through AACSB’s DataDirect system for participating AACSB educational members, and by custom request for the public media and other schools. There is an hourly standard consulting fee for those not affiliated with a participating institution. Select quick data is also available free of charge through our Advanced School Search [https://datadirect.aacsb.edu/public/profiles/search.cfm](https://datadirect.aacsb.edu/public/profiles/search.cfm).

Data Collection and Release Time Frames

Each year, AACSB member schools are invited to participate in annual surveys. Data collection and release time frames are listed in the table below:

<table>
<thead>
<tr>
<th>Survey Name</th>
<th>Data Collection Time Frame</th>
<th>Data Release Time Frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Programs Questionnaire (APQ)</td>
<td>Late March to late June/early July</td>
<td>Late September to early October</td>
</tr>
<tr>
<td>Business School Questionnaire (BSQ)</td>
<td>Mid-March to late May/early June</td>
<td>August to late September</td>
</tr>
<tr>
<td>BSQ Employment Module</td>
<td>Early January</td>
<td>Early April</td>
</tr>
<tr>
<td>BSQ Finances Module</td>
<td>Mid-March to late May/early June</td>
<td>August to late September</td>
</tr>
<tr>
<td>Staff Compensation &amp; Demographics Survey (SCDS)</td>
<td>Mid-September to late-November</td>
<td>Early to mid-February</td>
</tr>
</tbody>
</table>
AACSB Survey Data Descriptions

This current version of the Data Glossary reflects two of the surveys in our annual cycle:

**Business School Questionnaire (BSQ)**

The BSQ is AACSB’s most comprehensive survey. Since 2001, the BSQ has captured data to track 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. It is the only globally distributed survey that offers insights into each business school’s priorities with respect to teaching, intellectual contributions, and service. Additionally, the BSQ provides information on business schools’ research priorities, which is the only existing globally representative metric for current research priorities in business education.

**BSQ Finances Module**

The Finances Module of the Business School Questionnaire (BSQ) offers insight into each participating institution’s financial activity, fundraising contributions, resources, and governance. Detailed information on the uses and sources of operating funds, along with the types and attributes of governance models, are a part of this module. By participating in this module, schools can glean information on resource allocation factors, tuition collection models, and how various business school functions or operations are managed or controlled (such as business school libraries, career services, admissions, academic advising, and more). The BSQ Finances Module has been a part of the AACSB suite of surveys since 2013 and is the only globally distributed survey that offers information on the net flow of funds between business schools and their parent institutions (where applicable).
Future iterations of this document will contain information from the following surveys:

Accounting Programs Questionnaire (APQ)

The APQ is AACSB’s only discipline-specific survey, designed with the express purpose of collecting comprehensive data about accredited accounting programs. Since the spring of the 2005–06 academic year, AACSB formally introduced the APQ exclusively for schools with additional accreditation in accounting. Similar to the BSQ, information regarding institutional characteristics, mission statement, finances specific to the accounting unit, programs, admissions, enrollment, degrees conferred, and employment of graduates at all academic levels, and participating and supporting faculty and their academic qualifications are entered and made available to participating schools for benchmarking.

BSQ Employment Module

This survey contains information about graduates at all academic levels. Data gathered in this survey include the number of graduates seeking employment at the time of graduation; when graduates accept offers of employment; and the average, median, and range of starting salaries. At the graduate levels, data are also available on signing bonuses and other guaranteed compensation.

Staff Compensation and Demographics Survey (SCDS)

This survey (formerly known as the AACSB Salary Survey) contains information about faculty and staff salaries and demographics. Information on faculty and staff salaries are confidential and are only available for benchmarking in aggregate, such that no individual person or school data are accessible to any user, except for their own school’s data (if said user has data entry access to the survey). Only individuals who are granted access by their school’s leadership are allowed to run reports on these data. All reports contain descriptive information where the number of schools selected must be six or greater.