

2017–18
Business School
Questionnaire
Executive Summary

Preface

In March 2018, AACSB opened its 2017–18 Business School Questionnaire (BSQ), an online survey of business school characteristics. AACSB invited officials from more than 1,600 business schools to participate in the survey, 820 of which took part.¹ The results provide a representative overview of AACSB’s global membership, and business education at large. This executive summary provides a look into some of the highlights based on participant responses.

The 2017–18 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. The full set of data is available for participating institutions to use in DataDirect.

The BSQ Overview Report provides information on the following:

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

The available 2017–18 BSQ Overview Reports are broken out 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 aacsbs.edu/data. If you have questions regarding these reports, the Business School Questionnaire, or other AACSB Business Education Intelligence products, please contact datadirect@aacsb.edu.

¹ The participation count for this executive summary is 820 schools, but AACSB’s online database, DataDirect, may reflect different participation numbers, as schools submit their surveys and have them validated on an ongoing basis.

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 with respect to teaching, intellectual contribution, and service. Additionally, the BSQ provides information on the research priorities of its participating institutions, which is the only existing globally representative metric for current research priorities in business education. The data contributed to the BSQ by our members is one reason AACSB is widely 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 2017–18 BSQ saw another year of record-breaking participation, with 820 business schools contributing, representing 60 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. The BSQ’s participation rate has kept pace with membership growth and, in 2017–18, still reflects more than half of AACSB’s global membership.

Table 1. Number of Participating Schools by Region

Region	Participants
Asia (excluding Middle and Near East)	76
Oceania	26
Total: Asia Pacific	102
Africa	6
Europe and Near East	136
Middle East	21
Total: Europe, Middle East, and Africa (EMEA)	163
Canada	35
Latin America and Caribbean	17
United States*	503
The Americas Total	555
Total: All Participating Schools	820

*Excluding Puerto Rico, which is included in the Caribbean numbers

Eighty-three percent of the participating institutions have achieved AACSB Accreditation. Two-thirds of participating institutions are publicly controlled.

New This Year

The Overview Reports now feature:

- Several new data sets, previously available only through DataDirect.
- Tuition tables for undergraduate programs, full-time MBA programs, and part-time MBA programs.
- Information on the business school's community context (suburban, urban, or rural), student type (commuter, residential), and the percentage of schools that have made strategic plan amendments.
- Updated descriptive statistics for student enrollment.

U.S. Regional Accreditors

The following percentages reflect 2017–18 U.S. BSQ participants that also hold a U.S. regional accreditation:

32%

Southern Association
of Colleges and
Schools (SACS)

28%

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

17%

Middle States
Association of
Colleges and
Schools (MSACS)

9%

Western
Association of
Schools and
Colleges (WASC)

7%

New England
Association of
Schools and
Colleges (NEASC)

5%

Northwest
Commission
on Colleges
and Universities
(NWCCU)

Highlights

Below are general observations from across the full set of participating institutions. Each data point can be refined to any custom grouping of schools that is of interest.

- The overall average for operating budgets is slightly more than 26 million USD, with approximately 28 percent of schools reporting an annual budget between 10 million USD and 25 million USD.
- Of those schools that reported an endowment (n=608) the average was approximately 34 million and 75% of those schools reported they have an endowment greater than 2.5 million.
- The number of the schools that indicated they have other non-degree programs offered, such as open enrollment or custom non-degree corporate programs, is 55 percent.
- Of the schools reporting, 43 percent indicated that they offer undergraduate, master's, and doctoral degrees, while a little more than 45 percent indicated they offer undergraduate and master's degrees, but not doctoral degrees.
- Approximately 44 percent of U.S. business school main campuses are in an urban community, about 36 percent in a suburban community, and the remaining 20 percent in a rural community.
- Almost half of U.S. schools reporting indicated that their undergraduate students are mostly residential, and a little more than 61 percent of schools indicated that their graduate students are mostly residential.
- Faculty profiles consist of 82 percent full time, about 16 percent part time, and less than 3 percent graduate students.
- The average number of full-time female faculty at a school is 25, whereas the average number of male faculty reported is approximately 48.
- The average full-time equivalency (FTE) of all faculty is a little less than 92.

10%

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

75

Average number of full-time faculty at a school.

85%

of the participating schools indicated that their academic year starts either in July, August, or September.

25

Average number of full-time female faculty at a school, whereas the average number of male faculty reported is 48.

23%

of reporting schools have other academic units at their institution that offer other business courses, programs, or degrees.

Mission and Emphasis Areas



As far as schools' research focus is concerned, a little more than 41 percent reported that discipline-based scholarship is highly emphasized, whereas approximately 30 percent indicated that both discipline-based scholarship and contribution to practice are equally emphasized. Less than 5 percent of all schools indicated that learning and pedagogical research is an area of high emphasis.

43%+

of the schools that submitted a BSQ indicated that they place a high emphasis on teaching when it comes to business school priorities, while less than 13 percent indicated that they highly emphasize intellectual contribution. However, close to 36 percent of the schools indicated that both teaching and intellectual contributions are equally highly emphasized at their business school.

Table 2. Business Unit Priorities—Emphasis

High Emphasis	Medium Emphasis	Low Emphasis	Number	Percent
Teaching	Intellectual Contributions	Service	258	31.5%
Intellectual Contributions	Teaching	Service	101	12.3%
Teaching	Service	Intellectual Contributions	9	1.1%
Teaching and Intellectual Contributions		Service	301	36.7%
Teaching	Intellectual Contributions and Service		88	10.7%
Teaching, Intellectual Contributions, and Service			63	7.7%
Grand Total			820	100.0%

Less than

17%

of U.S. schools indicated that their school has a religious affiliation, and about 64 percent of those schools indicated that it was central to their identity. About half of the schools that indicated that their religious affiliation was central to their identity were Catholic schools.

Enrollments

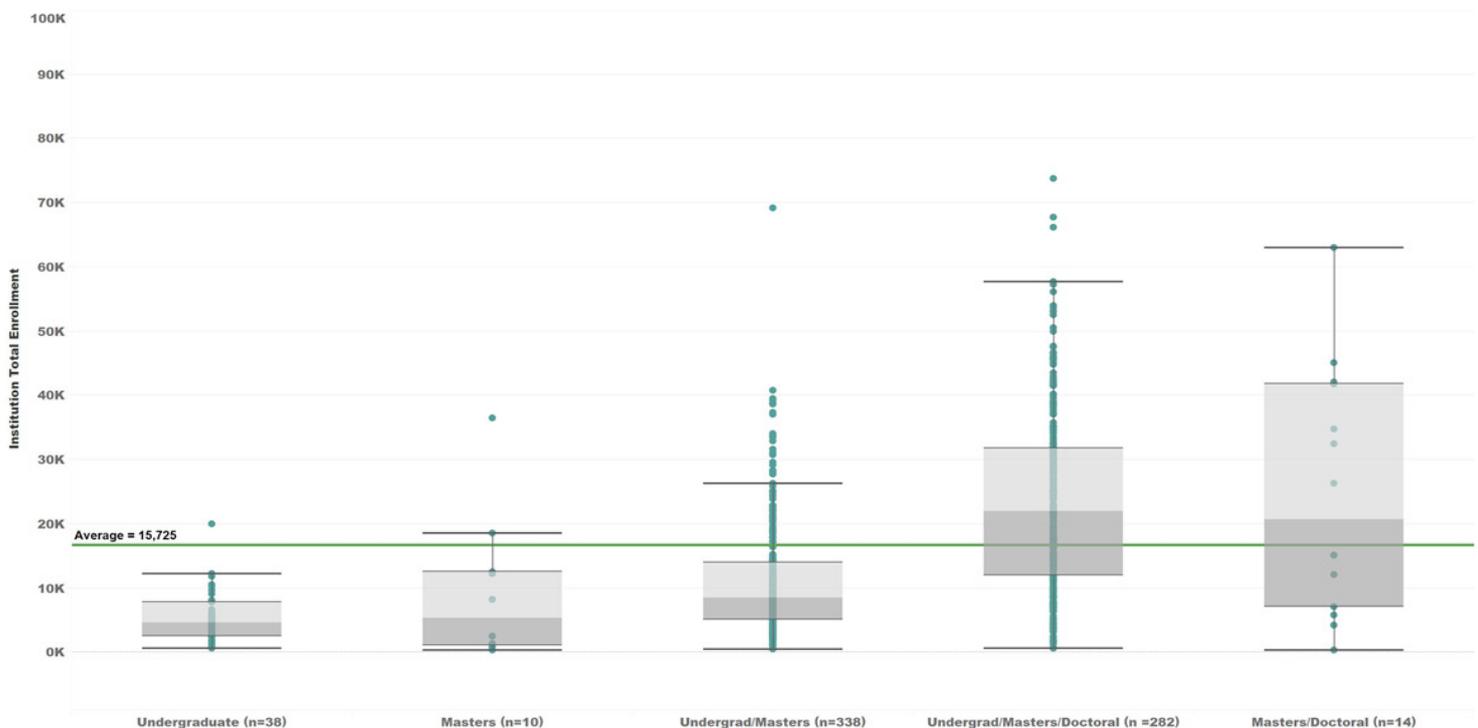
- Business school enrollments comprise approximately 20 percent of total combined enrollments at the universities to which the participating schools are affiliated, among schools that have a parent institution.

Note: 86 percent of business schools are standard academic units of parent institutions; 7 percent are semi-/mostly autonomous units of parent institutions; and 7 percent are independent institutions.

- Participating business schools collectively enrolled close to three million 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 a little less than 19 percent, but the median percentage is 10 percent. Almost 16 percent of schools indicated that no undergraduate students transferred from another institution.

This year, 682 schools reported the total enrollment for their parent institution. The average parent institution enrollment across all these schools was over 15,700 students.

Figure 1. Overall Total Enrollments for Parent Institutions by Types of Degrees Offered



Source: AACSB 2017–18 Business School Questionnaire (BSQ)

Programs Offered

23%

of business schools reported that business courses, programs, or degrees are offered by other academic units at their institution.

55%

of reporting schools offer non-degree programs, such as open enrollment or custom non-degree corporate programs.



The most common second language of instruction for reporting schools located in countries where English is not the primary language is English. About 59% of schools in these countries reported offering full programs in a second language, 80% of which were offered in English.

- This year, almost 80 percent of participating schools indicated that they award credit on a semester basis; almost 5 percent indicated they are on a quarter system; a little less than 14 percent reported using ECTS (European Credit Transfer System); and less than 2 percent said they use CATS (Credit Accumulation and Transfer Scheme).
- A little more than 82 percent of all schools reported that their primary language of instruction is English. Thirty-four percent of schools located in countries where English is not the primary spoken language indicated that the primary language of instruction is English.
- About 18 percent of all schools indicated that they offer courses or partial degree programs in another language, but a little more than 46 percent of schools located outside of the U.S. said they offer courses or partial degree programs in another language.

Out of all the schools that indicated that they offer at least one bachelor's degree program, the most common discipline reported was accounting (approximately 71 percent), with management as the second-most common discipline reported (approximately 63 percent).

This year was the first year that data analytics was listed as a field/discipline option in the BSQ, and less than 2 percent of all schools with bachelor's degrees indicated they offer a bachelor's degree in this field; however, close to 40 percent indicated that they offer a bachelor's degree in the field of CIS/MIS.

Table 3. Bachelor's Degree Programs

Field/Discipline	Number of Schools	Percent of Schools
Accounting	545	71.06
Actuarial Science	4	0.52
Behavioral Science/Organizational Behavior	8	1.04
Business Communications	13	1.69
Business Education	19	2.48
Business Ethics	3	0.39
Business Law	32	4.17
CIS/MIS	305	39.77
Data Analytics	15	1.96
e-Business	12	1.56
Economics	311	40.55
Energy Management	1	0.13
Entrepreneurship	175	22.82
Finance	477	62.19
General Business	425	55.41
Health/Hospital Administration	25	3.26
Hotel/Restaurant Management	58	7.56
Human Resource Management	162	21.12
Insurance	45	5.87
International Business	269	35.07
Leadership	4	0.52
Management	479	62.45
Manufacturing and Tech Management	2	0.26
Marketing	463	60.37
Operations Research	2	0.26
Production/Operations Management	64	8.34
Public Administration	10	1.30
Quantitative Methods	21	2.74
Real Estate	56	7.30
Sports Management	16	2.09
Statistics	16	2.09
Strategic Management	9	1.17
Supply Chain/Logistics	121	15.78
Taxation	6	0.78
Other	154	20.08

Out of the schools that indicated that they offer at least one general master's degree program, almost 72 percent reported offering a master's degree in general business, and almost 37 percent indicated that they offer one in management. Less than 2 percent offer a general master's degree in data analytics.

Table 4. General Master's Degree Programs

Field/Discipline	Number of Schools	Percent of Schools
Accounting	75	10.22
Actuarial Science	1	0.14
Arts Administration	1	0.14
Behavioral Science/Organizational Behavior	7	0.95
Business Communications	2	0.27
Business Education	8	1.09
Business Ethics	6	0.82
Business Law	20	2.72
CIS/MIS	65	8.86
Data Analytics	13	1.77
e-Business	5	0.68
Economics	30	4.09
Energy Management	3	0.41
Entrepreneurship	49	6.68
Finance	123	16.76
General Business	528	71.93
Health/Hospital Administration	63	8.58
Hotel/Restaurant Management	7	0.95
Human Resource Management	48	6.54
Insurance	5	0.68
International Business	100	13.62
Leadership	9	1.23
Management	269	36.65
Manufacturing and Tech Management	6	0.82
Marketing	90	12.26
Operations Research	2	0.27
Production/Operations Management	18	2.45
Public Administration	13	1.77
Quantitative Methods	8	1.09
Real Estate	13	1.77
Sports Management	6	0.82
Statistics	3	0.41
Strategic Management	27	3.68
Supply Chain/Logistics	40	5.45
Taxation	8	1.09
Other	84	11.44

Nearly 71 percent of reporting schools that offer a specialized master's degree offer one in accounting; almost half offer a specialized master's degree in finance; and a little more than 9 percent offer a specialized master's degree in data analytics.

Table 5. Specialized Master's Degree Programs

Field/Discipline	Number of Schools	Percent of Schools
Accounting	438	70.99
Actuarial Science	5	0.81
Behavioral Science/Organizational Behavior	15	2.43
Business Communications	12	1.94
Business Education	15	2.43
Business Ethics	6	0.97
Business Law	18	2.92
CIS/MIS	152	24.64
Data Analytics	56	9.08
e-Business	18	2.92
Economics	122	19.77
Energy Management	3	0.49
Entrepreneurship	70	11.35
Finance	298	48.30
General Business	75	12.16
Health/Hospital Administration	44	7.13
Hotel/Restaurant Management	28	4.54
Human Resource Management	110	17.83
Insurance	13	2.11
International Business	104	16.86
Leadership	13	2.11
Management	184	29.82
Manufacturing and Tech Management	6	0.97
Marketing	171	27.71
Operations Research	11	1.78
Production/Operations Management	34	5.51
Public Administration	21	3.40
Quantitative Methods	35	5.67
Real Estate	31	5.02
Sports Management	12	1.94
Statistics	15	2.43
Strategic Management	24	3.89
Supply Chain/Logistics	93	15.07
Taxation	76	12.32
Other	147	23.82

Almost 42 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.

Table 6. Doctoral Degree Programs

Field/Discipline	Number of Schools	Percent of Schools
Accounting	90	23.68
Behavioral Science/Organizational Behavior	23	6.05
Business Communications	1	0.26
Business Education	5	1.32
Business Ethics	2	0.53
Business Law	3	0.79
CIS/MIS	71	18.68
Data Analytics	1	0.26
e-Business	1	0.26
Economics	83	21.84
Entrepreneurship	12	3.16
Finance	116	30.53
General Business	131	34.47
Health/Hospital Administration	2	0.53
Hotel/Restaurant Management	6	1.58
Human Resource Management	13	3.42
Insurance	7	1.84
International Business	19	5.00
Management	159	41.84
Manufacturing and Tech Management	2	0.53
Marketing	84	22.11
Operations Research	11	2.89
Production/Operations Management	28	7.37
Public Administration	5	1.32
Quantitative Methods	4	1.05
Real Estate	5	1.32
Sports Management	1	0.26
Statistics	11	2.89
Strategic Management	21	5.53
Supply Chain/Logistics	22	5.79
Taxation	4	1.05
Other	60	15.79

In addition to these data, further information regarding enrollments, admissions, faculty, programs, and more is now available in the 2017–18 BSQ Overview Reports or by using the benchmarking tool via 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 can be found in the [2017–18 Staff Compensation & Demographics Survey Executive Summary](#).

Acknowledgements

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[aacsb.edu](https://www.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