

2019–20
**Business School
Questionnaire**
Executive Summary

Preface

In March 2020, AACSB opened the 2019–20 Business School Questionnaire (BSQ), an online survey of business school characteristics. AACSB invited officials from over 1,600 business schools to participate in the survey, 804 of which took part. 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 their responses.

The 2019–20 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 to participating institutions in DataDirect, where participating business schools can generate custom reports for multiple sets of defined benchmarking groups.

The BSQ Overview Report provides information on the following:

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

Enrollment and Degrees

The available 2019–20 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)
- Latin America and Caribbean
- 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 aacsbedu.org/data. If you have questions about these reports, the Business School Questionnaire, or other AACSB Business Education Intelligence products, please contact us at datadirect@aacsb.edu.

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 are a big part of why AACSB is widely recognized as the primary source for data and analysis on business education globally.

Participation

The 2019–20 BSQ saw another year of high participation, with 804 business schools contributing, representing 61 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 at the time. The BSQ's participation rate has kept pace with membership growth and, for 2019–20, still reflects almost half of AACSB's global membership.

Table 1. Number of Participating Schools by Region

Region	Participants
Europe, Middle East, and Africa	
Africa	4
Europe and Near East	160
Middle East	18
Asia Pacific	
Asia (Excluding Middle and Near East)	87
Oceania	24
Americas	
Canada	24
Latin America and Caribbean	21
United States	465
Total: All Participating Schools	804

85%

of the participating schools have achieved AACSB accreditation

66%

of participating schools are publicly controlled

Highlights

Below are general observations from across the full set of participating institutions. Through DataDirect, participating schools have the option of filtering any of the below data to a custom grouping of schools.

- The overall average for operating budgets is a little less than 29 million USD, with approximately 30 percent of schools reporting an operating budget between 10 million and 25 million USD
- The average endowment is slightly more than 25 million USD, with over 28 percent of schools reporting an endowment of more than 25 million USD.
- 12 percent of AACSB-accredited schools indicated that they are also accredited by EQUIS and AMBA.
- 45 percent of schools offer undergraduate, master's, and doctoral degrees, while a little more than 44 percent only offer undergraduate and master's degrees.
- Approximately 45 percent of U.S. schools' main business campus resides in an urban community, about 33 percent in a suburban community, and the remaining 20 percent in a rural community.
- 53 percent of U.S. schools reported that their undergraduate students are mostly residential, while 73 percent of the schools said their master's graduate students are mostly commuters, and 15 percent said their doctoral students are commuters.
- 66 percent of all faculty are full-time, about 32 percent are part-time, and approximately 1 percent are graduate students.
- The average number of full-time faculty at a school is 66.
- The average number of full-time female faculty at a school is 22, with the average number of male faculty reported at approximately 44.
- The average full-time equivalency (FTE) of all faculty is 80.

12%

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

25+
million USD

is the average school endowment

44%

of the participating schools offer undergraduate and master's degrees only

45%

of U.S. schools' main business campus resides in an urban community

80

is the average number of full-time faculty at a school

Table 2. Focus of Student Recruitment

This year's BSQ also included information on student recruitment. Schools were asked to share their business school recruitment efforts for a given degree level, and out of the 790 schools that submitted answers, global recruiting is the most common selection for most program levels. Thirty-nine percent of schools recruit with this focus for MBA programs, 29 percent for EMBA programs, 43 percent for other types of master's programs, and 62 percent for doctoral programs. The most common type of recruiting for undergraduate programs is "National—throughout host location," where 25 percent of schools indicated that they recruit this way.

Recruit Levels	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)
Undergraduate	6%	24%	16%	25%	6%	23%
MBA	10%	16%	12%	16%	7%	39%
EMBA	9%	17%	12%	23%	11%	29%
Other Master's	7%	14%	11%	17%	9%	43%
Doctoral	1%	2%	4%	19%	12%	62%

Mission and Emphasis Areas

Ninety-three percent of schools that submitted a BSQ indicated that they place a high emphasis on teaching when it comes to business school priorities, while about 62 percent highly emphasize intellectual contribution, and 19 percent highly emphasize service.

Table 3. Business Unit Activity Priorities—Emphasis

Area Emphasis	High Emphasis	Medium Emphasis	Low Emphasis
Teaching	93%	7%	0%
Intellectual Contribution	62%	36%	1%
Service	19%	54%	27%

As far as schools' research focus is concerned, 56 percent reported that basic or discovery scholarship is highly emphasized, whereas 53 percent highly emphasize applied or integration/application scholarship. About 32 percent of all schools indicated that teaching and learning scholarship is an area of high emphasis.

Table 4. Business Unit Research Priorities—Emphasis

Area Priority	High Emphasis	Medium Emphasis	Low Emphasis
Teaching and Learning Scholarship	32%	39%	29%
Applied or Integration/ Application Scholarship	53%	42%	4%
Basic or Discovery Scholarship	56%	28%	16%

Enrollments

Business school enrollments comprise approximately 18 percent of total overall enrollments at participating schools' affiliated universities. Eighty-three percent of schools are standard academic units of parent institutions; 8 percent are semi-/mostly autonomous units of parent institutions; and 7 percent are independent institutions not affiliated with any other higher education institution. This year, 759 schools reported the total enrollment for their parent institution. The average parent institution enrollment (or actual enrollment for an independent institution) across all schools is slightly less than 16,400 students. The average business school enrollment for schools that are not independent standalone institutions (n=731 reporting schools) is approximately 2,694, and the total enrollment of these schools is 1,969,128.

Participating business schools collectively enrolled **2,250,000** students as of their enrollment census date.

The average percentage of undergraduates who transferred from an outside institution (among the schools that reported more than 0 percent) is about 23 percent, but the median percentage is 16 percent. Out of the schools that reported transfer rates, about 10 percent indicated that no undergraduate students transferred from another institution.

New Program Delivery Categories

This year AACSB introduced new program delivery categories, enabling schools to report on the delivery method for each of their programs. Instead of having the singular category of "online" (applicable when a program was available mostly online), the following delivery vehicle selections are now available (at least one must be selected for each reported program):

Fully On-Campus; Face-to-Face: The degree program may be completed fully on campus in a face-to-face setting on one of the school's physical campuses.

Primarily Online (OL): The degree program may be completed in full by students enrolled only in courses taught online. Includes programs in which some limited residency is required for orientation or testing. Only selected if the program curriculum can be completed in full online. (Note: This definition corresponds to the former singular "Online" category from previous years.)

Exclusively Online (OL): The degree program may be completed in full by students enrolled only in courses taught online, including all testing and orientations (e.g., the student can complete all transactions at a distance). Only selected if the program can be completed in full online, where the student would never need to come to campus for any reason.

Multi-Modal: The degree program can be completed in full either face-to-face or online, where all required courses are available via both delivery modes, and students can choose the method of delivery for each of their courses. Students could possibly be in both distance and face-to-face courses during the same term.

Blended/Hybrid (B/H): Completing the degree program requires the student to take courses that are face-to-face and courses that are delivered online, such that students must attend courses that may be a combination of both online and face-to-face delivery, online only, and face-to-face only. Selected if a combination of both delivery methods is required.

The number of programs that are offered for each of the categories for each program level is displayed in Table 5, and the number of schools that offer at least one program in each of the categories is displayed in Table 6. Please note that in both tables the numbers of programs for delivery categories are not mutually exclusive; a program may have been offered via one delivery category or all of types of categories.

Based on the data displayed in Table 5 below, for 2019-20, the most common program delivery type, regardless of the educational level, is face-to-face, where 6,325 undergraduate programs are offered face-to-face only. That said, programs offered via multi-modal and blended/hybrid formats are quite common, with 1,104 and 508 undergraduate programs (respectively) delivered this way. MBA programs are the second most common type of program offered in a multi-modal format, with 507 programs in this category. Master's specialist programs are the second most common type of program offered via blended/hybrid delivery, with 410 programs in this category.

Table 5. Number of Programs Offered for Each Delivery Category Exclusively by Program Level

Education Level	Face-to-Face	Primarily Online	Exclusively Online	Multi-Modal	Blended/Hybrid
Undergraduate	6,325	268	193	1,104	508
Undergraduate Certificate	224	61	22	34	47
Integrated Undergrad-Master's	84	2	1	6	13
MBA	1,772	388	278	507	325
MBA/Dual Degree	230	7	5	84	16
Master's Generalist (non-MBA)	370	5	11	11	50
EMBA	285	9	3	17	112
Master's-Specialist	3,581	254	140	390	410
Graduate Level Certificate	542	172	101	185	61
Doctoral	1,175	6	5	47	104

Although the number of schools that offer face-to-face degree programs is the highest regardless of the degree program level, 171 schools offer at least one undergraduate program primarily or exclusively online (see Table 6). Additionally, 265 schools offer at least one MBA program primarily or exclusively online, and 221 schools offer at least one master's specialist program primarily or exclusively online. Because these data represent the last academic session of 2019, it will be interesting to see how much the numbers might change for the last academic session of 2020, given the increase in online learning that has occurred as a result of the COVID-19 pandemic.

Table 6. Number of Schools That Offer Each Program Delivery Type, Exclusively by Program Level

Education Level	Face-to-Face	Primarily Online	Exclusively Online	Multi-Modal	Blended/Hybrid
Undergraduate	666	97	74	144	102
Undergraduate Certificate	65	19	16	22	16
Integrated Undergrad Master's	39	2	1	4	9
MBA	535	154	111	138	141
MBA/Dual Degree	64	3	2	15	10
Master's Generalist (non-MBA)	121	4	8	6	15
EMBA	225	8	3	9	72
Master's Specialist Graduate Level Certificate	533	129	92	97	127
Graduate-Level Certificate	126	66	45	41	31
Doctoral	349	5	5	24	50

Programs Offered

- The most common language of instructions for schools located outside of the U.S. is English, with 38 percent of schools located outside the U.S., and not in a country where English is the main language, indicating that English is their main language of instruction.
- About 22 percent of all schools indicated that they offer one or more full degree programs in another language, but 49 percent of schools located outside of the U.S. said they offer degree programs in another language.
- This year, 77 percent of participating schools indicated that they award credit on a semester basis, almost 5 percent are on a quarter system, a little less than 16 percent use ECTS (European Credit Transfer System), and less than 2 percent use CATS (Credit Accumulation and Transfer Scheme).

Table 7. Year Program Started (Number of Programs Reported)

Educational Level	Pre-1999	1999-2005	2006-12	2013-18	2019-21
Doctoral	695	177	203	189	34
Integrated Undergrad-Master's	47	8	24	13	3
EMBA	163	85	75	69	10
MBA	1,329	234	317	508	93
MBA/Dual Degree	110	56	49	34	9
Master's Generalist (Non-MBA)	110	62	90	118	45
Master's Specialist	983	652	1,020	1,338	309
Undergraduate	3,945	708	996	1,436	283

Table 8. Bachelor's Degree Programs

This year was the third year that the field/discipline of data analytics was listed as an option in the BSQ, and about 8 percent of all schools indicated that they offer a bachelor's degree in this field. Also, close to 38 percent reported offering a bachelor's degree in the field of CIS/MIS. Out of all the schools offering at least one bachelor's degree program, the most common discipline reported (out of more than 36 other categories) is accounting (approximately 70 percent).

Discipline	N Schools	Percentage
Accounting	521	70.12
Actuarial Science	13	1.75
Arts Administration	3	0.40
Behavioral Science/Organizational Behavior	10	1.35
Business Communication	15	2.02
Business Education	28	3.77
Business Ethics, Including Corporate Social Responsibility	4	0.54
Business Law/Legal Environment	31	4.17
CIS/MIS	282	37.95
Consulting	1	0.13
Data Analytics	62	8.34
E-Business, Including E-Commerce	13	1.75
Economics/ Managerial Economics	308	41.45
Energy Management	5	0.67
Entrepreneurship/Small Business Administration	171	23.01
Finance, Including Banking	466	62.72
General Business	411	55.32
Health Services/Hospital Administration	26	3.50
Hotel/ Restaurant/Tourism	64	8.61
HR Management, Including Personnel and Industrial/Labor Relations	155	20.86
Insurance	39	5.25
International Business	286	38.49
Leadership	9	1.21
Management	451	60.70
Manufacturing and Technology Management	10	1.35
Marketing	450	60.57
Marketing	4	0.54
Operations Research	145	19.52
Other Discipline	66	8.88
Production/Operations Management	11	1.48
Public Administration	20	2.69
Quantitative Methods	51	6.86
Real Estate	37	4.98
Sports Management	12	1.62
Statistics	8	1.08
Strategic Management	125	16.82
Taxation	8	1.08

Among schools offering at least one general master's degree program, about 56 percent offer a master's degree in management, and almost 32 percent offer a master's in general business. Just less than 3 percent offer a general master's degree in data analytics.

Table 9. General Master's Degree Programs

Nearly 70 percent of reporting schools offer a specialized master's degree in accounting, just over half offer a specialized master's in finance, and just under 21 percent offer a specialized master's in data analytics.

Discipline	N Schools	Percentage
Accounting	8	5.93
Actuarial Science	1	0.74
Behavioral Science/Organizational Behavior	1	0.74
Business Communication	1	0.74
Business Education	3	2.22
Business Law/Legal Environment	3	2.22
CIS/MIS	6	4.44
Data Analytics	4	2.96
E-Business, Including E-Commerce	1	0.74
Economics/Managerial Economics	15	11.11
Energy Management	1	0.74
Entrepreneurship/Small Business Administration	11	8.15
Finance, Including Banking	14	10.37
General Business	43	31.85
Health Services/Hospital Administration	3	2.22
Hotel/Restaurant/Tourism	2	1.48
HR Management, Including Personnel and Industrial/Labor Relations	9	6.67
International Business	25	18.52
Leadership	4	2.96
Management	76	56.30
Manufacturing and Technology Management	1	0.74
Marketing	11	8.15
Operations Research	1	0.74
Other Discipline	15	11.11
Production/Operations Management	1	0.74
Public Administration	7	5.19
Sports Management	1	0.74
Statistics	1	0.74
Strategic Management	4	2.96
Supply Chain/Transport/Logistics	6	4.44
Taxation	2	1.48

Table 10. Specialized Master's Degree Programs

Discipline	N Schools	Percentage
Accounting	429	69.31
Actuarial Science	9	1.45
Arts Administration	7	1.13
Behavioral Science/Organizational Behavior	19	3.07
Business Communication	13	2.10
Business Education	18	2.91
Business Ethics, Including Corporate Social Responsibility	7	1.13
Business Law/Legal Environment	25	4.04
CIS/MIS	150	24.23
Consulting	2	0.32
Data Analytics	129	20.84
E-Business, Including E-Commerce	21	3.39
Economics/Managerial Economics	131	21.16
Energy Management	8	1.29
Entrepreneurship/Small Business Administration	80	12.92
Finance, Including Banking	315	50.89
General Business	75	12.12
Health Services/Hospital Administration	44	7.11
Hotel/Restaurant/Tourism	32	5.17
HR Management, Including Personnel and Industrial/Labor Relations	114	18.42
Insurance	14	2.26
International Business	115	18.58
Leadership	32	5.17
Management	190	30.69
Manufacturing and Technology Management	12	1.94
Marketing	193	31.18
Operations Research	10	1.62
Other Discipline	149	24.07
Production/Operations Management	42	6.79
Public Administration	19	3.07
Quantitative Methods	36	5.82
Real Estate	33	5.33
Sports Management	20	3.23
Statistics	15	2.42
Strategic Management	28	4.52
Supply Chain/Transport/Logistics	103	16.64
Taxation	65	10.50

Table 11. Doctoral Degree Programs

Almost 41 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.

Discipline	N Schools	Percentage
Accounting	8	5.93
Actuarial Science	1	0.74
Behavioral Science/Organizational Behavior	1	0.74
Business Communication	1	0.74
Business Education	3	2.22
Business Law/Legal Environment	3	2.22
CIS/MIS	6	4.44
Data Analytics	4	2.96
E-Business, Including E-commerce	1	0.74
Economics/Managerial Economics	15	11.11
Energy Management	1	0.74
Entrepreneurship/Small Business Administration	11	8.15
Finance, Including Banking	14	10.37
General Business	43	31.85
Health Services/Hospital Administration	3	2.22
Hotel/ Restaurant/Tourism	2	1.48
HR Management, Including Personnel and Industrial/Labor Relations	9	6.67
International Business	25	18.52
Leadership	4	2.96
Management	76	56.30
Manufacturing and Technology Management	1	0.74
Marketing	11	8.15
Operations Research	1	0.74
Other Discipline	15	11.11
Production/Operations Management	1	0.74
Public Administration	7	5.19
Sports Management	1	0.74
Statistics	1	0.74
Strategic Management	4	2.96
Supply Chain/Transport/Logistics	6	4.44
Taxation	2	1.48

Additional Information

In addition to these data, further information on enrollments, admissions, faculty, programs, and more is now available in the 2019–20 BSQ Overview Reports or by using the benchmarking tool via the [DataDirect](#) system. Access to these reports and the benchmarking tools is a part of the membership benefits for all schools that submitted a validated BSQ. For more information on how to view these reports, see the [Access and Permissions](#) section on our website. Also, if your institution did not participate this year, 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 [2019–20 Staff Compensation and Demographics Survey \(SCDS\) Executive Summary](#).

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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