

# Exploring Teaching Effectiveness and the Scholarship of Teaching and Learning at AACSB Accredited Business Schools in Canada and the US: A mixed methodology approach

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## Abstract

This study explored the implementation processes of various AACSB accreditation standards at business schools across Canada and the US. Specifically, the research focused on examining standards associated with Teaching Effectiveness and Impact (Standard 7) and the Impact of Scholarship (*in teaching and learning*) (Standard 8) in light of the classification of faculty and professional staff resources (Standard 3). A combination of an online survey, a review of policy documents, and semi-structured interviews within the mixed methodology paradigm was used to answer four broad research questions. The analyses revealed that business schools have not clearly articulated teaching effectiveness. Instead, a range of evaluation mechanisms and multiple forms of evidence evaluate teaching effectiveness, with student evaluation of teaching being the most popular. As a result, this study introduced a comprehensive, integrated and aligned teaching evaluation framework that could be adopted to elevate the teaching function within business schools. Teaching and learning scholarship does not usually lead to tenure; however, there are few exceptions. Furthermore, Ph.D.'s in relevant business disciplines who are experts in teaching and learning can go a long way in impacting and producing research-informed and evidence-based educational theories and instructional strategies curated for business school audiences.

**Key Words:** teaching effectiveness; scholarship of teaching and learning; AACSB accreditation; business school tenure; mixed-research methodology.

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