

**INDIGENIZING AND DECOLONIZING BUSINESS SCHOOLS 2020:  
ADMINISTRATIVE LEADERSHIP, CURRICULAR DEVELOPMENT, AND  
RESEARCH OPPORTUNITIES**

**ASAC VIRTUAL WORKSHOP**

**Sunday, June 14, 2020, 1530-1700 Eastern Daylight Time**

***Organizers:***

David L. Deephouse, Foote Professor of International Business/Law, former Associate Dean of Research and PhD Program, Alberta School of Business, U. of Alberta

Mary Beth Doucette, Purdy Crawford Chair of Aboriginal Business Studies, Cape Breton U.

***Abstract***

The final report of the TRC issues three calls to action that directly implicate Business Schools to engage in teaching, research, and service to advance reconciliation. We propose a three-part workshop to generate knowledge, community, and action on indigenizing and decolonizing business schools. In the first part, business school (and perhaps university) leaders will provide an overview of the administrative issues we face at the university level and how they can support us in this important work. The second part will focus on curricular development, both current state of the art and ideas for future improvement. The third part will focus on the basic, applied, and action research that could grow out of this work. Planned outcomes include shared resources for teaching and research and inspiration for continuing this work.

If this workshop proves beneficial to participants and business schools, we speculate that it could become a periodic workshop at ASAC as we proceed on our reconciliation journey together.

**THE RECONCILIATION CONTEXT**

The final report of the Truth and Reconciliation Commission (TRC) issues 94 calls to action. The first 42 focus on Redressing the Legacy of residential schools, of which there are 7 (6-12) for the education sector. The next 52 focus on Reconciliation, including 4 for education. The two most relevant to University education are:

62. We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- ii. Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

65. We call upon the federal government, through the Social Sciences and Humanities Research Council, and in collaboration with Aboriginal peoples, post-secondary institutions and educators, and the National Centre for Truth and Reconciliation and its partner institutions, to establish a national research program with multi-year funding to advance understanding of reconciliation.

Universities Canada (2015) has also issued a statement of principles on Indigenous Education. The most relevant to indigenization of business schools are:

- Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
- Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
- Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
- Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students
- Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada

The TRC provided only one Call to Action for the business sector, #92, which we repeat in its entirety.

92. We call upon the corporate sector in Canada to adopt the United Nations Declaration on the Rights of Indigenous Peoples as a reconciliation framework and to apply its principles, norms, and standards to corporate policy and core operational activities involving Indigenous peoples and their lands and resources. This would include, but not be limited to, the following:

- i. Commit to meaningful consultation, building respectful relationships, and obtaining the free, prior, and informed consent of Indigenous peoples before proceeding with economic development projects.
- ii. Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector, and that Aboriginal communities gain long-term sustainable benefits from economic development projects.
- iii. Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Given the calls for business to engage in reconciliation, how well are they engaging? According to a 2017 survey of indigenous engagement by Indigenous Works (2017), Corporate Canada scored a 13 out of 100, on average. Clearly, as business educators, we believe that business schools should play a more important role in promoting reconciliation because of our work educating business leaders and researching business practices. To this end, we propose the following three part workshop.

### **STRUCTURE AND PROCESS OF THE WORKSHOP**

We have 90 minutes. Mary Beth and I will take 5 minutes for introduction and conclusion, leaving 25 minutes per section, plus an extra 5 minutes for transition/slack time. We will proceed

in alphabetical order in each section.

***1530: Welcome (5 Minutes: David & Mary Beth)***

Territorial acknowledgement (Mary Beth)

Welcome and Introduction (David & Mary Beth)

We will request that attendees post questions and comments in Chat to the entire group. Mary Beth or David will select them.

***1535. Administrative Leadership***

Indigenization depends in part on support from department, faculty, and university leaders. However, it is important to recognize that these leaders are handling multiple issues in their role. In this part of our workshop, three deans will discuss how they provide leadership by connecting federal, provincial, tribal, and university policies and programs with teaching, research, and service performed by faculty members and teaching staff.

Moderator: David Deephouse

Panelists:

Mike Henry, Dean, Thompson Rivers U.

George Karaphilis, Dean, Cape Breton U.

Jennifer Simpson, Dean, Humanities and Social Sciences, Memorial University Newfoundland

Questions for panelists:

What can administrators, especially deans and dept. chairs, do to promote indigenization. Present one example of what you've done or are doing.

What are some of the barriers administrators face in doing so? Present one example of a challenge you are facing.

Questions and Comments via Chat, selected by Mary Beth

***1600. Curricular and Program Development***

Central pieces of indigenization in business schools are the inclusion of indigenous content into our classes, including business cases and practices, and the development of programs for indigenous students or specializing in indigenous businesses.

Three panelists will explain how they have been promoting curricular change and what they have been doing with course and program design. We will then invite attendees to ask questions or

explain briefly what has worked for them, or the challenges they face.

Moderator: David Deephouse

Panelists:

Teddy Carter, U. of Alberta School of Business

Rick Colbourne, Carleton U.

Mary Beth Doucette, Purdy Crawford Chair in Aboriginal Business Studies, Cape Breton U.

Questions for panelists:

What have you done as classroom instructors do to promote indigenization in your courses? What is the most important piece of advice that you can offer to business faculty?

What are some of the barriers you have faced in doing so? Present one example of a challenge you are facing.

Questions and Comments via Chat, selected by David

### ***1625: Changing the Research Agenda***

The process of indigenizing and decolonizing business schools has two basic types of research implications. The first type is the choice of research being done in business schools. How can we encourage research not only about but more importantly with indigenous organizations consistent with two-eyed seeing (Colbourne et al., in press.)? Second, the process itself is a fertile area for basic and applied research. As a broad-based social change, it encompasses a wide mixture of individuals, organizations, and nationwide institutions and invites discovery of how change happens and who makes it happen. In promoting actual programmatic change within business schools, it offers the possibility of contributing to the scholarship of teaching and learning and sharing practical knowledge on how we can better design programs that contribute to reconciliation, with benefits to indigenous and non-indigenous employees and employers alike. Both types of research may receive funding support from various sources. For instance, the Tri-Agencies (CIHR, NSERC, & SSHRC) recently released its strategic plan called “Setting new directions to support Indigenous research and research training in Canada 2019 – 2022” (Government of Canada, 2019).

Moderator: Mary Beth Doucette

Panelists:

Bob Anderson, Professor emeritus, U. of Regina, ASAC Fellow

David L. Deephouse, Professor & former Associate Dean, Research, Alberta School of Business.

Kelly Lendsay, CEO & President, Indigenous Works

Questions for panelists:

What topics would be valuable, useful, and interesting?

How can we encourage this work, and what barriers do we face?

Questions and Comments via Chat, selected by Mary Beth

***1655: Conclusion (5 minutes)***

David & Mary Beth

## REFERENCES

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