

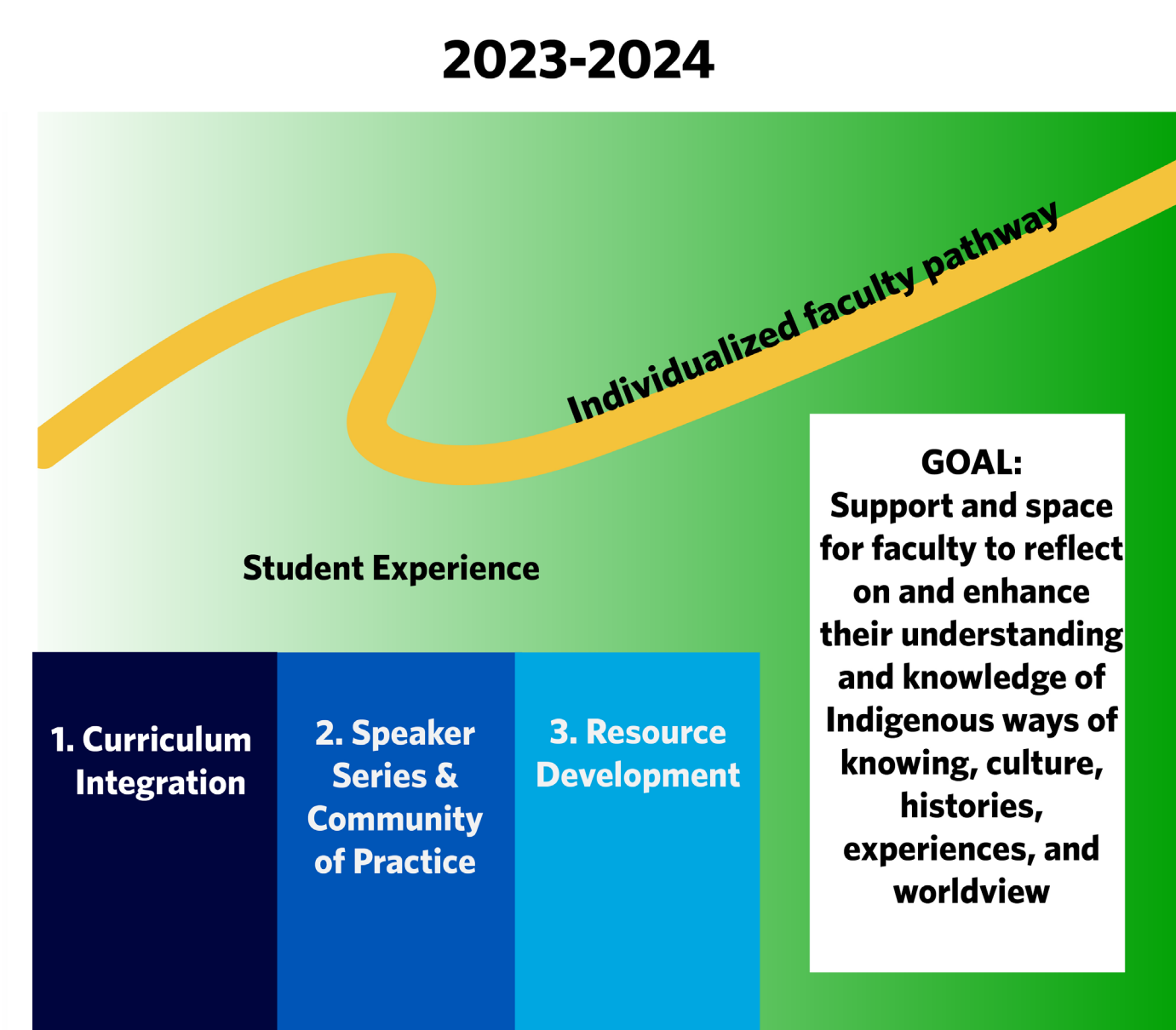
Indigenous Engagement in Management Curriculum

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Integration of Indigenous perspectives, knowledge, and competencies in management curriculum

Background: The *Truth and Reconciliation Calls to Action* argue that the *education sector should play a central role in bringing about reconciliation*, with the call to post-secondary institutions to deliberately and formatively to “*integrate Indigenous knowledge and teaching methods into classrooms*” (TRC, 2015). The sources of knowledge for business and management education have been *influenced by the white, the Western and Eurocentric, and male* (Banerjee & Berrier-Lucas, 2022). As a Faculty of Management, we have benefited from a powerful and privileged position that has been advanced from having dominance of Western thought and ideologies being prioritized from the wider world. As a Faculty, we strive to become diverse and inclusive; however, we must do more to incorporate knowledge and educational approaches from a greater diversity of scholars and perspectives. This project challenges the dominance of Western thoughts and ideologies, and *brings Indigenous thought to the forefront*. To contribute to systematic change, we need to *engage in a collaborative process of bringing Indigenous knowledge and approaches together with Western knowledge systems*. Working with Indigenous subject matter experts (SMEs), this project *engages multiple knowledge brokers and domain experts to co-develop training materials and curriculum resources to integrate Indigenous perspectives, knowledge, and competencies into the management curriculum*. This project aims to *transform how students consider, value and incorporate Indigenous perspectives* as they explore traditional business topics and interdisciplinary social and economic challenges.

The Process: *Reconciliation is a journey of reflection and action, and this is an iterative process*. The project deliverables are intended to serve as a starting point for faculty recognizing that individuals are at different points along the reconciliation continuum, and that each individual brings a different level of knowledge, understanding, and capacity.



Core Project Deliverables

1. Curriculum Integration	2. Speaker Series & Community of Practice	3. Resource Development
<p>Indigenous faculty integrate Indigenous-focused curricula in existing curricula, specifically in required courses such as MGMT 100 Introduction to Business and 110 Introduction to Management Thought and Social Responsibility</p>	<p>Collaborate with Indigenous partners to develop Indigenous Business Speaker Series and community of practice seminars led by Indigenous partners to support instructors incorporating Indigenous knowledge and ways of knowing in their teaching.</p>	<p>Gather and produce resources that will contribute to Indigenous management curriculum with the aim to strengthen and expand Indigenous-focused curricula and to de-marginalize Indigenous-led initiatives and knowledge</p>
<p>2023/2024: The Bachelor of Management has two required courses in first year: MGMT 100 Introduction to Business and MGMT 110 Introduction to Management Thought and Social Responsibility. In Winter Term 1, Indigenous faculty co-taught the course alongside a team of Instructors introducing Indigenous perspectives to traditional areas of business including accounting, economics, finance, marketing, organizational behaviour, operations, business policy, information systems and entrepreneurship.</p>	<p>2023/2024: In collaboration with Krystal Withakay (spaxwawlm), the team developed the first event in the speaker series. Each event is designed in two parts to provide meaningful opportunity for attendees to engage with speakers. The first part involves a formal keynote presentation, where the speaker shares experiences and insights. The second part is an interactive, facilitated discussion between the speaker, Indigenous partner moderator, and participants. Following this session the Faculty completed the UBC Indigenous Strategic Plan Self-Assessment tool to form its first community of practice.</p>	<p>2023/2024: Consultation with UBC Okanagan Library and UBC Sauder School of Business to understand current resources available within the management fields.</p>
<p>Next Steps: In 2024/2025, Indigenous faculty are collaborating with another MGMT 100 Instructor to further Indigenous-focused course content. Curriculum, assessments, and learning outcomes will be intentionally addressed through Indigenousization of the course materials.</p>	<p>Next Steps: The 2024/2025 series will be welcome four speakers to participate as keynotes and leads for the community of practice. Recorded materials will be developed in partnership with speakers.</p>	<p>Next Steps: Working closely with Indigenous SMEs, the development of curriculum resources and training materials will improve faculty's capability to teach Indigenous topics in an informed and sensitive manner. This objective will produce a library of resources and materials specific to business and management disciplines and teaching for use by faculty.</p>

Su?kncut's Offering

The Indigenous Business Speaker Series is grateful to have the opportunity to partner with Sheldon Louis on the design for the Indigenous Speaker Series. Su?kncut's Offering was originally created as part of Peachland "Making Waves" mural project.



Artist's Statement

This imagery shows a young toddler making an offering to the water and salmon. This imagery speaks to the instilling of traditional protocols and teachings and the passing down of knowledge to our littlest ones. We as adults carry out these protocols of offering tobacco to the water and our little ones watch and mimic and learn. The imagery in the background is some stylized images of Siya (Saskatoon berry) the siya is a representation of youth. This also speaks to the teaching of young ones and how the future of our water will be cared for by them and carried forward. The salmon in our Sylix culture represents the "getting it done" or "the worker" and so this too speaks to the work and effort that is needed to care for our waters. I only used one salmon image to represent that all it takes is one salmon to come back to reconnect our waters and our people back to the salmon. The red ochre background represents our tulmin which is used for pictographs. The blue represents the water. The orange line across the wall is an Earthline this represents the land/earth. It outlines the young boy to show he and his energy is connected to the Earth.



March 5, 2024, Mic Werstuik, Chief Executive Officer of Ntityix Development Corporation, as the first keynote speaker and community of practice in the Indigenous Business Speaker Series.

References

- Bastien, F., Coraiola, D. M., & Foster, W. M. (2023). Indigenous Peoples and Organization Studies. *Organization Studies*, 44(4), 659-675. <https://doi.org/10.1177/01708406221141545>
- Banerjee, S. B., & Berrier-Lucas, C. (2022). Foreword decolonizing the business schools: A journey on paths less traveled. *Revue De l'Organisation Responsable*, 17(2), 36-41.

Acknowledgement

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We respectfully acknowledge that the UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Sylix Okanagan Nation. We are grateful to live, work, and play on this land.