



TLEF Project – Final Report

Report Completion Date: (2024/04/18)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Llgaay gwii gina sk'aadGa 'láas ad Xaaydas gina Ganunsid: Enhancing Business Education with Indigenous Knowledge		
Principal Investigator:	Mahesh Nagarajan		
Report Submitted By:	Benjamin Wells		
Project Initiation Date:	20 September 2021	Project Completion Date:	28 June 2024
Project Type:	<input checked="" type="checkbox"/> Large Transformation <input type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

The Teaching and Learning Enhancement Fund (TLEF) project, titled "Enhancing Business Education with Indigenous Knowledge," has substantially enriched the educational landscape at UBC Sauder by integrating Indigenous perspectives into the curriculum. This integration was achieved through several strategic initiatives, including the development of faculty training programs, modification of course content, and the creation of an Online Resource Centre to support continuous learning and application of Indigenous knowledge.

Faculty Training and Empowerment

A primary component of the project was the implementation of comprehensive training for faculty, aimed at enhancing their understanding and ability to incorporate Indigenous perspectives. The training included both in-person sessions, such as "Decolonial 101," and a hybrid model utilizing the San'yas Indigenous Cultural Safety Training Program. These sessions were well-received, with significant positive feedback on their depth and impact, empowering faculty members to revise their teaching practices and course content thoughtfully and respectfully. The project also developed and delivered custom training efforts through a hybrid training module, creating two custom courses under the title and theme "*Towards Respectful Relationships*". These courses help participants to develop their capacity to foster healthy and respectful relationships with Indigenous people through a decolonial lens, and to understand broader frameworks such as the United Nations Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission's work.

Curricular Innovations

Concurrent with faculty development, the project led to significant revisions in BCom courses to include more Indigenous content and perspectives. Courses such as COMM 101, COMM 486K, and others saw the introduction of guest lectures by Indigenous business leaders and the inclusion of case studies and materials that reflect Indigenous practices and histories. These changes are aimed at broadening students' understanding of business from an Indigenous viewpoint, thereby enriching their educational experience and fostering a more inclusive learning environment.

Online Resource Centre

To sustain the momentum of the project and ensure long-term accessibility to relevant materials, an Online Resource Centre was developed. This platform serves as a hub for faculty seeking resources on Indigenous topics, offering materials that support the ongoing integration of Indigenous perspectives into business education, in particular materials that can be used in the classroom. The project team conducted extensive research to locate materials that primarily feature the voices of Indigenous people, and also developed a rich section of context-setting resources. These additional resources provide background information on decolonization and Indigenous efforts, as well as guidelines, protocols, and the custom-built faculty training modules mentioned above.

Project Outcomes and Sustainability

The project has not only transformed teaching practices but also significantly influenced the perception and appreciation of Indigenous knowledge among students and faculty. The changes implemented through the TLEF project are seen as sustainable, with ongoing commitments from faculty to maintain and expand upon these initiatives. Plans for future sustainability include continued funding for Indigenous speakers and the potential establishment of a dedicated role for Indigenous Business Education to further support these efforts.

In summary, the TLEF project has effectively leveraged its resources to create a substantial impact on the integration of Indigenous knowledge and perspectives in business education at UBC Sauder.

1.4. Team Members – Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.

Name	Title/Affiliation	Responsibilities/Roles
Mahesh Nagarajan	Senior Associate Dean, Research – UBC Sauder	Project Principal; advised faculty engagement and project delivery
Benjamin Wells	Project Manager, UBC	Project Management and delivery
Sunah Cho	Manager, Flexible Learning – UBC Sauder	Project input on evaluation activities and learning design
Maria Jose Athie Martinez	Graduate Student (PhD Candidate, Education) – Project Assistant	Development of Faculty training materials; delivery of facilitated training discussions; research
Bradley Jackson	Graduate Student (PhD Candidate, English) – Project Assistant	Development of Faculty training materials; delivery of facilitated training discussions; research; development of online resource centre materials
Elsa Doxtdator-Jansson	Undergraduate Student (BCom, UBC Sauder) - Undergraduate Project Assistant	Research; co-facilitating training sessions; documentation and reporting
Eric Surette	Undergraduate Student (BCom, UBC Sauder) - Undergraduate Project Assistant	Research; co-facilitating training sessions; communications
Erica Hill	Learning Designer, Learning Services Team – UBC Sauder	Project collaborator on technical build of Online Resource Centre
Hannah Coderre, Carissa Block, Lauren Casey	CTLT Indigenous Initiatives Team	Extensive consultative input on faculty training course development
Hypatia Behar-Gryl	Undergraduate Student (BCom, UBC Sauder) - Undergraduate Project Assistant	Research; case study writing
Fiona Kelly	Graduate Student (MLIS – Library Sciences) – Project Assistant	Research; materials evaluation; documentation; preparation of



		materials for online resource centre
Stephen Mussell, Jacqueline Jennings, Nikki Sanchez, Vicki George, Sean McCormick, Jeff Ward, Shelley Price, Heidi Martin, Bev Sellars, Danielle Levine, Dillon Johnson	Various	Indigenous consultants contracted for faculty training course development, delivery and/or as experts in courses, talks etc
Isaac Hill and Jeffrey Sutherland	Undergraduate Peer Mentors	Supporting peer learning in COMM 390 and COMM 396
Zachary Severy, Bailey Hill, Brendan Eshom, Griffin Nielsen-Sendey, Ava Alexander, Kyra Borgersen	Undergraduate Peer Tutors/Mentors (Managed by COMM 196 Teaching Team)	Supporting peer learning in COMM 196
Indigenous students at UBC Sauder (through discussion groups)	UBC Sauder	Shared reflections on student experience to help inform desired changes in classroom climate

1.5. Courses Reached – Please fill in the following table with **past** and **current** courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).

Course	Academic Year
COMM 101	21/22, 22/23, 23/24
COMM 105	21/22, 22/23, 23/24
COMM 196	22/23, 23/24
COMM 220	22/23, 23/24
COMM 390	21/22, 22/23, 23/24
COMM 396	21/22, 22/23, 23/24
COMM 395	21/22, 22/23, 23/24
COMM 120	21/22, 22/23, 23/24
COHR 405	23/24
COMM 412	23/24
COMM 486K	23/24
BAHR 580B	23/24

2. OUTPUTS AND/OR PRODUCTS



2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Online Resource Centre for faculty learning on Indigenous topics	https://canvas.ubc.ca/courses/140130
Faculty training module – Towards Respectful Relationships Part 1	https://canvas.ubc.ca/courses/138208
Faculty training module – Towards Respectful Relationships Part 2	https://canvas.ubc.ca/courses/120913
UBC Sauder Curriculum Indigenization Resource Centre (Hub)	https://blogs.ubc.ca/onlineresourcecentre/

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:
Case study development	It proved extremely difficult to secure the participation of both external Indigenous collaborators and interested faculty as research/writing participants to create new business cases. Multiple attempts were made but necessary traction to move items forward was not possible
Development of final faculty training module on Indigenous perspectives on Climate Change and Sustainability	Preliminary research was conducted and a process for engagement and course framework was developed. Project timeline and low engagement from audience indicated this was not worth pursuing at this time.

3. PROJECT IMPACT

3.1. **Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)



Unit operations and processes

Other: [please specify]

3.2. Please provide details on each of the impact areas you selected in 3.1. – For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.

This project has shaped educational practices at UBC Sauder, incorporating a more profound understanding of Indigenous perspectives across various courses. This transformation was primarily facilitated through comprehensive faculty training activities and innovative course adaptations, which collectively aim to deepen both faculty and student engagement with Indigenous histories and viewpoints.

Faculty Training and Development

The project included delivery of faculty training sessions that included both in-person and hybrid models. The "Decolonial 101" in-person workshops involved 22 faculty members and 36 staff, focusing on foundational knowledge of Indigenous history in North America. These workshops were highly successful, with participants reporting enhanced confidence in integrating Indigenous perspectives into their academic roles. Specifically, 79% of the attendees felt more equipped to consider Indigenous viewpoints due to the workshop, and 92% gained a deeper understanding of colonial histories.

Following the initial success, the project transitioned to a hybrid delivery model using the San'yas Indigenous Cultural Safety Training Program. This phase involved 27 faculty and two student-staff, emphasizing reflective practices and community-building among participants. Feedback indicated that this training not only broadened the participants' historical knowledge but also encouraged profound personal and professional reflections on colonization and its ongoing impacts.

Finally, with the development and roll-out of an Online Resource Centre that supports faculty learning and the selection of materials relating to Indigenous business practices and perspectives, faculty will be able to continue and expand upon their work to bring those perspectives directly into business curriculum.

Course Changes and Student Impact

Concurrently, significant course modifications were implemented to integrate Indigenous content effectively. These changes were directly informed by the insights gained from the training programs. For instance, courses like COMM 101 incorporated guest lectures by Indigenous business leaders, enhancing students' understanding of community-centric business approaches. This adjustment was further supported by employing Indigenous peer mentors and guest speakers across several business communication courses, thereby embedding Indigenous perspectives more deeply into the curriculum. Other courses such as COMM 412, COMM 405, COMM 486K were modified to include specific new content relating to Indigenous perspectives and topics in business.



The project also explored student reactions through surveys and direct feedback mechanisms. Initial surveys among first-year BCom students showed substantial support for including Indigenous perspectives in their courses, with 73% agreeing that it should be a part of their education.

Sustainability and Future Directions

The adaptations and training have been viewed as sustainable changes that faculty members are committed to maintaining beyond the TLEF project funding. Many educators expressed a lasting impact on their teaching approaches, emphasizing an ongoing evolution in content selection and pedagogical strategies that respect and incorporate Indigenous viewpoints.

In summary, the project has fostered a changed educational environment at UBC Sauder by embedding Indigenous perspectives through faculty training and strategic course modifications. This initiative has not only enhanced the educational content but also significantly influenced the academic and personal growth of both students and faculty, promising a sustained impact on future teaching and learning practices.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – *Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.*

In-person Faculty Training Activities

Training activities designed to establish baseline-setting knowledge of Indigenous history in North America/Canada were executed in two delivery models. Initially, in-person, one day courses (“Decolonial 101”) were run with a mix of faculty and senior staff, with a focus on recruiting participants that would be engaging with Indigenous students or currently taught courses with Indigenous-related content. 22 faculty members and 36 staff participated in these in-person workshops. Evaluation was conducted by Qualtrics survey following participation in the course. We did not collect survey responses from participants directly involved in delivery of the TLEF project (4 people) (n=54 then)

Response rate: 70% (38/54 participants)

Statement Agreements (top two choices of 5-point Likert-scale; “Agree” or “Strongly Agree”)

“This workshop helps me feel more confident at considering Indigenous perspectives related to my work”

79% Agreement

“This workshop connected me with information or content that helps me understand Indigenous perspectives about colonial history more deeply”

92% Agreement

“I felt safe to explore or examine the topics in this workshop”

84% Agreement

“I would recommend this workshop to other faculty or staff at UBC Sauder”



79% Agreement

We also asked a question about the perceived “emotional intensity” of the workshop, i.e. “How would you rate the emotional intensity of the workshop?”, but due to inconsistent question structures across surveys, have decided not to include results here.

Additional Comments or Feedback

A range of explanations relating to agreement statements, opinions and feedback were provided in short-answer format spaces in the survey. Common emergent themes were:

- Participants found it useful to learn key facts and context about the history of colonization in North America that they may not have understand well previous to training
 - Eg: *“[The workshop] gave me a stronger understanding of the history of colonization and the horrendous harm and genocide caused to Indigenous people. This context shared from Indigenous facilitators really resonated, felt personal, and was delivered in an open and honest way. It has improved my confidence considering Indigenous perspectives because it has furthered my journey of unlearning, and learning.”*
 - Eg: *“The workshop helped me feel more confident in a number of different ways including deepening my understanding of historical events, increasing my awareness of a wider variety of perspectives, clarifying terminology, and pushing me to reflect on common misconceptions and assumptions.”*
- Learning or noticing themes or processes related to colonization
 - Eg: *“While I had an understanding of many issues shared, I think the systematic approach to showing the connections and intentionality of the racism/horrors exerted upon Indigenous peoples was powerful and very illustrative of the issues, and helps package this in a new way.”*
- The workshop design and facilitation approach deepened the learning experience of the workshops
 - Eg: *“The facilitators were non-judgmental, authentic and vulnerable. They were very patient with things that I might not have been so patient with.”*
 - Eg: *“[The c]aring attitude of the facilitators really enabled people to feel comfortable speaking up, sharing ideas and asking questions.”*
 - Eg: *“Along with the helpful content of the workshop, I appreciate how [the facilitators] all shared their own unique perspectives throughout the workshop. They brought up difficult topics in a way that made it comfortable for participants to share (and re-assess) their own perspectives about decolonisation.”*
- The workshop may be too long for faculty to participate in, or cover topics too deeply for participants with little knowledge in the topic area
 - Eg: *“I am concerned that this workshop will take too much time for all faculty and staff to participate in, and the depth may be too much for international individuals being introduced to decolonization for the first time”*
- The workshop may not be specific or practical enough for relating content to teaching practices
 - Eg: *“More resources on next steps and how to incorporate the learnings into the classroom would be appreciated”*



- Eg: *“I still feel like I need more targeted conversation to help me relate this back to my work in any way, however, I do feel I gained an appreciation of Indigenous perspectives.”*

Hybrid Faculty Training Activities

Following the in-person programming, the project team moved towards a hybrid delivery model. Over multiple cohorts, 27 faculty and 2 student-staff took the *San'yas* Indigenous Cultural Safety Training Program (BC Core), a program developed and delivered by the Provincial Health Services Authority (PHSA). The online training executed by the PHSA is 8-weeks in duration, and includes facilitated discussion boards and a variety of activities. The project team provided additional in-person discussion groups. We felt this reflective of Indigenous pedagogies and our experiences with the in-person *Decolonial 101* programming indicated that this was a key opportunity to deepen learning and create community with participants. Of our 29 participants, **83%** (24/29) completed the online portion of the training and **90%** (26/29) attended at least one discussion group (some participants attended a discussion group but did not end up completing the online training). We did not conduct a Qualtrics participant survey for this delivery model as our small cohort sizes allowed for more personal follow up conversations with participants to understand their perspectives on the value and relevance of the training.

Generally, participants found the training to provide useful information about the cultural diversity of Indigenous people in Canada, the history of colonization of Canada and topics of stereotypes and cultural history. Some related direct quotes:

- Eg: *“The San’yas training was interesting, thought-provoking and valuable. I came into the training with the belief that I was well-informed about the history of colonization in Canada. But the training exposed me to new information – from both a historical and contemporary context – and I found myself considering more deeply what colonization was like for Indigenous people and its ongoing effects. This training has better prepared me to appreciate the efforts that society and its institutions need to make to address this history and its legacy.”*
- Eg: *“I enjoyed taking the San’yas training. It provided me a deeper knowledge of Indigenous history and culture here in Canada. I found the facilitators and structure of the program to very good and it provided me the opportunity for good reflection.”*

However, depending on the length of time spent in Canada, or prior exposure to related information, some participants found the training to be redundant or lacking the depth they desired. This was also clear from challenges during recruitment for the training activities, wherein the project team faced mixed responses to invitations to participate.

- Eg: *“This is not something I’m interested in doing...”*
- Eg: *“For a number of reasons I am not interested in participating in any training initiatives about decolonization and indigenization. I won’t attempt to explain why in an email. If you want to hear my views, feel free to contact me to arrange to discuss.”*



Six months after the final cohort of hybrid training, we followed up with instructors via email to learn more about how the training influenced course content or their teaching practices. See **Section 4** to understand their responses in detail.

Student Experiences (Classroom)

Following successful pilot tests of course changes in the project’s first year, the project team designed an evaluation strategy for its second and third years, aiming to collect data about first year BCom students. Using surveys delivered in-class, during their first semester at UBC Sauder, and at the end of their second semester. The goal for this structure was to understand the broader perceptions students about the relevance of Indigenous perspectives in relationship to their chosen field, business, and their experiences learning about these topics. This timeframe was chosen because the majority of content relating to Indigenous perspectives in the BCom program is delivered in the first year of studies, through courses COMM 105, COMM 196 and COMM 101. In year 2 of the project, we were able to conduct our student survey during the first term, but were unable to do the follow up “post-treatment” survey due to a change in the willingness to deliver the survey from necessary instructors. In year 3 of the project, this evaluation strategy was dropped due to concurrent mitigating factors – reduced project capacity, a focus on other project deliverables, and lack of further engagement from key faculty. That said, we did learn from the initial survey the following information (n=669, 93% response rate of COMM 105 students)

Statement Agreements: (top two choices of 5-point Likert-scale; “Agree” or “Strongly Agree”)

“UBC Sauder Bachelor of Commerce courses should include Indigenous history, knowledge and perspectives when relevant to course learning objectives.”

73% Agreement

“I see a connection between business education in Canada and learning about Indigenous people, their history and perspectives.”

68% Agreement

However, individual course measures provided relevant information. For example, in COMM 101, the Entrepreneurship module was modified to include perspectives from Indigenous expert Jeff Ward, CEO of Animikii Indigenous Technology. Following module content (pre-readings/videos), a lecture and Q&A with Jeff, students were prompted to compose a brief reflection statement. There were over 530 responses collected, with a large variety of perspectives shared from students. A content analysis for theme revealed the following elements to be key learnings among students:

1. Community-Centric, Values-based Approach

Jeff’s emphasis on integrating community values into business practices is a recurring theme. Students noted that his approach diverges from traditional, profit-centric entrepreneurial narratives.

- **Example Quote:** "I was really amazed at Jeff's drive to incorporate community and traditional values into his business, which is not commonly seen."

2. Challenges in Balancing Cultural and Business Goals



Students were struck by Jeff's candid sharing of the challenges he faces in balancing cultural integrity with business objectives and the trajectories of growth.

- **Example Quote:** "I was surprised to hear that Jeff's biggest challenge was maintaining cultural authenticity while growing his business."

3. Innovative Thinking and Leadership

Jeff's unique perspective on business, characterized by innovative strategies that respect and incorporate cultural heritage, was highlighted.

- **Example Quote:** "His talk was incredibly interesting! I was intrigued by his innovative approach to merge cultural heritage with modern business practices."

4. Humility and Self-Reflection

A notable aspect of Jeff's talk was his humility and self-reflective attitude towards his journey and challenges as an entrepreneur.

- **Example Quote:** "I was surprised that Jeff did not put himself at the center of his business narrative, which is quite rare in the entrepreneurial space."

These themes showcase how Jeff Ward's talk provided insights that contrast with typical entrepreneurial discourses, focusing more on community, cultural integrity, and innovative integration of traditional values into modern business contexts.

The project also provided funding for a variety of activities in Business Communications classes COMM 196, COMM 390 and COMM 396. This included the hiring of Indigenous business leaders to provide feedback for and judge a business concept pitch competition, and the hiring of Indigenous students to mentor their peers in the development of ideas for this assignment. Specific evaluation activities for the broader assignment were contained to the courses. The project team did inquire with the Indigenous peer mentors to collect feedback on their experiences of this program. They generally reflected that they enjoyed the process of helping their peers better understand the context of Indigenous business, and that their non-Indigenous peers took valuable lessons from the short mentoring sessions (usually 15 minute zoom calls).

- Eg: "[Non-Indigenous students] were open to learning historical applications that relate to their projects, and gave verbal feedback saying that they were appreciative of the perspectives that I could bring. Students often stayed and discussed far beyond the initial allotted time and clearly had intentions to learn about Indigenous issues and were not just there for a grade boost"
- Year 1 peer mentor
- Eg: "Many students expressed how much I helped them and thanked me for time. Some who came to me before they settled on an idea were surprised at how much we accomplished in such a short time and stated they spent hours prior working on the idea and didn't accomplish as much as we did in a 15-minute session. However, the most memorable was a student reaching out to me after the completion of the project thanking me for the help and support I provided because they believed they would not have done as well as they did without the meeting."
- Year 2 peer mentor



Year 3 feedback from Indigenous peer mentors has not been finalized as of the writing of this report, however informal check-ins with instructors running the program indicate that it continues to be a beneficial program for both the Indigenous peer mentors and the non-Indigenous students.

Student Experiences (Project)

One goal of the project was to include students, particularly Indigenous students, in the development and delivery of the project. The project employed students in a variety of roles, such as the 8 peer mentor roles described as part of COMM 196, COMM 390 and COMM 396, but additionally as undergraduate and graduate level project assistants. The project employed a total of 14 students (3 graduate level, 11 undergraduate level), the majority (79%) of which were Indigenous students. As a part of regular managerial check-ins and off-boarding interviews with project assistants, we asked students about their experiences working on the project and documented their responses in detail. The experiences they reflected fell into a few distinct themes, illustrated here.

1. Value of Decolonization and Indigenous Perspectives

Non-Indigenous team members highlighted how their involvement in the project broadened their understanding and appreciation of Indigenous perspectives and decolonization processes. Both non-Indigenous and Indigenous students learned to integrate these perspectives into various professional and academic contexts, aiming to foster environments that respect and promote Indigenous worldviews and practices.

- Eg: "Much of the research that I have done for this project has shaped my ideological perspective on life, teaching, and decolonization in profound ways, and being on a team that I could openly ask difficult questions made the process much more enjoyable."

2. Professional and Personal Growth

Students expressed how the project facilitated significant personal and professional development. They acquired practical skills such as research, collaboration, communication, and the use of educational technology tools. Importantly, the experience seems to have enhanced their confidence in their identities and capabilities, particularly in terms of bringing their whole selves to their work and studies.

- Eg: "Through everyone's vulnerability and openness, I felt safe to take risks and push myself because I knew a group of people supported me. The TLEF team has been the best group I've had the opportunity to work with."

3. Collaborative and Supportive Team Environment

The reflections often emphasized the importance of a supportive and inclusive team environment. This theme is marked by students' experiences of feeling valued, supported, and encouraged by their peers and project leaders. It highlights the positive impact of leadership styles that promote transparency, respect, and emotional safety within team dynamics.



- Eg: "The workshop process was a really big highlight... It was the first time I felt fully safe in an academic environment. It was really humanizing, and I felt good to be there as an Indigenous person."

4. TEACHING PRACTICES – Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?

- Some specific course activities, such as the employment of Indigenous peer mentors and Indigenous guest speakers for COMM 196, COMM 390 and COMM 396 have been identified as particularly beneficial and will continue without TLEF funding. Similarly, guest lecture opportunities by Indigenous guest speakers for COMM 101, COMM 105, COMM486K and other BCom courses will continue, as these experiences have demonstrated both a high-degree of impact on students and are effective at bringing the perspectives of Indigenous people directly to the classroom.
- Some instructors indicated that the selection process of materials and content for their current or upcoming courses were specifically changed by programming run by the TLEF project team. For example, they recruited Indigenous experts to address learning objectives from their own perspectives, and/or changed readings or classroom materials to include Indigenous perspectives or related content.
 - Eg: COMM 196 and COMM 220: "When it comes to course content, I really appreciated the support and funding to bring an Indigenous guest expert on storytelling into my classrooms last year, which definitely influenced course. Additionally, when we implemented a minor assignment in COMM 196, [advance evaluation and discussion], gave us all confidence that we were delivering the assignment in a respectful and thoughtful manner"
 - Eg: COMM 105 and COHR 405: "I found the courses to be incredibly helpful. As someone who was not really exposed to Indigenous content and teachings, and only had limited exposure to literature and research on decolonialization, I found that the courses made me more aware and conscious about teaching approaches. I also found that the course gave me a bit more confidence in selecting course content on indigenous topics and viewpoints (e.g., readings from different Indigenous peoples that provided insights into the diversity and richness of perspectives). I would say that much of what I learned was applied to my teaching in COMM 105 (VEC) and, to a lesser extent, COHR 405 (Managing the Family Business)."
 - Eg: COMM 415: "The training has definitely had an impact on how I think about teaching. I think where it will have the most impact is on a new/rebooted class I'll be teaching starting this fall: COMM 415 — quantitative policy analysis."
 - Eg: COMM 412: "In my Negotiations course (COMM 412), I add a section in my cross-cultural negotiation session to cover negotiation with Indigenous communities. This section emphasizes the effects of historical and current contexts and inequalities, tactics of sensitivity to these conditions,



and how negotiation is approached differently in such situations. I found it important to include this because domestic students have a high likelihood of negotiating with Indigenous parties—whether regarding the fields of mining, energy, banking, or law. Furthermore, it provides students more general awareness of the lasting effects of colonialism upon Indigenous communities. In addition, this is helpful for international students to understand these dynamics with respect to global Indigenous and colonized people, such as in South America, Africa, and the Global South.”

- Eg: BAHR 580B: “Regarding my PMBA program Power and Politics class (BAHR 580B), I integrated knowledge from the training as illustrative examples to define what power and its effects are, namely the policies and effects of settler colonialist practices in Canada upon Indigenous populations. Furthermore, I devoted attention to how students should navigate power differentials that disadvantage Indigenous people and collectives in Canada to achieve mutually beneficial outcomes and practices and to help to redress past injustices.”
- Other instructors indicated that while specific course content was not modified as a result of TLEF project activities, their approach to classroom environment or topics relating to Indigenous content was positively impacted by the training they received. For example:
 - Eg: “The training was really good, and it certainly was very educational for me. There is no doubt that the things I learn and the ways that my thinking evolves influences how I approach class discussions and responses to students, but it would not be possible to identify any specific links between specific things I’ve learned and the classroom experience in general.”
 - Eg: “It had a great impact on my teaching. The course fit into my ongoing development and journey in learning about the Indigenous history of Canada as an individual and as an educator. As I learn more about history and reconciliation, the better able I am to consider the engagement of Indigenous students and how to bring both Indigenous history and context as well as current and emerging economic development into my instructional design. This includes applying Indigenous principles in decision-making, Indigenous protagonists in cases, land rights and land development, and governance models and considering Indigenous economics in assignments.”

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?*

- On-going funding for Indigenous guest speaking/lectures in BCom courses
- On-going funding for Indigenous peer mentor program for COMM 196, COMM 390, COMM 396
- Possible new role in Indigenous Business Education team to continue the work of engaging faculty and developing resources, relationships and curriculum development directions supporting Indigenization.
- On-going engagement with resources in Online Resource Centre can facilitate more Indigenous content in courses.



6. DISSEMINATION – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

- None applicable