

KPU BUSINESS



School of Business



MESSAGE FROM THE DEAN



OUR CHALLENGE

As we launch into another academic year we are encountering a world that is exhibiting increasing pressures. Nature is asserting its dominance with major earthquakes in Mexico, and hurricanes and tropical storms in the USA and Asia and forest fires in BC that have consumed more than a million hectares in one hot, smoky summer. There are many rather unsettling political trends in many parts of the world. Increasing numbers of people are being forced to become refugees due to violence in their countries that they have called home.

As a post-secondary institution we suggest that we are preparing the leaders of tomorrow. Do we have any meaningful right to make that claim? It has never been more clear that we have an obligation to help the next generation learn “how to think, NOT what to think”. Intention has a powerful influence on outcomes. It shapes how we define context and impacts our strategic choices and our results. It is time for us to take an intentional stand that serves humanity. We need to equip the next generation of business leaders with the skills to “enhance the common good”—a long game. This will not be easy in a world dominated by notions of “shareholder value” and “quarterly price earnings ratios”—short games.

We need to develop the innovative and entrepreneurial mindsets that fuel virtuous circles of value and create multi generational value. We live in a diverse community and serve a very diverse student body. We have a rich opportunity to understand and rise to the challenge. The UN Global Compact provides a meaningful starting point.

Sincerely,

Wayne Tebb,
Dean of the School of Business

UN GLOBAL COMPACT

Corporate sustainability starts with a company's value system and a principled approach to doing business. This means operating in ways that, at a minimum, meet fundamental responsibilities in the areas of human rights, labour, environment and anti-corruption. Responsible businesses enact the same values and principles wherever they have a presence, and know that good practices in one area do not offset harm in another. By incorporating the Global Compact principles into strategies, policies and procedures, and establishing a culture of integrity, companies are not only upholding their basic responsibilities to people and planet, but also setting the stage for long-term success.

The UN Global Compact's Ten Principles are derived from: the Universal Declaration of Human Rights, the International Labour Organization's Declaration on Fundamental Principles and Rights at Work, the Rio Declaration on Environment and Development, and the United Nations Convention Against Corruption.

Human Rights

Principle 1: *Businesses should support and respect the protection of internationally proclaimed human rights; and*

Principle 2: *make sure that they are not complicit in human rights abuses.*

Labour

Principle 3: *Businesses should uphold the freedom of association and the effective recognition of the right to collective bargaining;*

Principle 4: *the elimination of all forms of forced and compulsory labour;*

Principle 5: *the effective abolition of child labour; and*

Principle 6: *the elimination of discrimination in respect of employment and occupation.*

Environment

Principle 7: *Businesses should support a precautionary approach to environmental challenges;*

Principle 8: *undertake initiatives to promote greater environmental responsibility; and*

Principle 9: *encourage the development and diffusion of environmentally friendly technologies.*

Anti-Corruption

Principle 10: *Businesses should work against corruption in all its forms, including extortion and bribery.*

CONTENTS

INTRO

- ## 02 Message from the Dean

IN THE DEAN'S OFFICE

- 04 Acknowledgments
- 05 Advising
- 05 School of Business
Post-Baccalaureate
Diploma Programs

It's an exciting time for the School of Business in the launch of our three new signature post-baccalaureate programs.

EVENTS

- 06** ACSBP Award
Marsha D'Angelo:
2017 ACBSP Teaching Excellence
Award Recipient
- 06** Events Calendar

THE STUDENT EXPERIENCE

- 08** **Convocation Spotlight**
words from Saghi Ahmadi
The pivotal moment in a student's academic career

09 **Co-Op Spotlight**
with Adriana McConkey
Accounting Student tells us
What Co-Op Can do for You

10 **Warm Feet on the Street**
Entrepreneurial Leadership students
carry out practicum project to warm
feet – and hearts.

LEARN

- ## 11 Teaching and Learning in Vienna
- by Andrea Niosi*
- How one visiting instructor from KPU developed an appetite for more than just schnitzel
- ## 13 An Introduction to Indigenization
- by Andrew Frank*
- This is the first in a series of articles on Indigenization in the School of Business at KPU. This introductory article aims to provide basic context and definitions of Indigenization as a process of institutional decolonization, and to offer a glimpse of what Indigenization might look like at our school.



KPU BUSINESS

DEAN

Wayne Tebb

ASSOCIATE DEAN

Luis Villalba

ASSOCIATE DEAN

Stephanie Howes

DIVISIONAL BUSINESS MANAGER

Travis Higo

SUPPORT STAFF

Laura Arneson

Donna Chang

Yvonne Chen

Lacey Crowie

Andrea Fello

Lori-Ann Gilbert

Shawneen Hole

Victor Hung Yan Law

Joanne MacNeil

Jessie Malli

Nancy Ruscheinsky

Heidy Rahnumah

CONTACT US

EMAIL

business@kpu.ca

TELEPHONE

604.599.3251

FACEBOOK

KPUSoB

TWITTER

@KPU Business



School of Business

ACKNOWLEDGMENTS

Welcome to Travis Higo as New Divisional Business Manager

We're pleased to announce the promotion of Travis Higo to Business Divisional Manager. Travis replaces Deborah Carmichael, who is now working with Fraser Health Authority as Team Lead, Workplace Experience Network. Travis graduated from KPU with a Bachelor of Business Administration in Entrepreneurial Leadership in 2007 and graduated with his MBA from Edinburgh Business School in 2016. Travis joined the School of Business in November 2016 as Project Manager for the new Post Baccalaureate Programs. Travis' most recent work history includes Manager, Group Purchase and Fundraising program at Purdy's Chocolatier Head Office and Merchandise Manager, Best Buy Canada's Head office. It's been a smooth transition for Travis in his new position who brings a fresh perspective and a wealth of experience with him and sees things from both a student and employee perspective. Please join us in welcoming Travis as the new Divisional Business Manager!

Thank you to Deborah Carmichael for her contribution to the School of Business!

Congratulations to Deborah Carmichael in her new role! We will miss Deborah's leadership, strong communication style, and team building skills. Her extensive work experience and background in Human Resources and ability to build and maintain relationships brought 'heart' to the School of Business. Deborah's positive attitude, creativity and focus on the strategic needs of the School of Business was a tremendous asset. The Vancouver Health Authority is very fortunate to have her working with them.

Blessed by his Many Contributions

It is with sadness that we announce the passing on September 25th of Dave Sale, parent, soccer coach, teacher and mentor, advocate for the accounting profession and friend. Dave joined Kwantlen College January 1, 1989. Dave, a BCIT graduate, went on to earn his Certified General Accountant designation and a Master's degree in International Business.

Dave was elected Secretary –Treasurer of the Kwantlen Faculty Association serving in 1993-94. As a coordinator, then subsequently the Chair, of Accounting from 1997 until 2005 Dave was a driving force behind the creation of KPU's Bachelor of Business Administration in Accounting. Dave, an expert in financial accounting and tax, was extremely active in his professional community. He served on many boards and committees including the BC Credit Counselling Society, CGA-BC and CPA-BC. Dave's CGA awards include the Harold Clarke Award for Service in 2000, the Teaching Excellence Award in 2007, the CGA Fellowship (FCGA) for Exemplary Service in 2012 and the CGA Life Membership in 2015.

Dave was a person of conviction and purpose guided by a generous and gentle soul. He will be missed.

For Dave's obituary, please visit: arbornmemorial.ca/valleyview/obituaries/david-sale/10018



Travis Higo



Deborah Carmichael



Dave Sale

NEW HIRES 2017

Spring:

- Laila Ali
- Melissa Ashman
- Bill Aube
- Meghan Aube
- Ahmad Bisher
- John Falcus
- Victor Law
- Pomponia Martinez
- Karen McDonald
- Harry Pranjivan

Summer:

- Ella Bohinska
- Frank Dixon
- Andrew Lee
- Jeffrey Orr
- Anurag Pandey
- Andreas Schwartz
- Bojiang Ma
- Qussay Salih
- Zehua Wang

RETIREES 2017

Spring:

- Deb O'Malley
- Nancy Stewart

Summer

- Lance Shandler

IN MEMORY

- Dave Sale

ADVISING

The School of Business would like to announce Eve Mix, Degree Advisor, has accepted an Academic Advisor position at the University of the Fraser Valley.

Thank you to Eve's tireless efforts and many contributions supporting students' academic success and the Dean's Office. Her work with students has made a significant and positive impact on their educational path. We wish Eve well in her new role, but we will miss her dearly. Thank you for your dedicated work Eve and all the best in your new position!

Andrea Fello, Degree Advisor, replaces Eve Mix. Andrea brings a wealth of student services experience to this position having worked at KPU for over ten years. She has held positions in Student Enrolment Services, International Admissions, the Future Students Office, has worked as a Degree Advisor in the Faculty of Science and Horticulture, and most recently as an Academic Advisor in KPU's Central Advising department.

Degree Advisors continue to work with students who commenced their program prior to the 2015/2016 academic year and who have yet to complete ENTR 3130, ENTR 3140, and ENTR 3150 – all courses that will soon be phased out. A message was sent out to advise students about the course offerings in the upcoming semesters.

Students can schedule an appointment with Degree Advisors (Andrea Fello or Yvonne Chen) at advisorconnect.kpu.ca/



Eve Mix

POST-BACC DIPLOMA PROGRAMS

SCHOOL OF BUSINESS POST-BACCALAUREATE DIPLOMA PROGRAMS

It's an exciting time for the School of Business in the launch of our three new signature post-baccalaureate programs.

- **Post-Baccalaureate Diploma in Accounting**
- **Post-Baccalaureate Diploma in Operations & Supply Chain Management**
- **Post-Baccalaureate Diploma in Technical Management & Services**

All programs are offered at our Surrey campus until the KPU Civic Plaza campus opens in Fall 2018.

The post-baccalaureate programs welcome 81 students for our Fall 2017 semester; 40 students in Accounting, 17 students in Operations & Supply Chain Management, 24 students in Technical Management & Services. We are pleased to see positive interest and imminent applications for our Spring 2018 semester.

The Dean's office held an orientation & welcome event for the new post-baccalaureate students at Surrey main atrium on September 7. The feedback from our students was inspiring as they shared their appreciation and enthusiasm to be welcomed and supported as part of the KPU community.

Two new graduate diplomas in business administration are currently in development:

- **Graduate Diploma in Business Administration – Global Business Management Concentration**
- **Graduate Diploma in Business Administration – Green Business Management and Sustainability Concentration**

The next series of post-baccalaureate information sessions will take place at the end of September, October and November at Surrey City Centre Public Library.



ACBSP AWARD

Marsha D'Angelo

2017 ACBSP Teaching Excellence Award Recipient

The Accreditation Counsel for Business Schools and Programs recognizes individuals each year who exemplify teaching excellence in the classroom. The Baccalaureate Degree Commission established the Teaching Excellence award in 2002 to recognize excellence in teaching at the baccalaureate/graduate degree level.

Applied Communications and Public Relations instructor, Marsha D'Angelo has been named a regional recipient of the 2017 ACBSP Teaching Excellence Award. D'Angelo was awarded a medallion and \$250 cheque at the ACBSP Conference 2017 held from June 24 – 27 in Anaheim, California. As a regional recipient, Marsha D'Angelo is now a candidate for the international award.

"In her time at KPU, Marsha has demonstrated passionate dedication to her teaching in the Public Relations and Applied Communications Departments. Marsha is a much in-demand and respected instructor," said Wayne Tebb, Dean, School of Business, Kwantlen Polytechnic University. "Marsha has taken the lead on helping her Department (and the institution) develop KPU's first Minor in Professional Communications. Most recently, KPU's Board of Governors recognized Marsha's outstanding contributions to student learning by selecting her to receive KPU's 2017 Distinguished Teaching Award," he said.

EVENTS CALENDAR

SEPT 25/17

Welcome Party for Global Business Students

Richmond Melville Centre:

KPU's School of Business, in collaboration with KPU International, the Kwantlen Student Association, and KPU Business Clubs, invites you to a party to welcome new business students to KPU. This is an opportunity for staff and current students to socialize with newly admitted students.

SEPT 27/17

Langley Open House

Langley Campus:

Join us at KPU Langley and learn about our exciting and diverse program offerings. We welcome you to visit our Nursing, Science, Brewing, and Horticulture labs and tour our Music studios. Take the opportunity to meet our talented and committed faculty while they share news about the wide range of programs waiting for you in your very own neighborhood. Our doors are open and we look forward to seeing you!

OCT 2/17

Planning Exercise

Surrey Campus A2410:

1:00 – 4:00 PM

The Internationalization Working Group is conducting a planning session to identify and action the key priorities relating to Internationalization in the School of Business. If you would like to participate email lesley.mccannell@kpu.ca

OCT 5&6/17

Fall Convocation

Surrey Campus:

This Fall's convocation ceremony spans two days on the Surrey campus. The School of Business ceremony falls on Oct. 6th at 2:30 pm.

OCT 20/17

Richmond Open House

Richmond Campus:

Join us at KPU Richmond to learn about our exciting and diverse program offerings. We're thrilled to share our many university Arts, Science and Business courses, our innovative Design programs, and our unique Traditional Chinese Medicine – Acupuncture program. Take advantage of the opportunity to visit this growing campus, check out the wide range of university courses and programs we offer here, and meet our talented and committed faculty!

OCT 23/17

Planning Exercise

Surrey Campus A2410

1:30 – 4:30 PM

The Internationalization Working Group is conducting a planning session to identify and action the key priorities relating to Internationalization in the School of Business. If you would like to participate email lesley.mccannell@kpu.ca

EVENTS CALENDAR

OCT 25/17

**29th Annual School of Business
Scholarships & Awards Dinner
River Rock Casino:**

The Annual Scholarships & Awards Dinner recognizes student achievement in programs from the School of Business. The event provides the opportunity for donors to meet and dine with the recipient of their award and be recognized for their generous support of KPU students. It means a great deal to our students when donors attend this event to congratulate and encourage them on their academic journey.

OCT 30/17

**Workshop with Alden Habacon
Cloverdale Campus Rm 1853**

9:00 AM – 12:00 PM

An Intercultural Skills workshop, facilitated by Alden Habacon. Alden is an accomplished diversity and inclusion strategist with over ten years of experience in leading the development and implementation of strategy towards diversity and inclusion, organizational culture change, interculturalism and social sustainability.

Register here: <http://bit.ly/2hICvOF>

NOV 6/17

**Workshop with Alden Habacon
Cloverdale Campus Rm 1853**

9:00 AM – 12:00 PM

An Intercultural Skills workshop, facilitated by Alden Habacon. Alden is an accomplished diversity and inclusion strategist with over ten years of experience in leading the development and implementation of strategy towards diversity and inclusion, organizational culture change, interculturalism and social sustainability.

Register here: <http://bit.ly/2ykRMfD>

NOV 17/17

**Careers in Accounting
Surrey Conference Centre:
12:30 – 4:00 PM**

Whether you're in first year, fourth year, don't know a thing about the new accounting designation (CPA), or are already pursuing a designation, the Careers In Accounting this is your chance to meet and mingle with employers and alumni from all different areas such as public practice, government and industry to see where a career in accounting can take you!

FEB 24/18

**Surrey Open House
Surrey Campus:**

Canada's leading polytechnic university is throwing open its doors to the public for its annual Surrey Open House! Check out our interactive exhibits, enjoy our live entertainment, attend information sessions, take a campus tour, get free swag, win prizes, and more!

MAR 2-3/18

**Future Business Leaders
Surrey Conference Centre:**

KPU is hosting a 2 day business conference for Grade 11/12 high school students. Winners of the competition will be given an Entrance Scholarship to KPU's School of Business and will be crowned the Future Business Leaders of 2018. High school business departments will also receive monetary awards if their students place in the top 3 of the competition.

Students and Staff at the 2017 Welcome Party for Global Business Students



CONVOCATION SPOTLIGHT

The Pivotal Moment In A Student's Academic Career

Words from Saghi Ahmadi

Saghi Ahmadi gave the address to the graduands at this year's School of Business morning convocation ceremony on May 30th, 2017. Saghi completed her Bachelor of Business Administration in Entrepreneurial Leadership in December 2016. The following is an excerpt from Saghi's Address to the Graduands:



"I often reflect back to the moment when we were sitting face to face with the CEO of a company to offer them advice on their corporate strategy, resulting in revenue increases of millions of dollars... just a few weeks prior, we were sitting face to face with Chamkaur, struggling to get a handle on the critical issues facing this same company, and wondering if we were even going to pass practicum. How great is that?"

That's what this transformation is all about! And this is what separates KPU's business programs from others; a transformation that has empowered all of us to claim our identity, and one that has provided us with the confidence to enter the workforce through our own unique door. It is no wonder that KPU's business graduates are five years ahead of others!

I was recently reading an article in the Harvard Business Review where Doug McMillan, the CEO of WalMart, recalls what the board of directors told him when he started his position in 2014. They said: "The company needs to go through quite a bit of change. So don't just run it. Don't just maintain it. Get it prepared for the future."

“We do not settle;
we put in work
and are prepared
to go through the
tough times; we
think BIG; and we
are ready to make a
lasting impression
on the world! ”

I love this so much, because in going through this program, our instructors prepared us for the future by challenging us to think

more critically, be more confident, and truly act as business professionals. Like this CEO, we too have been held accountable to a high bar throughout this entire program. And as a result, despite what we have each taken away from our programs, we now have a common thread of KPU's culture that will continue to connect us all. We do not settle; we put in work and are prepared to go through the tough times; we think BIG; and we are ready to make a lasting impression on the world!

As we progress in our careers, it is so important to continue giving back. And not just because we want to, but because we can. There is an incredible amount of talent in this room; whether you want to impact the world one balance sheet at a time, or one strategic plan at a time, our programs have given us the tools to do so. And it's with tools like these that we will take our industries by storm. I will end with a piece of advice provided to some of us in our strategy class. Create a strategy for yourself about the professional legacy you wish to leave behind. To do this, write out the speech that you hope to give at your retirement party in 40 or so years. How do you want to be remembered? What are the milestones you hope to hit in your career? How many lives do you want to impact and influence?

Once you have set this vision, determine a plan on how to get there. And know that KPU has given you all the tools you need to put this plan into action. Completing this degree is just the beginning of all the incredible things everyone in this room will achieve. And while the foundation is there, the learning will never stop."

SPOTLIGHT ON CO-OPERATIVE EDUCATION

Adriana McConkey,

Accounting Student tells us
What Co-Op Can do for You

WHAT INFLUENCED YOU TO CHOOSE THE CO-OP PROGRAM?

I knew how to get a job, but now I was looking for a career. Co-op would give me the skills to market myself, and the opportunities to try out different work places for short periods of time. This would allow me to build skills, and develop my network.

WHAT ARE THE ADDED BENEFITS OF USING THE CO-OP PROGRAM FOR YOU?

I like the support that I have received from my Co-op instructors. They have been there to encourage me, and guide me to jobs that they feel I may be able to excel in. They took the time to listen to me, and find out what I was looking for. The Co-op instructors have been able to observe others in the workplaces, and receive feedback to have a better understanding of whether or not they feel I would also benefit from certain co-op roles or at a particular company.

WERE THERE ANY SPECIFIC HIGHLIGHTS THAT YOU ARE PROUD OF AND/OR LEARNED IMMENSELY FROM?

I was able to work on a large project that took several weeks to complete, and involved a great deal of analysis. The final project was reviewed by the entire upper management team, and they asked me several follow up questions that I needed to answer in a professional manner. I was interviewed by the president and vice president of the company. The project ended up providing the support that was needed in order for the company to receive a large rebate from a supplier. The rebate was over \$40,000 in savings for the company.



“ The rebate
was over
\$40,000
in savings
for the
company. ”

Co-operative Education at KPU works with employers to develop and create program related work experiences for students in distinct disciplines. By alternating between study and work semesters, Co-op helps students apply their skills and knowledge acquired from their on-campus courses to real life work experiences. Students enrolling in the Co-op program benefit in many ways: they gain practical work experience while earning a competitive wage; they sample various industries within their chosen career; and they obtain valuable soft skills and job search techniques to support their success in securing a job before and after completing their program. For more information visit: kpu.ca/co-op

WARM FEET ON THE STREET

Entrepreneurial Leadership students carry out practicum project to warm feet – and hearts.

Within the Entrepreneurial Leadership program, students in their practicum are required to start a small business and run it for a few weeks.

When Saghi Ahmadi, Kevin McClary and Alex Muldoon were brainstorming ideas, they wanted to start a business that would give back to the community in some way. In doing some research, they were quick to narrow their business idea to something that would give back to Vancouver's homeless community. After learning that socks were the most needed (but least donated) item in many homeless shelters, starting Warm Feet on the Street was "a no brainer!" says Ahmadi.

"The business itself consisted of us selling sock bundles, which included 3 pairs of socks each, in large quantities to businesses and individuals. We would then donate these sock bundles to the



homeless (via the Union Gospel Mission) on the purchasers' behalf. We decided to keep the business running after the practicum sales period, and ended up donating 3,147 pairs of socks (1,049 sock bundles). We contributed a portion of our profits to the Union Gospel Mission by making a financial donation of approximately \$1,100, in addition to all the socks provided.

Each member of our team played a vital role in the success of Warm Feet on the Street. I took on the role of Chief Operating Officer, ensuring all aspects of our business (logistics, order fulfilment, delivery, branding, strategic positioning, etc.) were taken care of.

This initiative was a tremendous example of how the skills we learn at KPU can be applied to make a huge difference in the community and the lives of others. We were fortunate to meet and work alongside many amazing individuals; from everyone we met at the Union Gospel Mission, to a small business owner who donated her own socks from her shop in Granville Island, to all of our incredible customers. We as a team felt truly grateful for the ability to give back and make such an impact" says Ahmadi.

To learn more about Warm Feet on the Street visit:

@warmfeetonthestreet
on Facebook

Warm Feet on the Street has also been featured in:

The Daily Hive

<http://dailyhive.com/vancouver/warm-feet-on-the-street-vancouver-2016>

TEACHING AND LEARNING IN VIENNA



How one visiting instructor from KPU developed an appetite for more than just schnitzel.

WRITER

Andrea Niosi

In 2016, an opportunity arose for me to teach at one of our partner schools in Europe. “Heck yeah!” was the overwhelming response from my family, who I can only assume thought they were also invited to tag along (which they were). So, in March 2017 we set out on what was to be our biggest adventure yet: two and half weeks in Vienna, Austria.

I packed up the family (husband and two daughters, aged 9 and 5) and embarked on our trip to Vienna, Austria. Even though I was no stranger to international travel, this would be a new experience for me--as a “visiting instructor”. KPU’s partner university, FH-Wien (University of Applied Sciences, Vienna), invited me to teach a marketing course in their undergraduate program. I pitched them our second-year Introduction to e-marketing course (modified for a 2-week session) and they accepted enthusiastically.

Despite my years of traveling and studying in Europe, this particular experience offered a unique eye-opener for me: an examination of European classroom diversity and education quality through a Canadian lens.



FH-Wien building where classes are held.

QUALITY

Admittedly, I have had mixed experiences around education quality as a visiting student in Europe. In high school, I found the course curriculum in Naples to be more advanced than what I was used to back in Toronto. Fortunately for me, “completion grades” were applied so my transcript didn’t suffer from my poor performance (further impacted by the fact that all instruction was in Italian). Conversely, when I attended RSM to complete my MBA, it was decidedly clear that the rigour of its program paled in comparison to my program at UBC. With this mixed bag of experience, I wasn’t sure what to expect in my Vienna classroom.

As this was my first international teaching experience, I couldn’t wait to see how the students would perform and respond to my curriculum. Some pre-assessments and creative assignments in the first two days demonstrated that I had a hard-working, efficient, and extremely capable group of students. With classes running approximately 3 hours and 20 minutes long, I had students work on graded team assignments requiring quantitative analysis or basic design skills. Whatever I threw at them over the two week period, their results exceeded my expectations.

And because we met daily, students rarely came to class having read or reviewed the textbook materials in advance! This meant they simultaneously learned the concepts, studied the formulas, and mastered the task(s) at hand within a 3-hour time frame. Impressive, to say the least...especially since my course was delivered without a typical 1st year marketing prerequisite.

What this experience taught me was to ensure my curriculum was developed with enough flexibility to allow me to pivot on a dime: ask the student to complete an exercise that wasn’t for grades? Forget it, not going to happen. Expect students to read materials before class? No way. But give them a graded assignment to complete in small groups in the time allotted and be there to provide guidance and support? Yes, and that is precisely where they would shine.

It is worth noting that some students shared with me that they were not used to my teaching style: it was a challenge for some to adjust to the demands of my course. They said most “professors” simply lectured and provided.

DIVERSITY

At KPU we take pride in the diversity seen in our classrooms: students and new immigrants from near and far share their stories and experiences offering up rich perspectives and examples from which we can draw to discuss matters of business, culture, and globalization. I think of diversity as the “gift that keeps on giving”: it allows for our learning community to benefit from perspectives and opinions that might otherwise remain silent leading to a less-informed discussion around important class topics.

In Vienna, classroom diversity meant that students came from Russia, Finland, Estonia, Sweden, The Netherlands, France, Spain, Croatia, Slovakia, Hungary, and South Korea. I can’t remember the last time I was in a class that didn’t include a single “domestic” student from the university’s country!



View from classroom.

Given the timing of my visit (think: post-Brexit and US election), students were eager and interested in engaging in discussions around politics and current affairs. Often, after class was dismissed, we would share stories and experiences: one student from Russia spoke about her experience studying in rural Iowa for a year during high school (imagine...Iowa!); a group of students from France shared their concerns around terrorism at home, which is what brought them to Vienna; and my Dutch students enjoyed long talks about legalization and drug use, often citing and comparing policy differences between Canada and The Netherlands.

Each of these conversations were enlightening and fascinating: listening to the students articulate their informed-opinions based on personal experiences allowed me to get to know them all better, outside of the formal educator-student relationship. I also gained a more diverse perspective on millennial life around the world, crushing my previous assumptions and ill-informed opinions.

SCHNITZEL AND BEYOND

Naturally, there were many other pleasant surprises to be had on a family trip of this kind. My husband and kids became the leading authorities on every park and playground in Vienna (which had the best zipline and food trucks); pretzels, which can be consumed any time of day--both savoury and sweet, putting our donuts to shame; there are no shortages of palaces and museums (including a butterfly garden!) to be enjoyed on rainy days; and countless historic learning opportunities exist on almost every corner. Who

says the best education comes from a book or a classroom? And yes, schnitzel. A new family-favourite and highly cherished comfort-food that we never tired of. More diverse (chicken, turkey, and pork) and delicious than we ever imagined. Just like those long enlightening conversations with my students, I find myself building up an appetite for more. Vienna 2018, here we come.

Andrea Niosi

Andrea Niosi has travelled abroad many times throughout her life, including attending high school for three months in Naples; backpacking across southern Europe in her mid-twenties; as well as returning to Europe as a student to complete her MBA at Rotterdam School of Management at Erasmus University. Upon graduating with her master’s degree, Andrea spent time launching her career as a marketing consultant with a firm in Milan. Shortly after, she returned to Vancouver to become a Brand Strategist at a Yaletown agency. Currently, Andrea is a Marketing Instructor in the School of Business at KPU.

AN INTRODUCTION TO INDIGENIZATION

This is the first in a series of articles on Indigenization in the School of Business at KPU. This introductory article aims to provide basic context and definitions of Indigenization as a process of institutional decolonization, and to offer a glimpse of what Indigenization might look like at our school.

I would like to thank Kwantlen First Nation Elder and Education Coordinator, Cheryl Gabriel, for her generosity in sharing her vision of Indigenization, and Marketing Faculty, Andrea Niosi, for providing valuable feedback and editing on earlier drafts.

DECOLONIZATION AND INDIGENIZATION

To understand Indigenization, we must first understand decolonization, which is the long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power (Smith, 1999, p. 98). This is a long-term process that former colonies, including Canada, are currently undergoing.

As a pre-requisite for social and economic reconciliation between Indigenous and non-Indigenous peoples, decolonization holds immense potential benefits for us all.

Bob Joseph, a Gwawaenuk Nation member, former associate professor at Royal Roads University, and founder of Indigenous Corporate Training Inc. provides a useful explanation of decolonization in the Canadian context:

Decolonization is about shifting the way Indigenous Peoples view themselves and the way non-Indigenous people view Indigenous Peoples. Indigenous Peoples are reclaiming the family, community, culture, language, history and traditions that were taken from them under the federal government policies designed for assimilation. Some communities are reclaiming control via self-government agreements, treaties, or other negotiated agreements. It's about revealing, renewal and rediscovery.

Decolonization requires non-Indigenous Canadians to recognize and accept the reality of Canada's colonial history, accept how that history paralyzed Indigenous Peoples, and how it continues to subjugate Indigenous Peoples. Decolonization requires non-Indigenous individuals, governments, institutions and organizations



WRITER

Andrew Frank

to create the space and support for Indigenous Peoples to reclaim all that was taken from them. (2017, para. 5).

The process of creating these spaces and support for reclamation in Canada's education system, from K-12 and through to post-secondary, is called "Indigenization." It is a long-term process of institutional decolonization, and for universities, it means among other things, removing the systemic barriers that Indigenous students face in entering and staying in post-secondary education. It also means creating accessible, equitable and authentically represented curriculum, and transforming the culture, operations and teaching of the university to educate and prepare all learners to participate in and support the national imperative of decolonization, both inside and outside the classroom, after graduation.

DEFINITION AND GOALS OF INDIGENIZATION

Camosun College uses a definition of Indigenization that is broadly representative of those used by many universities and colleges across Canada: "Indigenization is the process by which Indigenous ways of knowing, being, doing and relating are incorporated into educational, organizational, cultural and social structures of the institution." (*"Indigenization Initiative: Frequently Asked Questions," n.d.*).

The Aboriginal Advisory Circle to the President (AAC) at the University of Regina defines Indigenization as:

"the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces that facilitate the ethical stewardship of a plurality of Indigenous knowledges and practices so thoroughly as to constitute an essential element of the university. It is not limited to Indigenous people, but encompasses all students and faculty, for the benefit of our academic integrity and our social viability." (Indigenization Definition section, n.d., para. 1).

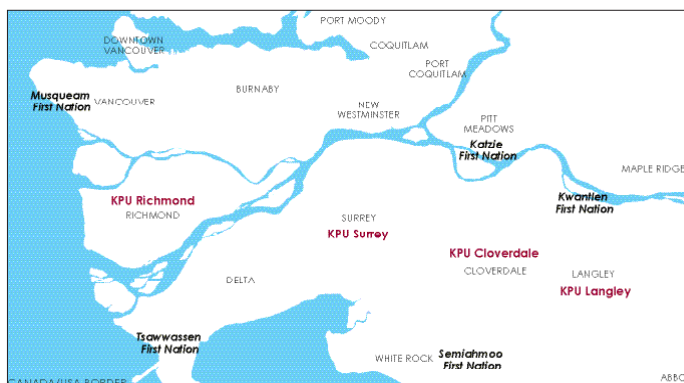
The goals of Indigenization are not only to make the university as relevant and welcoming to Indigenous learners as possible, but on a larger scale, and as endorsed by Universities Canada (the national organization representing 97 universities across Canada, including KPU), **to help reset relations between Indigenous and non-Indigenous people** (*"Universities will help reset relations between indigenous and non-indigenous people," 2015*). This is a long-term, national project that involves domestic and international students, graduates, employees, faculty, administration and almost every aspect of the university community. It is an incredible challenge and opportunity for us all, as made clear by an excerpt from the final report of the Truth and Reconciliation Commission (TRC):

"Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation." (*"Honouring the Truth," p. 234*).

Indeed, there has been a renewed push to Indigenize in recent years, largely in response to the findings and Calls to Action of the TRC, specifically Legacy Calls to Action 6 to 12, and 62 to 65, which deal with education, including funding, teaching and curriculum. (*"Calls to Action," 2015, p. 1*). These calls to action are aimed at transforming the education system and creating respectful learning environments.

Ultimately the TRC believes that, "the education system itself must be transformed into one that rejects the racism embedded in colonial systems of education and treats Aboriginal and Euro-Canadian knowledge systems with equal respect" (*"Honouring the Truth," 2015, p. 239*). This is consistent with the United Nations Declaration on the Rights of Indigenous Peoples, which Canada has adopted, and which articulates the state's responsibility with respect to public education: "Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information." (*Article 15:1, p. 7*).

Universities Canada has partially responded to the TRC's Calls to Action by releasing 13 Principles on Indigenous Education. Principle #3 is "Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies." (*2015, para. 6*).



WHAT COULD INDIGENIZATION EFFORTS IN THE SCHOOL OF BUSINESS LOOK LIKE?

Well for starters, Indigenization must be led, inspired and informed by the Indigenous communities in which universities operate. "Nothing about us without us" is an important refrain. For KPU, which is named after the Kwantlen First Nation, this means consulting and collaborating with the Indigenous nations in whose unceded traditional and ancestral lands we work, study and live. This includes the Kwantlen, Musqueam, Katzie, Semiahmoo, Tsawwassen, Qayqayt and Kwikwetlem peoples. (*"Territorial Acknowledgement," n.d.*) Because Indigenization flows from the different communities universities call home, it is unique to each institution. In August, I had a chance to interview Kwantlen First Nation Elder and Education Coordinator, Cheryl Gabriel, about what Indigenization means for her and her community. Cheryl is responsible for Preschool to Grade 12 and Post-Secondary/Trades/Training, and she sits on KPU's Aboriginal Advisory Committee and has been involved in the University of the Fraser Valley's Indigenization efforts.

Cheryl shared a vision of Indigenization that begins with respect and protocol, and focuses on place, oneness, sustainability, and the living history of the region. Her approach to Indigenization involves developing forms of education that are more tactile and in tune with Indigenous being, that listen to the land, and that make the Kwantlen people, their history, knowledge, territory and historical and contemporary business operations and aspirations more visible.

Cheryl sees a potential for collaboration with KPU's School of Business, including through the nation's Seyem' Qwantlen Business Group, which manages ongoing and growing business activities related to lands, resources, and economic development. She has also encouraged KPU to get involved in Aboriginal Business Match Lower Mainland, an event the Kwantlen First Nation is hosting at the Langley Events Centre in early December. ABM is described as "The most powerful aboriginal-driven business development event in Canada," and the experiential learning opportunities of this event are obvious.

This is just a glimpse of the kinds of values and case studies that could inform future Indigenization efforts in the School of Business.

MOVING FORWARD

Indigenization efforts can sometimes meet with defensive responses or opposition from some faculty, including expressions that "it all happened a long time ago, get over it" or "I teach other people too." Some faculty may believe that Indigenizing their teaching will detract from addressing the needs of other learners. (*Pete, 2015, p. 5*). There is no evidence that this is the case. In addition to enriching the knowledge and diversity shared in the classroom, Indigenization prepares students to engage in the processes of decolonization, restitution and reconciliation between Indigenous and non-Indigenous peoples that will determine the future health and success of our society, after they graduate. This is a life lesson for our students, and as business educators, we have an important responsibility to model the intercultural understanding, empathy and mutual respect that are prerequisite for opening the door to reconciliation.

I would be grateful if you would share your questions, ideas and experiences with Indigenization: andrew.frank@kpu.ca

Andrew Frank

Andrew Frank is an instructor in the Public Relations, Environmental Protection and Applied Communications Departments at KPU. He is also a communications consultant, working with Indigenous nations. For a statement describing his positionality as a non-Indigenous researcher and ally, please visit <http://www.andrewfrank.com/indigenization>



"Aboriginal Business Match (ABM) delegates discuss business opportunities on the tradeshow floor. ABM provides a supportive and confidential setting for pre-selected appointments like these to take place all across Canada."



REFERENCES

Camosun College. (n.d.).

Indigenization Initiative: Frequently Asked Questions.

Retrieved from: <http://camosun.ca/about/indigenization/faq.html>

Joseph, B. (2017).

A Brief Definition of Decolonization and Indigenization.

Retrieved from <https://www.ictinc.ca/blog/a-brief-definition-of-decolonization-and-indigenization>

Kwantlen Polytechnic University. (n.d.).

Territorial Acknowledgement.

Retrieved from: <http://www.kpu.ca/about/territorial-acknowledgement>

McTiernan, T. (2015, June 29).

Universities will help reset relations between indigenous and non-indigenous people. The Globe and Mail.

Retrieved from: <https://www.theglobeandmail.com/opinion/universities-will-help-reset-relations-between-indigenous-and-non-indigenous-people/article25150361/?arc404=true>

Pete, S. (2015).

100 ways to Indigenize and decolonize academic programs and courses.

Retrieved from: <https://www.uregina.ca/president/assets/docs/president-docs/indigenization/indigenize-decolonize-university-courses.pdf>

Truth and Reconciliation Commission of Canada. (2015).

Truth and Reconciliation Commission of Canada: Calls to Action.

Retrieved from: http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

Truth and Reconciliation Commission of Canada. (2015).

Honouring the Truth, Reconciling for the Future: Summary of the Final Report of the Truth and Reconciliation Commission of Canada.

Retrieved from: http://www.trc.ca/websites/trcinstitution/File/2015/Honouring_the_Truth_Reconciling_for_the_Future_July_23_2015.pdf

Tuhiwai Smith, L. (1999).

Decolonizing Methodologies: Research and Indigenous Peoples.

Auckland, New Zealand: Zed Books.

United Nations. (2008).

United Nations Declaration on the Rights of Indigenous Peoples.

Retrieved from: http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Universities Canada. (2015).

Universities Canada principles on Indigenous education.

Retrieved from: <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>

Widdowson, F. (2016).

"Indigenizing the University" and Political Science: Exploring the Implications for the Discipline, presented at the Annual Meeting of the Canadian Political Science Association, Calgary, May 31 – June 2, 2016. Calgary.

Retrieved from: <https://cpsa-acsp.ca/documents/conference/2016/Widdowson.pdf>

