

RESEARCH SEMINAR



May 12, 12:00pm - 1:00pm

ESB 243 & Zoom

Exploring ethical space for understanding and reconceptualizing business education programs for Indigenous students and future business partnerships

Abstract: Employing case study methodology, our goal in this qualitative research was to determine the degree to which 'ethical space' is present within the Edwards School of Business and to explore the value of that concept for improving retention and success for Indigenous students. The primary objectives included: (i) exploring the degree to which ethical space is present within classrooms; (ii) identifying the key indicators that may assist in establishing ethical space; and (iii) delineating ways in which ethical space may contribute to a more sophisticated and transformational reconciliation Indigenousization within the organization.

Our research involved interviewing six Indigenous students who shared their insights and experiences within their classrooms. We found that overall, students' experiences were positive. However, while some of the students indicated having one or more Indigenous instructors, the course content that they have covered to date is void of Indigenous teachings. An alarming finding was that though, for the most part ethical space exists in the classrooms, some students were reluctant to self-identify as they were concerned about repercussions. Emanating from the findings we recommend that more Indigenous content be added to the curriculum; increase social events to encourage networking and that a stronger connection within Indigenous communities be developed to foster business education.

Co-Presenters: Dr. Michael Cottrell, Associate Professor and Graduate Chair, College of Education and Dr. Vanessa Ellis Colley, College of Education



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TOGETHER