



PTAS Project Report (for SMALL PROJECT GRANTS)

Project Title: Decolonising the Business School

Principal Investigator: Rashné Llimki
School / Department: Edinburgh Business School
Team members: Amira Rahmat, Mini Kurian, Mally Smith

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Grant recipients are expected to submit a brief report at the conclusion of their project which outlines briefly the following : nature of work completed; outcomes; benefits to student learning/student experience; dissemination activity (where relevant – actual and planned) and how the activity could inform future work or be transferred to other subject areas in the University. The brief report will be published on the IAD web pages.

Brief Report (maximum 500 words)

The aim of this project was to interrogate the possibility of decolonising the Business and Management (B&M) curriculum. Accordingly, we sought to (a) outline what “decolonisation” can mean in the context of a Business School and (b) how the project may be implemented across its varied fields of study.

We began by collectively reading key texts across ant-colonial and decolonial studies to identify the historical and epistemic basis of calls for decolonising, in general, and of the curriculum, in particular. We thus affirm that, as a starting point, decolonisation necessitates an undoing of hegemonic practices of knowledge production through a confrontation with the epistemological assumptions and historical complicities that ground and perpetuate them.

As a result of this work:

1. We have developed a workshop template that can be delivered to groups interested in better understanding what we mean when we speak of decolonisation. This workshop was delivered as part of the ConverRACEions series in the School of Health in Social Science.
2. Additionally, we are in the process of producing a literature review article based on our learnings. This work is being led by Rashné Limki.

Thereafter, the project work was divided into two streams:

1. **Database development:** Mini Kurian has begun the process of identifying Business and Management researchers and publications from the global south, that work with alternate epistemological perspectives. This is not intended to be comprehensive but, instead, provide a starting point for those interested in producing a more inclusive curriculum. This will be made publicly available once adequately populated. It must be noted, however, that this work tends more towards inclusivity rather than decolonisation.
2. **Curricular development:** The work in this stream entails developing a curriculum that stays with the epistemic intent of decolonisation. Amira Rahmat and Mally Smith are developing a



portion of the curriculum for a first-year course on well-being using a decolonial approach in both, curricular content and pedagogic form. We hope to use this experience to describe a method for undertaking decolonial curricular work and disseminate it to those interested in undertaking similar interventions.

Given the short duration (3 months) of this project, we understand this as a seeding project and hope to continue and extend the work via other channels. We would therefore be keen to work with other stakeholder in the university in doing so.

For more information, please contact: rlimki@ed.ac.uk

Financial statement (please delete as appropriate):

This project has utilised the funding awarded to it by the PTAS adjudication committee and the Principal Investigator or School Administrator appropriate can provide financial statements showing the funding usage as and when required by the UoE Development Trusts who may require it for auditing purposes.

Please send an electronic PDF copy of this report to:

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