**Facilitator’s Guide: ISP Retreat**

**Slide template:** **INSERT LINK**

**Handout:** **INSERT LINK**

### **Schedule Overview**

TIME – Arrival, getting seated, refreshments, etc. (~15-30 minutes)

TIME – Introduction, review schedule, discuss ISP Self-Assessment Toolkit results (~60 minutes)

TIME – Break (~10-15 minutes)

TIME – Breakout discussions, brainstorm potential goals and actions (~60 minutes)

TIME – Lunch (~60 minutes)

TIME – Activity/presentation (~60 minutes)

TIME – Plenary discussion, share goals and actions, discuss timelines, measurement, and accountability (~90-120 minutes)

### **Breakout Groups**

* Group 1
* Group 2
* Group 3

|  |  |  |  |
| --- | --- | --- | --- |
| **Time** | **Key Goals** | **Activity** | **Outputs, and Materials** |
| **X:XX - X:XX**15-30 mins |  | **Arrive, enjoy refreshments, get settled****Set up a place to record ideas or thoughts that come up throughout the day (a “parking lot”)** |  |
| **X:XX - X:XX**15 mins | -Create a framework for discussion based on a learning mindset and shared goals-Locate each role group in your unit’s overall goals-Discuss and respond to common concerns | **Land Acknowledgement (Slide 2 of 14)****Introduction (Slide 3 of 14)*** Explain the purpose of the retreat and your unit’s overall goals.
* Provide a brief summary of the actions your unit has already taken to engage with the ISP. Identify which of the ISP goals and related actions best fit with your unit's mandate.

**Schedule (Slide 4 of 14)*** Provide a brief overview of the retreat schedule.

**Community Agreements (Slide 5 of 14)*** Establish a set of principles/guidelines to ensure participants engage in safe, respectful, and meaningful conversations.
* Ask participants about any questions or concerns they may have. Remind participants to make space for others and to practice self-care.
 | - Slide deck |
| **X:XX - X:XX**45 mins | -Review the results of the ISP Self- Assessment Toolkit in a judgment- free way -Determine what stage you are at in your ISP engagement journey, both as a unit and within role groups | **ISP Self-Assessment Toolkit (Slide 6 of 14)****Presentation of ISP Self-Assessment Results*** Review the results from the ISP Self-Assessment Toolkit survey. Include screenshots of the results in your slides.
* Identify areas of agreement or disagreement in the results.
* Identify what your unit is doing well and where you can improve.

**Plenary Discussion of ISP Self-Assessment Results*** Facilitate a conversation about how these results can guide future work. Record ideas on flip chart/easel paper.
* Sample Discussion Questions:
	+ Did you find any of the results surprising?
	+ Where are there differences? Are these differences due to our roles?
	+ Where are there similarities? What does this indicate about our starting point as a unit?
	+ How can we get specific? What are the biggest barriers to getting started?
 | - Flip chart/ easel paper- Sharpies  |
| **X:XX - X:XX**15 mins |  | **Coffee Break (Slide 7 of 14)** |  |
| **X:XX -** **X:XX**60 mins | -Identify potential actions that each role group can take to achieve your unit’s ISP goals | **Brainstorming (~15 minutes) (Slide 8 of 14)**  * Facilitate a conversation about potential actions. Start by discussing overall goals, then focus on the scope of particular role groups. Provide an example of a potential goal-focused action for each group.
* Tips:
	+ When identifying potential actions, each group should be focused on specific, measurable, achievable, relevant, and time-bound (SMART) goals.
	+ Emphasize that the focus should be on attainable goals over system-changing goals.
	+ While capacity building is an appropriate action, encourage groups to also think of actions with more external impact.

**Breakout Discussions - Actions (~40 minutes)**  * Ask participants to move into breakout groups to brainstorm what goal-focused actions could look like in their roles. Ask groups to discuss the following questions based on the scope of their roles:
	+ What are some things you could do to support at least one ISP goal/action or Self-Assessment Toolkit statement?
	+ Within the next 6 months, what is at least one attainable outcome we could accomplish as a team?
	+ Within the next 18-24 months, what is at least one ambitious, impactful outcome we could accomplish as a team?
* Ask groups to record their ideas on sticky notes and/or flip chart/easel paper.
* Tips:
	+ Encourage participants to brainstorm as many actions as possible. Remind participants that there are no bad ideas and that they won’t be asked to complete every single action.
	+ Monitor the groups to make sure the conversation stays on track.
 | - Flip chart/ easel paper- Sharpies- Sticky notes- Notepads- Pens |
| **X:XX - X:XX**60 mins |  | **Lunch (Slide 9 of 14)*** Set up the flip chart/easel papers from the breakout sessions around the room.
 |  |
| **X:XX - X:XX**60 mins |  | **Activity/Presentation (Slide 10 of 14)*** Introduce the facilitator/presenter and the activity/topic.
 |  |
| **X:XX-****X:XX** 30 mins | -Identify and commit to a few short-term and long-term actions to support your unit’s ISP goals (2-3 per group) | **Plenary Discussion – Actions (Slide 11 of 16)*** Return to plenary, ask each breakout group to report back on their goals and actions.
* Next, ask each group to narrow down their list of actions to those which are most attainable, impactful, and which most closely align with their work. The goal is for each group to reach a consensus about which actions to pursue, to establish timelines for completing these actions, and to get a sense of how the unit as a whole will move toward its ISP goals.
	+ Tip: Remind participants that each group **is not expected to address all goals, nor are they expected to be working on more than 2-3 actions.**
 | - Flip chart/ easel paper- Sharpies |
| **X:XX - X:XX**40 mins | -Develop a timeline for the actions you’ve selected-Explore what success might look like for each role group | **Measurement (Slide 12 of 14)*** Ask participants to re-form their breakout groups to discuss how their particular goals could be measured and the timeline for relevant actions. Ask each group to consider the following prompts:
	+ How can we measure and ensure our success with respect to the actions we’ve selected?
	+ How does this fit into the scope of our ongoing work?
* Participants can record their thoughts on sticky notes which can then be added to the breakout session papers.
	+ Tip: Remind participants to think beyond quantitative measurement as they develop their criteria, and to think of decolonization as an ongoing process, not a start-to-end project.
* Return to plenary and ask each group to report back on their measurement criteria.
 | - Flip chart/ easel paper- Sharpies- Sticky notes- Notepads- Pens |
| **X:XX - X:XX** 45 mins | -Determine what supports and/or resources are needed to move forward-Create a plan to track your progress and remain accountable | **Plenary Discussion - Next Steps (Slide 13 of 14)*** Facilitate a conversation about next steps using the following question to guide the discussion:
	+ What is one personal objective, one group objective, and one unit objective that you want to have accomplished one year from now?
* Ask everyone to take 5 minutes to write down their answers on paper.
* After this exercise, facilitate a discussion about how to move forward sustainably. Ask participants to consider the following:
	+ How can we ensure as a unit that we are successful in sustaining our commitments, advancing our learning, and achieving these actions/goals?
	+ How can we make these actions/goals part of ongoing conversations?
	+ How do we envision accountability with this process? When do we check in? How do we check in, see we’re on track, and course correct if needed?
* Record ideas on flip chart/easel paper.
 | - Flip chart/ easel paper - Sharpies  |
| **X:XX - X:XX**5 mins |  | **Wrap Up/Conclusion (Slide 14 of 14)**Thank everyone for participating, provide information about post-retreat outputs, and review next steps. |  |

## **Retreat Plan**

### **To Do:**

* Determine budget
* Choose caterer
* Choose venue
* Identify breakout groups
* Identify activities/exercises
* Prepare materials

### **Catering:**

* Ask participants to notify you of any dietary requirements/restrictions before you order catering.
* Order from a local Indigenous catering service, UBCV examples below:
	+ [Salishan Catering](https://salishancatering.com/)
	+ [Friendship Catering Services](http://www.vafcs.org/programs/cateringmenus/)
	+ [Cedar Feast House Catering](https://cedarfeasthousecatering.ca/)
	+ [Salmon n’ Bannock Bistro](https://www.salmonandbannock.net/)

### **Pre-Work:**

* Complete the ISP Self-Assessment Toolkit Qualtrics Survey

**ISP Self-Assessment Toolkit Areas:**

* **Understanding**
	+ This section relates to your unit’s understanding of the importance of acknowledging Indigenous peoples and place, the systemic challenges for Indigenous peoples with respect to education, and how your unit, in its role at UBC, can break down these barriers.
* **People**
	+ This section deals with hiring and recruiting practices as well as the way your unit supports Indigenous students, faculty, and staff with specific practices and policies.
* **Culture and Systems**
	+ This section relates to structures, processes, cultural features, and group norms that create an environment for meaningful change and progress around Indigenous engagement at the university and with its partners.
* **Relationships and Partners**
	+ This section relates to respectful communication skills with students, faculty, staff, and community partners through meaningful engagement and informed action. It also relates to your unit’s network of partners which help to implement Indigenous human rights as well as any procurement policies you may have.
* **Teaching Learning and Research**
	+ This section is for academic units, it covers areas such as ethical research practice, Indigenous curriculum development, and recognition of Indigenous excellence in academia.

### **Activities:**

We recommend scheduling an activity during the second-half of the retreat to break up the day/keep energy levels up. Some possible activities include:

* Inviting a guest speaker to give an interactive presentation about a relevant topic (ex: Indigenous knowledge and research, partnerships with Indigenous communities, building respectful and reciprocal relationships, etc.)
* Inviting an Indigenous artist or maker to lead a workshop
* Inviting an Indigenous expert/educator/facilitator to give a guided tour around campus from an Indigenous perspective

Please refer to UBC’s [Indigenous Finance Guidelines](https://irsi.ubc.ca/sites/default/files/inline-files/Indigenous%20Finance%20Guidelines%20-%2012-10-2021_1.pdf) when determining how to compensate Indigenous partners.

### **Potential Outputs**

* Presentation of ISP Self-Assessment Toolkit results
* Documentation of breakout sessions (flip chart/easel papers, sticky notes, timelines, worksheets, etc.)
* Post-retreat report (~2 pages) summarizing your unit’s goals, actions, and measurement criteria

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