

Interrogation Retreat: Example Agenda

Interrogation Retreats build on grounding work to help academic programs critically examine their discipline's historical and contemporary relationships to colonial structures, values, and ways of knowing. The goal of each retreat is to create space for participants to question disciplinary assumptions and practices, explore whose knowledge and perspectives have been privileged or excluded, and consider how their field continues to affect different communities. Through shared inquiry and reflection, participants develop a deeper understanding of their discipline as a necessary foundation for identifying opportunities for decolonization and change.

Outcomes

- Identify underlying assumptions about knowledge expertise, and pedagogy that shape your discipline and its practices
- Recognize whose knowledges and perspectives have been privileged, marginalized, or excluded within your field
- Reflect on the contemporary impacts of your discipline on Indigenous and other equity-denied communities

Sample Pre-Work

Length	Activities
60 mins	Identity, Power, and Positionality Consider attending a Centre for Teaching and Learning or Office of Equity, Diversity, and Inclusion positionality workshop. Alternatively, explore Chapter 1 from <i>Knowledge Justice in the Helping Professions: from Theory to Practice</i> (Campbell et al., 2025).
40 mins	Indigenous Teaching & Learning Series: Module 2 Watch <i>Toward a Decolonizing Pedagogy</i> from Dr. Candace Brunette-Debassige's Indigenous Teaching and Learning Series.

Sample Half-Day Agenda

Length	Activities
20 mins	Introduction and Land Acknowledgment
30 mins	A Brief Disciplinary History As a group, brainstorm a short history of your field. What are the origins of your discipline(s)? Who created it and why? When and where were they from?
15 mins	Break
90 mins	Naming Epistemology, Axiology, and Ontology Next, we will draft your disciplinary epistemology, ontology, and axiology, working together over three rounds. 1. What is knowledge within our fields? What do 'know' and how did we come to know it? 2. Who is considered knowledgeable or an 'expert' in our field? How does one become an 'expert'? Who has the authority to define what counts as legitimate knowledge in our field? 3. How is knowledge shared in our fields? How is knowledge cared for?
10 mins	Summary and next steps