

General Guidelines for Facilitators

- **Acknowledge power dynamics** – Students may feel intimidated to bring feedback directly to you. Be mindful of the atmosphere if you are asking for feedback during a meeting – no one should be put on the spot to provide it. Ideally, provide options for anonymous feedback and/or a third party who students can bring constructive feedback to however they are comfortable.
- **Check back on feedback** – Check back in on feedback once you have taken measures to address it. This could be a question to the group or in a survey: “How do you feel [X piece of feedback] was addressed? Is there anything else that could be done to improve it going forward?” Doing so shows that you care about the feedback they gave you.
- **Potential formats** – Feedback can (should) be solicited in a variety of ways, with the option for anonymity, throughout the engagement process (eg. start, middle, end) so that students can provide it in whichever way they are comfortable. *Feedback should always be optional, regardless of the format.*
- **Feedback forms** – Provide structured feedback forms where students can easily share their thoughts and suggestions. Ensure that these forms have an option for anonymity if desired.
- **Meeting feedback sessions** – Allocate time during meetings for feedback sessions. This could be done in small groups, as a whole group discussion, or during 1-1 check-ins. Ensure no one feels pressured to speak if they are uncomfortable. Even if students don’t wish to speak during this session, doing so shows you are open to feedback.
- **Feedback emails** – Encourage students to send feedback via email. If applicable, specify that feedback can be sent anonymously through a designated third party.

Citing this Resource: Cleverley, K., Roy, J, McCann, E., Uliaszek, A., Ewing, L., Buckley, R., and the Inlight Student Advisory Committee (2025). Toolkit for Student Engagement in Post-Secondary Mental Health Research. University of Toronto.

Feedback Questions Template

Note: These are *sample* questions – not all questions need to be included, choose which questions are most relevant to you and your project.

Sample Pre-Meeting Survey Questions:

- **What kind of atmosphere are you hoping for during the meeting?**
This question helps gauge the expectations and desired tone for the meeting, ensuring it aligns with students' comfort and engagement levels.
- **Is there anything you are nervous about before the meeting?**
Identifying concerns in advance can help address them proactively and create a more supportive environment.
- **Do you have any questions about the pre-work? About the project overall?**
This ensures that students have a clear understanding of the materials and the project and provides an opportunity to clear up any confusion or uncertainty.
- **What do you hope to achieve by participating in this meeting?**
Understanding students' goals can help tailor the meeting to better meet their expectations and needs. Giving them an opportunity to reflect on this may also lead to a more productive discussion.
- **Are there any specific topics you would like to discuss during the meeting?**
This allows students to have input on the agenda, ensuring that the meeting covers issues that are important to them. It also encourages them to read through the agenda beforehand.

Sample Post-Meeting Survey Questions:

- **Was there any uncomfortable or stigmatizing language?**
This question helps identify and address any issues with language that may have affected the students' comfort and engagement. If appropriate, this language should be addressed in future meetings.
- **How did you feel in the meeting? What was your comfort level?**
Understanding the students' comfort levels can help improve the meeting environment and make future sessions more inclusive and supportive.
- **How do you feel the research currently represents you and your lived experiences?**
This question seeks feedback on the inclusivity and relevance of the research, ensuring it accurately reflects the perspectives of those involved.

- **What were your key takeaways?**

Gathering insights on what stood out to students can help reinforce important points and highlight areas that may need further clarification or emphasis.

- **Now that you know more about the project, what would you want to change/contribute?**

Encouraging suggestions for changes or contributions fosters a sense of ownership and collaboration, making the project more inclusive and dynamic. It can also help to identify future opportunities for student contributions and growth.

- **Were there any points during the meeting where you felt especially engaged or disengaged?**

Understanding these factors can help improve future meetings.

- **Did you feel your contributions were valued and taken into consideration?**

This question assesses whether students feel their input is being respected and utilized in the project.

- **Is there anything that could be improved for future meetings?**

Soliciting constructive feedback helps identify areas for improvement and demonstrates a commitment to continuous enhancement.

- **Do you have any suggestions for making the meeting more inclusive?**

Gathering ideas for inclusivity can help create a more welcoming environment for all participants, and asking this question shows that you genuinely care (provided you take into account the suggestions).

- **Were the meeting materials helpful and accessible?**

This question ensures that the provided materials are useful and easy to understand, facilitating better preparation and participation.