

## 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.

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## 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.