

General Guidelines for Facilitators

- **Send out the agenda in advance** of the meeting, alongside any materials to be discussed - allowing students to review the agenda and/or associated materials, to prepare for the meeting and potentially provide more useful feedback. **Emphasize how each discussion point fits into the project as a whole.** Preparing well for the meeting also helps to show students their time is valued, improving retention for future meetings
- Spend time creating **psychological safety** and be aware of power dynamics between yourself (the facilitator) and group members. Ensure students feel comfortable in the meeting and give a variety of mechanisms to contribute.
 - If possible, allocate some time to **revisit the group norms** that were set during the initial onboarding meeting (ie. norms that were co-created by the students) – to remind everyone of expectations, and to see if they need to be adjusted and/or expanded upon.
 - Give opportunities for **small group discussions** throughout the meeting (eg. 5 minutes to discuss in small groups, followed by 5 minutes of reporting back to the larger group). This can help de-personalize the feedback students are giving and may help students who are hesitant to contribute, particularly to more sensitive topics.
 - **Show students that you care** – having meaningful 1-1 conversations with students or remembering points from past interactions (eg. initial 1-1 onboarding meetings) shows that you care about them as humans. The more you level with students, the more they will level back.
- If possible, **give students opportunities to ‘own’ parts of the meeting.** For example, allocate time where working groups can present their updates to the rest of the group and/or solicit feedback from the rest of the committee. This helps improve engagement in the meeting and can give students a sense of ownership over task they are presenting on.
- If possible, **allocate time at the end of the meeting for feedback.** This could also be done via an anonymous form, collecting feedback over email, and/or mentioning that you’ll stay back after the meeting and are open to any feedback on the contents or structure of the meeting.

- Use **student-friendly language (minimize research jargon)** and create space for both **formal and informal interactions**. For example, reserving some time at the start/end of the meeting for mingling and/or icebreaker questions.
- **Be mindful** of secondary trauma, triggers, stigma, and cultural sensitivities – and politely address inappropriate language if it comes up. Be open-minded and patient, do not get discouraged when there are bumps in the road. Take a collaborative approach to solving problems.
 - **Give students the option to step away**, for example by reserving a ‘quiet room’ during meeting times – where students can sit for a break from difficult conversations.
 - **Have a consistent set of resources available**, such as university health and wellness centres, counsellors, phone services, and other ongoing supports students can turn to if needed.
 - **Use trigger warnings before potentially difficult topics**, giving students the option to step away or avoid the conversation if they don’t feel comfortable.
- If possible, **allocate time at the end of the meeting for feedback**. This could also be done via an anonymous form, collecting feedback over email, and/or mentioning that you’ll stay back after the meeting and are open to any feedback on the contents or structure of the meeting

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Group Meeting Agenda Template

[date] | Meeting Location: [Zoom Link and/or Meeting Room]

Pre-Meeting Tasks

- [task]
- [task]

Topics and Notes

[topic #1]

- [notes]

[topic #2]

- [notes]

[topic #3]

- [notes]

Action Items

Topic	Action Item	Responsible Member(s)	Timeline