General Guidelines for Facilitators

- **Make the purpose of the meeting clear in advance** (if possible, you may even want to share the questions in advance) – the meetings can be fairly short (~15-30 minutes), and optional if students are not comfortable in a 1-1 setting.
  - Generally, 1-1 meetings help to get to know the students as people and understand how you (the facilitator) can best support them during their involvement with the project.
  - It also gives them a space to bring up anything they would prefer to share privately (ideally before the full-group discussion) and is an opportunity to set the tone for the committee and your approach to facilitating it.
- **Acknowledge power dynamics –** Consider who is the right person to run these meetings. There should ideally be as small a power difference between them as possible, so students don't feel intimidated in the meeting.
- **Potential formats –** These meetings can be held synchronously (eg. in a meeting place or via video call), and/or have an option for asynchronous participation (eg. a form students can fill out on their own time – so they have time to decide what they want to share, taking the pressure off the interaction).
- **Take notes** (ie. in this document) or have another mechanism for remembering these conversations. This shows them that you genuinely care about students as people, helping you to connect better in future conversations; and can be useful to refer back to if/when opportunities come up in the future, to identify which students may be interested.
- **Repeat these meetings** throughout the engagement process (eg. start, middle, end) – depending on the length of engagement. 1-1 meetings can be useful touchpoints to gather feedback, gauge how students are enjoying their experience and/or future opportunities they could benefit from, and to improve your (the facilitator's)

1-1 Meeting Agenda Template

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

Topics and Notes

Sample questions

Start of term

- Spend some time explaining the background of the project, why you care about researching it, and how you envision students contributing to it/why student contributions are particularly valuable.
- What are you studying/working on outside of this project?
- What inspired you to join the advisory committee for this project?
- Is there a particular area of the project that interests you/that you would like to contribute to? or that you would like to learn more about?
- What are you hoping to take away from this experience?
- Do you have any concerns with the workload/balancing this role with other commitments? or any upcoming busy periods?
- Is there anything you are particularly nervous or excited about?

Midterm

- Is the experience and/or commitment what you expected it to be? What parts have deviated from your expectations?
- Do you have any concerns with the workload/balancing this role with other commitments? or any upcoming busy periods?
- What is going well so far? What could be improved moving forward?
- Is there a particular area of the project that interests you/that you would like to contribute to? or that you would like to learn more about?
- What can I do, as a facilitator, to support you?

End of Term

- What did you learn from this experience?
- What was your favourite part(s)? What are you most proud of?
- What aspects of the engagement process could be improved for the future? How could we (the project team) have supported you and/or the advisory committee as a whole better?

- Do you have any advice for future student advisors? What would you tell your past self as you started this role?
- Would you like to stay involved with this project, or be contacted for future opportunities? If so, to what extent (eg. just project updates, updates and asynchronous opportunities, future advisory tasks)?

[question #1]

- [notes]

[question #2]

- [notes]

[question #3]

- [notes]