Induction Checklist for Committees with Student Members

For the purpose of this document, "committee" refers to any governance or decision-making body with membership from both students and staff. This may include, but is not limited to: working groups, steering groups, councils, and boards.

Before the first meeting:

Send an **email** to the student(s) that includes:
☐ A formal invitation or confirmation of their position on the committee
☐ Length of meetings and estimated time commitment out of session (if applicable)
☐ Whether the position is remunerated and, if so, the process for administering this
☐ General housekeeping, including:
  ☐ Location of meetings (if on-campus, consider whether student will need card access to get there and, if so, what the access arrangements will be)
  ☐ Appropriate attire
  ☐ Whether meetings will be catered
☐ An explanation of the scope, purpose, and structure of the committee (include copy of Terms of Reference if applicable)
☐ The location that committee documentation will be stored (if using anything other than email or Teams, check that students have access)
☐ Process and contact person(s) for:
  ☐ Communicating lateness/absence
  ☐ Submitting agenda items (if applicable)
☐ Provide contact information for:
  ☐ Committee Chair
  ☐ Mentor (if applicable)
  ☐ Other student members of committee (if applicable)
☐ Meeting schedule – if this has not been set, ensure the student's specific availability is considered
☐ Glossary of key terms or acronyms
☐ Invitation to set up meeting with Chair and Mentor (if applicable) prior to the first meeting (Ideally this will happen after agenda and papers have been disseminated)

Hold an **informal meeting** with student member(s) and Chair, Secretary and/or Mentor to discuss:
☐ Introductions and general welcome to the committee
☐ Explain purpose of mentor relationship and discuss how this will work
☐ Answer any questions the student has about the processes outlined in the induction email
☐ Briefly reiterate scope, purpose, and structure of the committee and explain where it sits within the wider University structure
☐ How to read agenda, papers, and how meetings will be run
☐ Summarise current and ongoing business or projects of the committee
☐ Explain the confidentiality requirements of committee business and explain how confidential materials should be dealt with (including locations of secure waste bins if applicable)
☐ Answer any questions the student has about the content of the meeting papers and agenda
☐ Arrange a follow-up meeting to be held after the first meeting has occurred

USASA Student Voice

During the first meeting:

The **Chair** should:
☐ Introduce the student members to the committee and invite other committee members to briefly introduce themselves and their roles
☐ Reiterate the importance of student voice to decision-making processes and university governance
☐ Ensure that students are given opportunities to give their opinions and take part in discussions

Note: Being singled out to speak up in a room full of staff can be intimidating, especially for students new to these environments, so do not assume that the student is disinterested or disengaged if they decline to comment, as they are likely to be processing the information and forming opinions.

☐ Consider what resources will be provided for support before any specific out-of-session work is actioned to student members (including seeking wider student feedback or consultation)

After the first meeting:

The **Chair** or **Mentor** should follow up with the student to:
☐ Debrief the experience and whether it matched their expectations. This may include:
　☐ Checking whether there was anything they didn't understand or would like further clarification about
　☐ Requesting feedback regarding their role in the meeting, especially with respect to participation and contributions. For example, did they feel comfortable participating or being called on to comment? Was there anything that they wanted to say but did not have the opportunity or were unsure if it is was appropriate?
☐ Thank them for their participation and provide positive reinforcement for speaking up (if applicable)

Things to remember:

☐ The process of developing students to be effective operators in university governance does not end after the completion of this checklist
☐ Be mindful that students may be struggling with imposter syndrome and may need more encouragement and support than junior staff members of the committee would
☐ The greatest threats to student engagement in university governance are role ambiguity and the sense that their involvement or contributions are tokenistic or not genuinely considered.
☐ To ensure that students stay engaged, ensure that expectations are met on both sides and that feedback loops are always closed.

**USASA
Student
Voice**