Cultivating Inclusive Voices: Empowering Student Leaders through Inquiry-Structured Agendas in Feedback Meetings

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Abstract
This research article explores the implementation of inquiry-structured agenda structure in feedback meetings within student voice initiatives. The study aims to investigate the impact of reframing agenda items as questions on meeting effectiveness, participant engagement and satisfaction. Through a mixed-methods approach, the project examines the experiences of student representatives in student voice meetings and their response to the intervention in an entirely student-led and culturally diverse group composition. The findings suggest potential benefits of employing inquiry-structured agenda topics and provide a framework for practical insights in improving procedural structure, meeting dynamics and overall meeting outcomes as a social practice in diverse higher education activities.
Keywords: Feedback Meetings, Student Representatives, Student Voice, Agenda Structure, Inquiry-Structured Topics

Abstract
Students' feedback and input into programme delivery and university experience have been integral aspect to the learning and teaching communities and education governance (Carey, 2013). Gathering student feedback and perspectives through student representation in feedback meetings have been insightful for understanding student needs and aspirations. Academic staff, administrative staff and executive board members receive and act upon feedback through discussion. Topics or themes brought into the meetings represent collective feedback of the cohort based on the relevant academic year and elapsed teaching weeks and activities. The direction and flavour of the meeting can be influenced by the skills and competence of the participants and the tools which facilitate the meeting process (Carey, 2013; Mitra, 2005; Serriere et al., 2011). One central tool which assist the representatives is

the meeting agenda as a platform to provide basis for discussion. Based on the agenda, the meeting minutes can be properly documented and acted upon, responded to and followed up in the succeeding meetings (Krattemnaker, 2007). The main challenge consistently observed is that students have the tendency to write vague or ambiguous list of topics to discuss during the feedback meeting or the student voice (SV) meeting itself, which said meeting is attended only by the student representatives and members of university staff. This leads to queries generated that need to be clarified as to the feedback provided by their peers in the pre-meeting session. It is important to note that having a pre-meeting has also been found to be an effective mechanism to conserve valuable meeting time wherein only important discussions take place (Allen and Lehmann-Willenbrock, 2023). As the meeting process can be time-consuming and unfocused or even frustrating, this can be counter-productive for some agenda items (Kauffeld and Meyers, 2009a). The role of student representatives in this feedback process as key drivers during these meetings emphasizes the need for effective meeting structures to enhance engagement and satisfaction. Insight gained surrounding participants' perspectives surrounding agenda topics written as question statements Krattemnaker (2007) to facilitate meeting objectives and outcomes may shed some light into this renewed practice of reframing agenda as a tool to improve meeting process (Di Virgilio and Ludema, 2009). Effective meeting practices led by student representatives can serve as opportunities for social practice that develops students' leadership skills in the wider context as future leaders in society (Li et al. 2022; Mitra, 2005).

Problem Statement

Published literature on the practice of group meetings are mostly focused on workplace meetings or organisational meetings Allen et al (2022); Bélisle et al (2022); Kauffeld and Lehmann-Willenbrock (2012); Kauffeld and Meyers (2009a); Niederman et al (2008); and have not been able to explore dynamics within student groups. Some relevant input from published work have employed a more controlled meeting platforms and may lack cultural diversity as most student populations would comprise (Allen and Lehmann-Willenbrock, 2023). According to existing research, structuring tactics Niederman et al (2008) and agenda constructs Krattemnaker (2007) can be applied to meeting practice which would be helpful for groups to improve the meeting outcomes. Exploring innovative approaches, such as employing inquiry-structured agenda topics would be of significance in developing group leaders, including student representatives in university settings, to enhance the experience of student participation in student voice feedback meetings (Mitra, 2005; Serriere et al., 2011).

As universities increasingly prioritise student engagement (Millican, 2014), there is a pressing need to address this research gap and explore strategies that go beyond conventional meeting frameworks to enrich the quality, inclusivity, diversity and equality of student interactions and contributions in these crucial forums (Mercer-Mapstone et al., 2017).

Research Objective

This study aims to address a significant gap in the current literature by investigating the impact of using inquiry-structured agenda topics on the dynamics of student group meetings within the university settings. Specifically, the research will explore how these innovative strategies can contribute in the development of emerging group leaders, and promote inclusivity, diversity and equality in student interactions and contributions during student voice feedback meetings. This study will also examine student-identified strategies to

improve meeting outcomes and address developmental needs, with a focus on group processes.

Research Question: How does the implementation of inquiry-structured agenda topics influence the dynamics of student group meetings in university settings?

This study will examine the potential impacts on meeting effectiveness, participant engagement, and satisfaction, with a particular focus on how this approach supports the development of emerging group leaders and promotes a more inclusive, diverse and equitable environment for student interactions and contributions in student voice feedback meetings.

Literature Review

Published work on strategies employed during workplace meetings to explore the level of effectiveness include Mansfield et al (2018) which documented employees' experiences of standing in normally seated meetings and Allen et al (2022) which explored the need for recovery after workplace meetings along with meeting satisfaction (Rogelberg et al., 2010). Other influential work includes Zhang et al (2018) which explored the phenomenon of surface acting in meetings that are positively related to the presence of higher status attendees in these meetings.

Universities have taken an active role in activities and processes which consider students' views and feedback to influence institutions' decisions and actions. The collective views are pooled and discussed through collaboration with student representation as an opportunity for students to engage as partners in the wider context of their education (Carey, 2013). In this current study, students are encouraged to give feedback through meetings with university staff on teaching delivery and learning experience. However, it has been observed that during these feedback meetings, students have the tendency to raise vague and ambiguous issues to be discussed. This leads to queries that could potentially be misunderstood Kauffeld and Meyers (2009a) which in turn, leads to meetings that are time-consuming, ineffective and can be counter-productive for some agenda items. Investigating methods to enhance feedback meeting structures and promote more effective student engagement could significantly contribute to the improvement of equality, diversity, and inclusion, in developing leadership in students in higher education institutions (Quaye et al., 2019).

Studies report that there are many factors influencing the meeting effectiveness and outcomes. One element which impacts meeting structure is the agenda itself (Bélisle et al., 2022). Niederman *et al* (2008) elaborated further on the three levels of structure tactics on meeting level, activity level and microprocesses which lead to successful meeting outcomes within an organisation. This work will focus on the highest level of structuring tactic which includes the agenda. The process can be very complex; however, implementing small changes to the agenda may generate further ideas in this area of research. The purposeful change to the agenda is to suggest students to rephrase the list of topics they launch during the SV meeting as questions statements (Krattemnaker, 2007). Inquiry-structured agenda statements can be more descriptive, direct, and focused which in turn, may help meeting participants be better prepared for the discussion of the meeting plan (Bélisle et al., 2022; Krattemnaker, 2007). As a result, a well-structured agenda may improve engagement and satisfaction among meeting participants (Bélisle et al., 2022; Krattemnaker, 2007).

In the local context, limited research has been done on ways to improve effectiveness of a meeting in higher education context. A study by Puteh and Habil (2011) addressed placing expectations on the universities to perform competently in their core business of teaching and learning by prioritising student evaluation as a critical component in attaining information to guide improvement. It is therefore important for this current study to explore ways to improve student feedback meetings to enhance the quality of higher education academic programmes.

Theoretical Framework

The theoretical framework section introduces a theoretical model that combines elements of student-centred education Carey (2013), meeting management and communication theories. It proposes that employing inquiry-structured agenda topics in feedback meetings, can encourage constructive discussions Lehmann-Willenbrock et al (2017), encourage solution-oriented thinking Kauffeld and Meyers (2009) and enhance participant engagement and satisfaction.

Methods
Meeting platform to implement developmental practice

Students' feedback and input into programme delivery and university experience have been integral aspect supporting agenda structure framework during feedback meetings, referred to as student voice committee (SVC) meetings within the university, was the focus of this study. Ethics approval was obtained for this work. Developmental practice towards implementation of inquiry-structured agenda structure was suggested for SVC meetings across the various programmes of study within the university. The activities outlined in this study were student-led; allowing students autonomy and discretion on how they reframe or restructure their upcoming SVC meeting agenda items. Student leaders were asked to reframe agenda topics from items or statement to agenda topics as questions or inquiries. Some brief guidance as to the mechanism of reframing agenda topics were provided to the student leaders. For example, as described from the literature Krattemnaker (2007); modifications to written statement – "office space allocation"; would be written as "what are the factors to be considered when deciding on a need for office relocation". During the briefing, participants were assured the activities are self-governing and their unbiased appraisal through observations and reflections were gathered. The impact towards meeting outcome and dynamics was explored following this renewed practice.

Participants from Student Voice Committee

Study participants include SVC reps who have been selected to represent student cohort (ratio of 1 student rep for every 8 student peers) to discuss collective feedback on pertinent matters regarding student learning and academic life experience. Student representatives are elected by the student cohort to represent their peers in relevant activities – including providing and discussing feedback during the student voice committee meetings. Discussion among student reps is led by a chairperson and a secretary during student voice committee meetings. There are 2 SVC meetings being held in a semester for each study programme, including pre-university and undergraduate studies for degrees programmes. Collective feedback is gathered from the student cohort through Google forms and feedback are elaborated and refined during pre-meeting sessions among student representatives. Drafting of the meeting agenda shall be carried out by SVC chair and

secretary. SVC meeting shall commence on stipulated date and time. This work describes input or responses gathered through data collection surrounding the initiation of the practice of restructured inquiry-structured agenda as early synthesis for further development of the practice in the next SVC meetings.

Data Collection and Analysis

Explorative approach to understand participants' views, satisfaction and engagement towards developmental practice in agenda structure and meeting facilitation commenced shortly after the students' respective feedback meetings. Input from voluntary responses to the validated questionnaire was obtained; followed by semi-structured personal interviews. The access link and quick response code or QR code to the online questionnaire launched through Microsoft forms was distributed to the meeting participants shortly after their respective feedback meetings to allow participants timely recall of their meeting experience. The online questionnaire instrument was selectively based on a validated tool intended for measuring meeting effectiveness (Bélisle et al., 2022). The online questionnaire had 12 items with 2 items for demographics, 3 items looking into meeting structure, 4 items on group cohesion, 4 items on participants activities and section for open-ended feedback. Quick response data collected from the questionnaire acquired baseline response towards meeting satisfaction from diverse independent SVC meetings held during the duration of this study. Further in-depth qualitative data were sought during semi-structured personal interviews. Recruitment for volunteers for these interviews were recruited through email communication. The interviews were conducted through Zoom online meeting platform and interview transcripts processed accordingly to obtain more extensive view of their meeting experience, their role as SVC members, meeting engagement and effectiveness of the outcome. Descriptive analysis of meeting minutes, while exercising discretion, was also incorporated into this work to support input from survey and interviews; and thematic analyses were performed on the qualitative data obtained through interview and open-ended feedback to understand the contribution and areas for improvements of this developmental approach Di Virgilio and Ludema (2009) towards meeting outcomes.

Analysis and Discussion

Insights from consolidation of activities from four (4) separate events for SVC meetings were included in this study. Each of those meetings were led and attended by distinct groups of student leaders who implemented the practice of using inquiry-structured agenda format in its inception to discuss matters pertaining to their cohort's feedback. A total of 38 respondents to the survey link with representation from various study programmes in the university is shown in Figure 1.
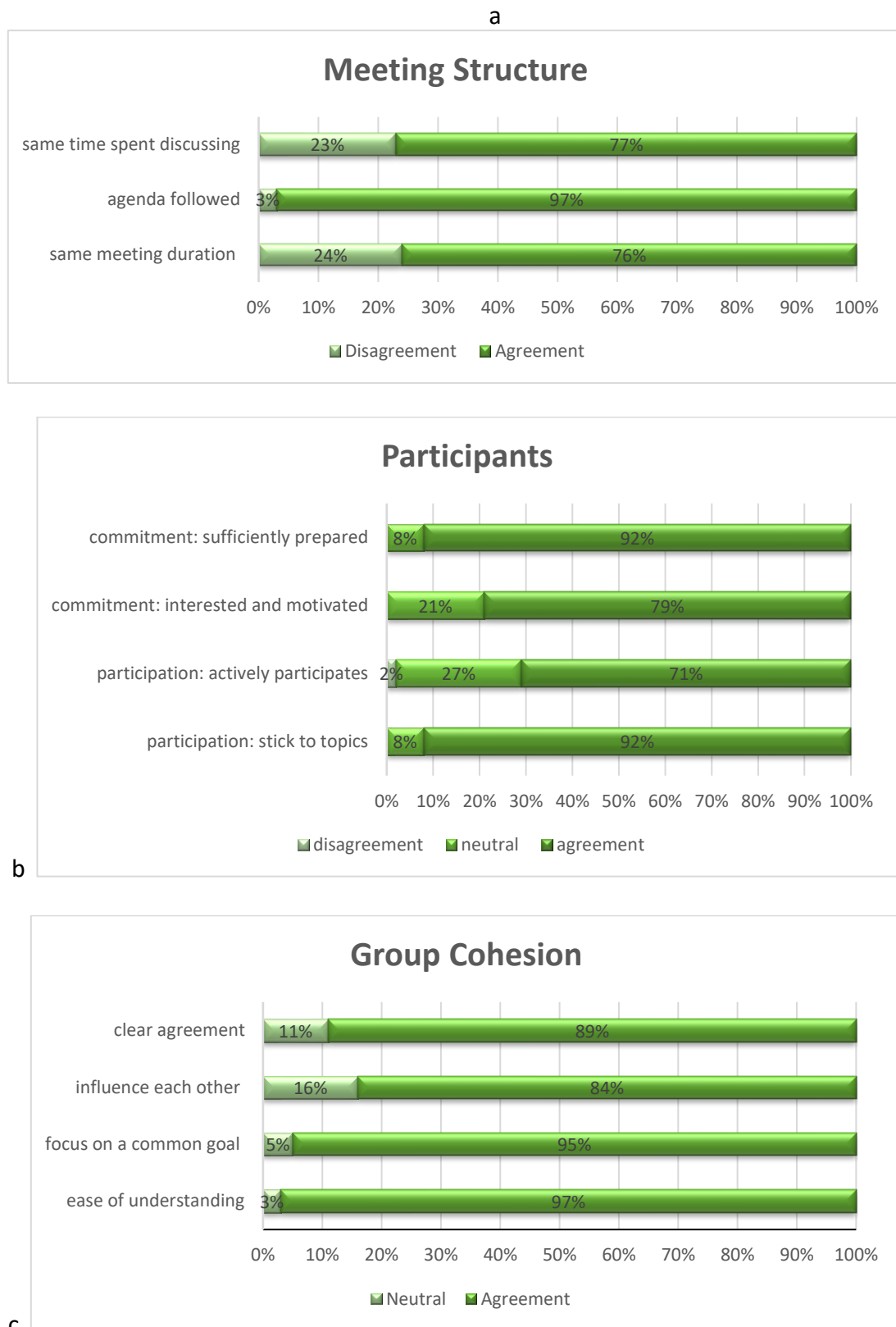
Figure 1. Survey responses on aspects of meeting structure (a), themes related to participants (b) and themes regarding group cohesion (c). (a) Responses to '*the meeting generally follows an agenda*'; '*amount of time spent discussing inquiry-structured agenda items compared to list of topics – less time, same amount of time, more time*'; '*do you think*

the duration of the meeting was too short, too long, or just right". (b) Responses to 'participants' commitment to the meeting: '*participants seem interested, motivated and sufficiently prepared to ensure meeting go smoothly*'; and '*participation during meeting: participants stick to meeting topics, and discussions do not drift*'. (c) Responses to '*meeting yield clear agreement among participants on the actions to be taken*', '*participants are able to influence each other during the meeting and agree on actions to be taken*', '*participants focus on a common goal during the meeting*' and '*agenda topics when written as questions are easy to understand and discuss*'. Participants' study programme and year of study (n = 38): Student representatives from various degree programmes and members of staff responded to the online survey.

Participants' views on aspects regarding meeting structure (Figure 1a) when inquiry-structured written agenda has been implemented have been encouraging that the agenda is followed and that this practice, for the most part, has not negatively affected the meeting duration. One of the open-ended feedback items from the survey stated that:

'The meeting duration was alright, and I found that we did not really go off topic, the discussions were quite straight to the point and actions were decided on quite promptly'.

The response from the participants regarding the domains of participation of their members during the meeting (Figure 1b) and group cohesion (Figure 1c) have also been encouraging; especially in terms of ease of understanding and focusing on a common goal. Some of the open-ended feedback items supported this further, including the responses such as:

'The meeting duration was alright, and I found that we did not really go off topic, the discussions were quite straight to the point and actions were decided on quite promptly'. "Noticed that inquiry-based agenda topics led to more focused discussion on solutions rather than a general overview on the topic" and "I think question-based agenda gives a clearer view on what the students are asking for and what the staffs can respond to that'.

As illustrated above, respondents' feedback revolves around the positive sentiments on aspects of meeting structure, efficiency, and productivity, with some specific suggestions from open-ended feedback for improvement related to representation, meeting duration, and communication. Participants generally express satisfaction but also highlight areas where the process can be enhanced.

In our study's exploration into the shift towards an inquiry-structured agenda in student voice meetings, the thematic analysis across four participants further reveals a collective positive sentiment towards this evolving framework. Summary points from thematic analysis of the interviews with four participants reveals several key themes related to the transition to an inquiry-structured agenda in student voice meetings. Each participant provides valuable insights into their experiences, perceptions, and challenges within this evolving framework shown in Table 1.

Table 1
Main themes of Findings from Interviews

Main Theme: Transition to Inquiry-Structured Agenda in Student Voice Meetings
Participant 1: • Positive feedback on inquiry-structured agenda • Enhanced interaction • Meeting effectiveness • Challenges and suggestions • Role of training • Continued use of inquiry-structured system **Participants 2 and 3:** • Student feedback and concerns • Student voice meetings • Challenges and concerns • Future outlook and improvements • Implementation of inquiry-structured agenda • Staff and student relationship **Participant 4:** • Positive evaluation of inquiry-structured agenda in student voice meetings • Google form and feedback collection • Student involvement in agenda creation • Meeting experience and interaction • Challenges in student participation • Minutes and documentation • Training and support • Application of inquiry-structured format outside student voice meetings • Future meetings and suggestions
Cross–Participant Insights
1. **Positive Reception of Inquiry-Structured Agenda:** • All participants express positive feedback on the shift to an inquiry-structured agenda, noting improvements in focus, efficiency, and solution-oriented discussions. 2. **Challenges in Student Participation:** • Shyness and decreasing proactiveness among students pose challenges in collecting comprehensive feedback and maintaining engagement. 3. **Training and Support Needs:** • Suggestions for enhanced training sessions to empower student representatives and improve their facilitation skills during meetings. 4. **Applicability Beyond Student Voice Meetings:** • Participants recognize the potential applicability of the inquiry-structured format in other contexts, such as society meetings, for more focused discussions. 5. **Increased Interaction and Improved Meeting Flow:** • Participants note an enhancement in interaction and meeting organization, contributing to a positive meeting experience. 6. **Frequency of Meetings Impact:**

> - Increased meeting frequency is observed by some participants, leading to considerations about content availability and the need for ongoing training to collate more feedback despite shorter range of period.

The thematic analysis demonstrates a generally positive response to the adoption of an inquiry-structured agenda in student voice meetings. Challenges in student participation and ongoing training needs highlight areas for improvement. The findings provide valuable insights for further refining the implementation of the inquiry-structured approach, ensuring continued effectiveness and student engagement in decision-making processes.

Participant 1, in the role of the chair, underscores the efficiency and improved focus resulting from the inquiry-structured system, fostering solution-oriented discussions, and enhancing interaction among course representatives. Nevertheless, challenges emerge, particularly in the unfamiliarity of first-year students with the renewed system, prompting suggestions for increased training and empowering group representatives to take a more active role.

Participants 2 and 3 further emphasise the theme of student feedback and concerns within the inquiry-structured agenda. The use of anonymous Google forms emerges as a prominent tool for collecting diverse student opinions. Concerns range from attendance issues to broader aspects of the student experience, creating a comprehensive feedback landscape. Additionally, the participants highlighted aspects such as the structure of student voice meetings, emphasising the importance of detailed meeting minutes and effective documentation in tracking ongoingdiscussion, challenges in maintaining student proactiveness and the need for continuous training to support student voice feedback meetings.

Participant 4 provides valuable insights, noting a positive evaluation of the inquiry-structured approach. They observed an increase in reponses, despite ongoing challenges with student shyness and busy schedules. However, challenges remain in maintaining student engagement; a responsibility typically handled by the chair and secretary. Despite these challenges, particpants acknowledged improved meeting flow and increased interaction, which indicates a positive shift in student voice meeting experience. The inquiry-structured agenda showed consistent potential for broader application, through targeted solutions and tools needed to ensure comprehensive feedback and student leadership.

A cross-participant analysis brings to light several shared insights. The positive reception of the inquiry-structured agenda is consistent, with participants recognising its potential application beyond student voice meetings. Challenges in student participation, including shyness and decreasing proactiveness, underline the need for targeted solutions to ensure comprehensive feedback. Training and ongoing support emerge as critical elements for the effectiveness of Student Voice Committees. While the increased meeting frequency is noted, considerations arise regarding content availability and the necessity for continuous training. Overall, the thematic analysis offers a nuanced understanding of the multifaceted implications of the transition to an inquiry-structured agenda in student voice meetings.

In the study's direction towards effective implementation of the inquiry-structured agenda use in student voice committee meetings, a framework for improvement shown in Table 2 for document analysis from selected meeting minutes and action logs from various student voice meetings during the duration of this study. Insights from framework for improvement further enhances the development of renewed practice during feedback meetings.
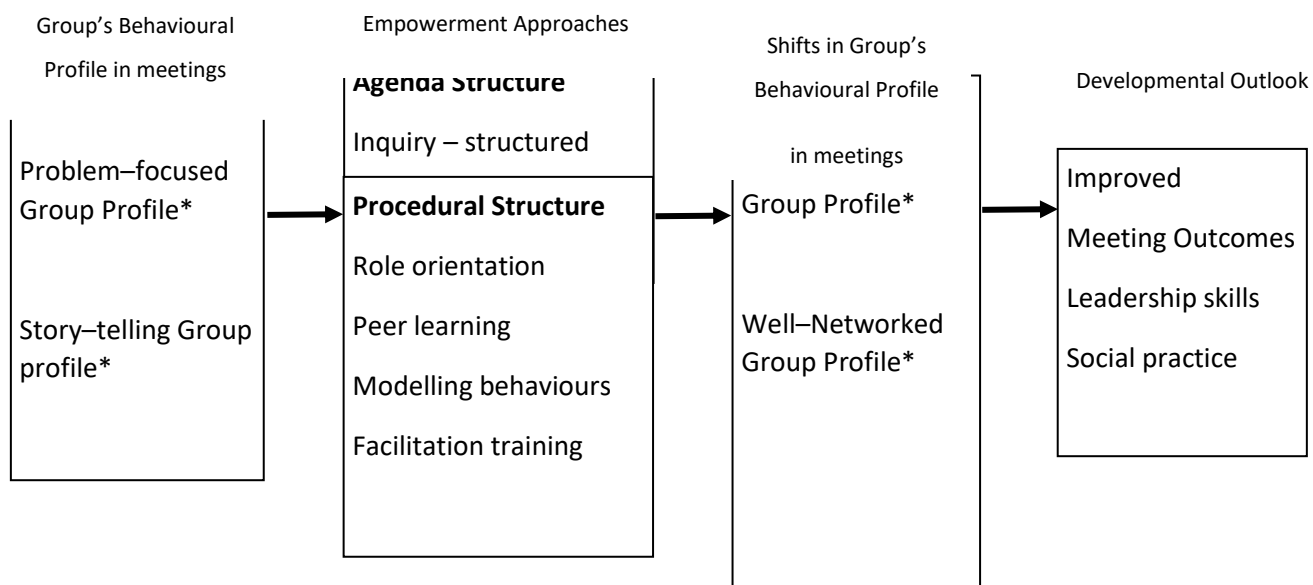
Table 2
Framework for Improvement of Student Feedback Items and Action Points from Meeting Minutes

Issue or concerns	**Reframed** or **Reformulated** into **Inquiry-Structured format**	**Solutions** and **Achievements**
Discussion on course syllabus	How can we assist student with course syllabus aligning with students' interests and career goals?	Highlighting aspects during induction week
Addressing student concerns	How can we create a supportive environment where students feel comfortable sharing their concerns and actively work to address them?	Implemented a virtual suggestion toolbox on *Canvas* communities' page
Updates on classroom technology	What technology tools and resources can we provide to students to facilitate learning and promote active participation?	Advocating response app; Interactive platform such as *Vevox*; *LearnSci* resources
Enhancing student support services	How can we improve student support services to ensure all students receive the assistance they need to thrive academically?	Clear signposting to opportunities available to students
Promoting Diversity and Inclusion	What initiatives can we implement to foster a diverse and inclusive campus culture that celebrates and embraces students from all backgrounds?	Peer buddy system; Teambuilding activities; deliver remote sessions

From activities and outcomes illustrated in Table 2, the responses from staff and administrative departments of the University were streamlined to cater the specific needs of the students based on clearer understanding of the feedback provided from SVC meetings. This results to constructive discussions to achieve goals of responding to student feedback (Carey, 2013; Lehmann-Willenbrock et al., 2017).

From the findings in this work, a framework to enhance student voice initiatives in terms of improving meeting outcomes and social practice is shown in Figure 2. The dynamics of SVC meetings and the behavioural profile Allen and Willenbrock (2023) has shifted from more issue-focused or problem-focused to a more solution-oriented approach as agenda topics (Table 2) are written in a more constructive matter and meeting outcomes have been improved.

Figure 2. Student leaders' empowerment framework to enhance student voice meeting structure and dynamics. Shifts in group's behavioural profile* (Allen & Lehmann-Willenbrock, 2023) can be observed when student leaders are supported through improvements in meeting agenda and procedural structure, which in turn, reflects improved meeting outcomes and social developments.

Group's Behavioural
Profile in meetings

Empowerment Approaches

Shifts in Group's
Behavioural Profile

Developmental Outlook

Agenda Structure

Inquiry – structured

in meetings

Problem–focused
Group Profile*

Procedural Structure

Group Profile*

Improved

Meeting Outcomes

Role orientation

Leadership skills

Peer learning

Well–Networked

Social practice

Story–telling Group
profile*

Modelling behaviours

Group Profile*

Facilitation training

Conclusions

The results of this study indicate that activities within the student voice initiatives were positively impacted and developed through the guidance and support towards improvement of meeting dynamics and outcome. More specifically, most participants expressed positive feedback towards the inquiry-structured agenda, noting improvements in focus, efficiency, and solution-oriented discussions Kauffeld and Meyers (2009a); Lehmann-Willenbrock et al (2017) within the SVC meetings held across various programmes of study and academic year levels. Student representatives conveyed that there was clarity of agenda topics, ease of understanding during discussion and efficiency of the meeting process; followed by improved outcomes and reliable documentation of meeting minutes, which are important aspects to consider when conducting meetings (Niederman et al., 2008).

This study makes a significant contribution to the existing body of knowledge by integrating inquiry-structured agendas into student feedback meetings. Theoretically, it builds on the frameworks of student-centred education and meeting management theories by demonstrating how inquiry-structured agendas can encourage more constructive discussions, promote solution-oriented thinking and enhance participant engagement and satisfaction. By focusing on the specific context of student voice initiatives in higher education, this research highlights the practical implications of employing structured agendas as tools at the meeting structure level to improve the effectiveness of feedback meetings, with a particular emphasis on group processes.

The findings suggest that this approach empowers student leaders by providing a clearer, more focused discussion platform, and enhances the inclusivity and equality of student participation. Additionally, the use of structured agendas and relevant tools facilitates better access to information and encourages more active participation. This research bridges the gap between theoretical concepts of student engagement and their practical application, contributing valuable insights for educators and administrators aiming to promote inclusive and participatory educational environments while fostering youth leadership. By structuring the feedback process, students are empowered, and their voices are effectively heard, leading to a more inclusive and collaborative educational culture.

Strengthening Student Representative Roles

Themes arising in this study suggest establishment of commitment and attentiveness of the participants on their student representative roles Carey (2013) which were being strengthened, in part, through this renewed practice of inquiry-structured agenda use during meetings. Chairs of SVC meetings shared that they were able to capture and communicate cohort feedback more efficiently for these meetings. Guidance in terms of structurisation of meeting has been explored in this work, with focus on agenda format (Krattemnaker, 2007; Niederman et al., 2008). As suggested interventions Niederman et al (2008) can be applied to three levels of structuring tactics of the meeting process, in turn these can influence organisational decision and action. The highest level of structuring tactics being the meeting agenda, then activities within the meeting, followed by micro-processes such as facilitation (Krattemnaker, 2007; Niederman et al., 2008). This study primarily looked at the level of meeting agenda Krattemnaker, (2007) to improve quality of agenda (Niederman et al. 2008), to correlate with subsequently future work on other influencing factors to enhance facilitation and leadership (Carey, 2013; Mitra, 2005).

Validation through Participant Views and Satisfaction

Views and satisfaction of the participants of the meeting process as measured through validated tool Bélisle et al (2022); Niederman et al (2008) demonstrated SVC meetings can further reiterate the importance of these applied activities as contributing to the larger picture of social practice in educational institutions (Li et al., 2022).

Educator Role and Social Practice Enhancement

Interestingly, students expressed that support from staff facilitators in their response to feedback topics can further improve engagement and satisfaction towards the goals of student voice meetings. As highlighted Carey (2013), student engagement in activities of course representation is influenced by relationships and interactions between students and staff, referred to biography in the systems of influence. In this work, student feedback that is communicated efficiently, well-received and accordingly acted upon; have impacted the overall constructive discourse during the meetings (Kauffeld and Lehmann-Willenbrock, 2012; Kauffeld and Meyers, 2009b; Lehmann-Willenbrock et al., 2017). Staff facilitators and educators, therefore, have pivotal role to play in developing student leaders and enhancing their participation in social practice (Allen and Lehmann-Willenbrock, 2023; Kauffeld and Lehmann-Willenbrock, 2012; Kauffeld and Meyers, 2009b; Lehmann-Willenbrock et al., 2011; Li et al. 2022; Serriere et al., 2011; Zijlstra et al., 2012). It is important to note that student representatives in their role during SVC meetings, also communicate to student union within the wider teaching and learning communities. This emphasises the importance of providing student representatives with a platform for social practice, recognising them as stakeholders in university governance (Carey, 2013; Li et al., 2022; Mitra, 2005).

Learning from Seniors and Leadership Modelling

Students also highlight they learn from seniors on how to perform and execute their roles in student voice (Zijlstra et al., 2012). As highlighted by Allen and Lehmann-Willenbrock (2023) and Lehmann-Willenbrock *et al* (2017), a group leader can model behaviours for good practice which influences the group with increased frequency of interaction. In improving this social practice, the renewed practice of agenda structure and meeting facilitation enables educators to enhance students' social practice on student voice and to develop young leaders'

developmental skills (Li et al., 2022; Mitra, 2005; Zijlstra et al., 2012). Furthermore, enhancing the quality of higher education has a direct impact on the societal influence of student graduates in their career progression (Donald et al. 2018).

Summary

Meeting discussions, as analysed in this study, show the impact of an inquiry-structured agenda for inclusive dialogue. Educators play a crucial role in training students to use the inquiry-structured agenda model as discussed in this study. In line with Mercer-Mapstone and Bovill (2020), this study emphasises transparent decision-making by providing platforms for students to voice their opinions, encouraging fairness and equity. This transparency in addition to the commitment to inclusion, laid the foundation for respectful interactions, validating diverse contributions and cultivating mutual understanding in student feedback meetings.

Implications of the Study

The practical implications of the study's findings suggest that student leaders gain benefit from assisting tools and skill set through training and development for student voice initiatives and meeting management (Bélisle et al., 2022; Niederman et al., 2008). This study emphasizes the potential of employing inquiry-structured agenda topics Krattemnaker, (2007) to enhance meeting effectiveness Bélisle et al (2022); Niederman et al (2008); Niederman and Volkema (1996), promote meaningful participation, and increase participant satisfaction of being heard (Mitra, 2005). It is important to note that the context of this work is within a group that is entirely student-led and therefore, support provided to the meeting is pivotal to the meeting outcomes. Within dynamics of peer learning and educator support, as well as organisational support, this sustained practice further develops facilitation skills, decision-making skills and social interaction which improve student welfare and experience and perceived value of social practice (Li et al., 2022).

Recommendation and Future Directions

To strengthen student voice initiatives in alignment with higher education goals, it is recommended for universities to provide accessible tools, guidance and ongoing training for educators, school administrators and student representatives. A multi-faceted picture of the meeting dynamics can be achieved through focus group discussions (Krueger, 2000). Moreover, enhancing the meeting processby incorporating inquiry-structured agenda topics can facilitate constructive discussions and promote collaborative and inclusive meeting environment (Allen and Lehmann-Willenbrock, 2023; Lehmann-Willenbrock et al., 2017). These steps empower participants and contribute to the overall success of student voice initiatives in higher education institutions.

Future strategies for improving student voice initiatives involve diversifying feedback mechanisms and providing continuous professional development opportunities for educators and administrators. These can be complemented by mentorship programs to create a supportive environment for effective student representation and empowerment. Key steps to reinforce the impact of integrating student voice into the curriculum, promote collaborative community partnerships, and advocating for institutional recognition.

As technology continues to play a pivotal role in communication, exploring virtual platforms can meet the needs of the diverse preferences of students, enhance access and participation. Ongoing research and evaluation efforts will help refine and adapt these

initiatives to meet the evolving needs of the student body, promote a dynamic culture of inclusivity and openness within higher education.

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