



Nova Scotia Teachers Union

FINAL REPORT

AD HOC COMMITTEE ON INCLUSION OF EQUITY-SEEKING MEMBERS

*Provincial Executive Meeting
March 30, 2023*

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FINAL REPORT

AD HOC COMMITTEE ON INCLUSION OF EQUITY-SEEKING MEMBERS

Background

At their February 25/26, 2021, the Provincial Executive considered a recommendation from the Governance and Policy Committee to form an Ad Hoc Committee. The goal of the ad hoc committee to investigate means of greater participation in the governance structure of the organization for equity-seeking members.

D. Read/I. LeBlanc/CARRIED

THAT THE PROVINCIAL EXECUTIVE FORM AN AD HOC COMMITTEE ON
INCLUSION OF EQUITY-SEEKING MEMBERS.

AD HOC COMMITTEE ON INCLUSION OF EQUITY-SEEKING MEMBERS

I. Mandate

The Committee Shall:

- a. investigate barriers to participation of equity-seeking Members in the governance structure of the NSTU;
- b. survey Members to identify barriers to participation; and,
- c. make recommendations to the Provincial Executive regarding increasing participation of equity-seeking Members.

II. Composition

- a. The Committee shall consist of five (5) Members appointed by the Provincial Executive.
- b. Every reasonable effort will be made to ensure the Committee Membership consists of the following:
 - i. the Chair of the Governance and Policy Committee;
 - ii. the Provincial Executive liaison to the Equity Committee; and,
 - iii. three (3) additional Members who have demonstrated leadership in equity issues.
- c. The Committee shall have two Staff liaisons, one assigned to equity issues and one assigned to governance.

III. Meetings Required

It is anticipated that the Committee can fulfill its mandate in three (3) meetings.

The Ad-Hoc Committee on Inclusion of Equity-Seeking Members met on the following dates in order to fulfill its mandate: November 8, 2021, December 13, 2021, February 14, 2022, October 3, 2022, December 16, 2022, and March 27, 2023.

There was a certain amount of flux in the Committee composition between its inaugural meeting and the writing of this report due to the time required to fulfill the mandate. Original Committee composition: Jorge Saldana (Chair), Nancie de la Chevotière, Adam Martin, Myla Borden (Provincial Executive Liaison to the Equity Committee), Mike Jamieson (Provincial

Executive Member and Chair of the Governance and Policy Committee). Final Committee composition: Adam Martin (Chair), Cynthia Thibodeau, Myla Borden (Provincial Executive Liaison to the Equity Committee), Jo-Leigh MacPhee (Provincial Executive Member and Chair of the Governance and Policy Committee).

Fundamentally, the mandate of the Ad Hoc Committee was to conduct a survey of NSTU Members to identify barriers to participation in the Union and then make recommendations to the Provincial Executive regarding increasing participation of equity-seeking Members. Early on, the Committee recognized the importance of connecting in person to solicit information from Members. Following discussions at the Committee level, a recommendation was forwarded to the Provincial Executive requesting funds to enhance participation in gathering data through in-person dialog. Ultimately, this culminated in the maiden rendition of the Encourage, Engage, and Evolve Summit in the fall of 2022; with involvement from all 22 Locals of the Union.

This report will outline the methodology of the survey, give key findings from the data gathered, and make recommendations for the Provincial Executive's consideration. Appendix A contains the survey questions, Appendix B contains the tabulated responses to select survey questions, Appendix C has the agenda for the first ever Encourage, Engage, and Evolve Summit, Appendix D has the feedback from the summit, and Appendix E has a summary of the Recommendations from the Ad Hoc Committee.

Survey Methodology

The survey was developed in consultation with and guidance from colleagues at the Canadian Teachers' Federation. Only aggregated data was shared with the NSTU. The survey was voluntary and distributed to all NSTU Members for participation. The survey was intentionally short, with only 12 questions to answer. Because of the sensitive nature of many of the questions posed, each question within the survey was also voluntary, Members could skip any individual question. Many of the questions offered dropped down, pre-determined response options but also gave the opportunity for individuals to self-identify as appropriate. In voluntary surveying, a response rate of 5% or better is considered to provide meaningful data; however, some identified sub-group response rates were too low to allow comparisons to the whole population.

A total of 728 Members responded to the survey, a response rate of approximately 7.75% of the Membership. Responses were received from every Local and Regional within the Union. The survey tool allowed for the data to be sub-aggregated into separate groupings to allow for greater analysis of the data. Throughout the report, results will be presented from the overall responses received as well as sub-aggregated responses from self-identified groups divided by gender, BIPOC, sexual orientation and sexual identity, Acadian, and persons with a disability. It is also important to note, that within the data, intersectionality would exist among these sub-categories.

Demographics and Self-Identification

Basic questions regarding home Local, number of years in teaching, and how the individual self-identifies were asked. Responses were received from every Local and Region. Responses were received from new teachers to seasoned veterans. Individuals self-identified with a variety of responses.

When asked: “Which of the following currently reflects your identity? (Check any and all that apply.)”, individuals were given a choice with the ability to write in a response if they did not see themselves captured in the descriptors. It is important to note that individuals were allowed to check more than one box, so numbers and percentages do not add up to 728/100%. Table 1 gives the responses to this question:

Table 1: Self-Identification Entire Respondents

Response	Number of Responses	Percentage of the Whole
Woman	535	76.9%
Man	144	20.7%
Non-Binary	14	2.0%
Two-Spirited	2	0.3%
Lesbian	18	2.6%
Gay	18	2.6%
Bisexual	24	3.4%
Straight	225	32.3%
Transgender	4	0.6%
Queer	32	4.6%
African Nova Scotian	19	2.7%
Black	13	1.9%
Mi'kmaw	12	1.7%
Métis	26	3.7%
Indigenous	7	1.0%
Racialized	16	2.3%
White	483	69.4%
Acadian	86	12.4%
Person with a disability	54	7.8%
Is there another equity-deserving, or identity group you would like to add? (For example, religion, newcomer, linguistic minority, etc.)	52	7.5%

The 52 individuals indicating other equity-deserving, or identity groups were various religions (Catholic, Christian, Jewish, non-Christian), various races, ethnicities or countries of origin (Asian, South Asian, Caribbean, Polish, British, Egyptian, Gael, Irish, Ukrainian, Middle Eastern, etc.), a few other sexual identities (asexual and pansexual), a few linguistic minorities (French, French Canadian, and unspecified linguistic minority), and specific disabilities (learning

disability, ADHD, anxiety disorder, chronic pain, etc.). Individuals also indicated such things as parent, single parent, rural, come from away, and substitute teacher living in poverty when given the option to expand on how they self-identify.

See Chart 1 for a graphic representation of the self-identification.

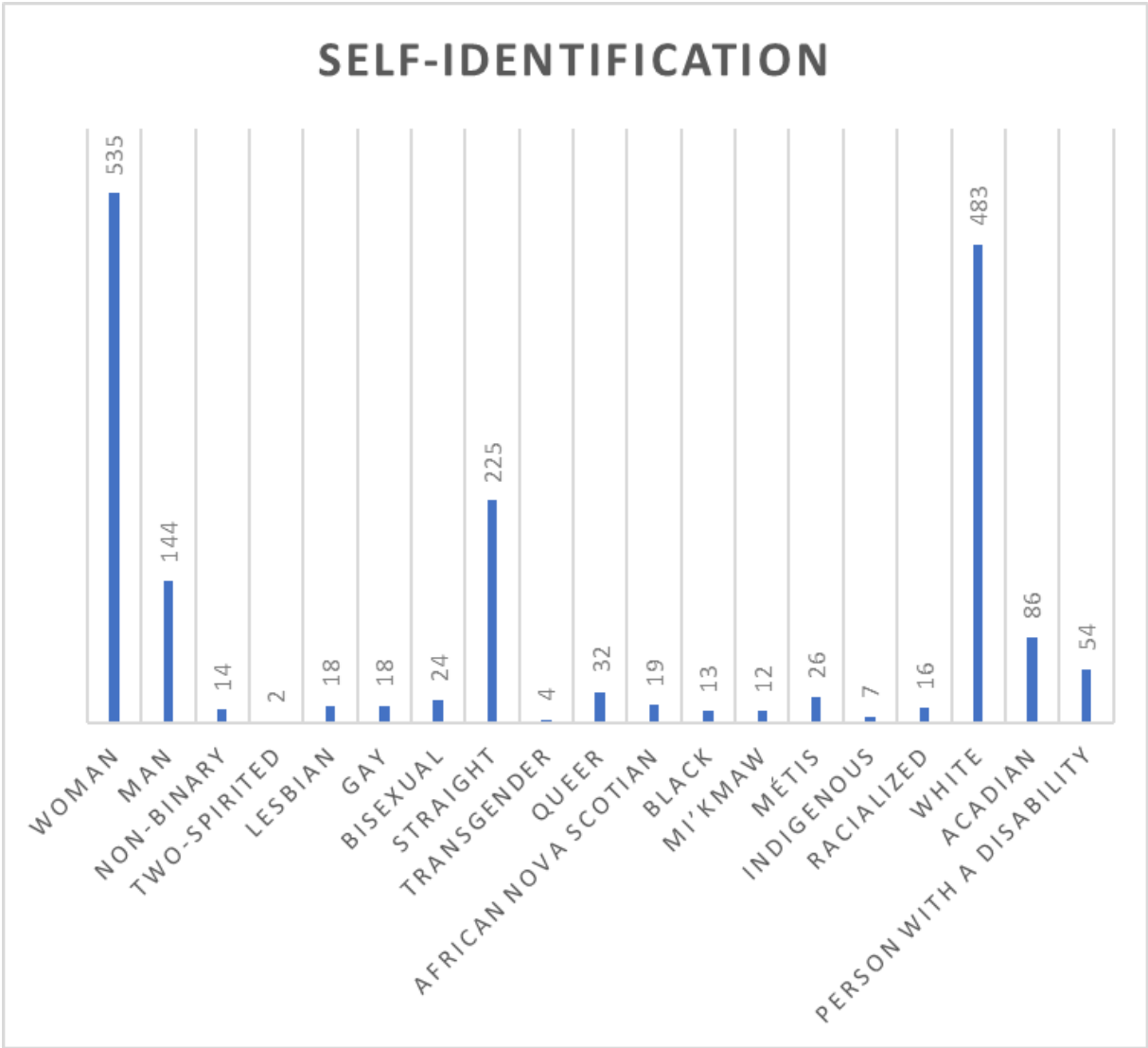


Chart 1: Self-Identification

It is difficult to make generalizations for groupings below a certain response rate. From the responses received, the data was sub-aggregated into several categories to help the analysis. The data was sub-aggregated to identify responses from those identifying as a Woman and those identifying as a Man; the response rate of those identifying as a gender other than woman or man was too low to form generalizations. A group categorized as BIPOC, including those who responded as identifying as one or more of the following: African Nova Scotian, Black, Mi'kmaq, Métis, Indigenous, and Racialized; and a group categorized as 2SLGBTQAI+

who responded as identifying as one or more of the following: non-binary, two-spirited, lesbian, gay, bisexual, queer, and transgender. Further, the data was sub-aggregated for those identifying as Acadian and those identifying as being a Person with a Disability. See Chart 2 for a graphic representation including these sub-categorizations. It is important to note that the numbers from Chart 1 cannot be simply added to make the numbers in Chart 2 as individual respondents were encouraged to answer “any and all that apply”. This means that individuals may have checked both African Nova Scotian and Black or both Mi’kmaw and Indigenous, or indeed both Black and Mi’kmaw. When creating the sub-aggregated category of BIPOC a filter was used to capture all those who answered one or more on these menu choices. It is also important to note that individuals may have been inadvertently excluded from the BIPOC category as a number of respondents indicated “other equity-deserving or identity groups” and indicated that they are of Asian ancestry or Caribbean descent. So, if these individuals did not also indicate one of the choices in the menu of options, they would not be captured in the BIPOC filter of the sub-aggregation. A similar note would apply for the sub-aggregated category of 2SLGBTQAI+, the numbers cannot be simply added and some respondents may have been missed as they preferred to write in an answer as opposed to using a drop down menu.

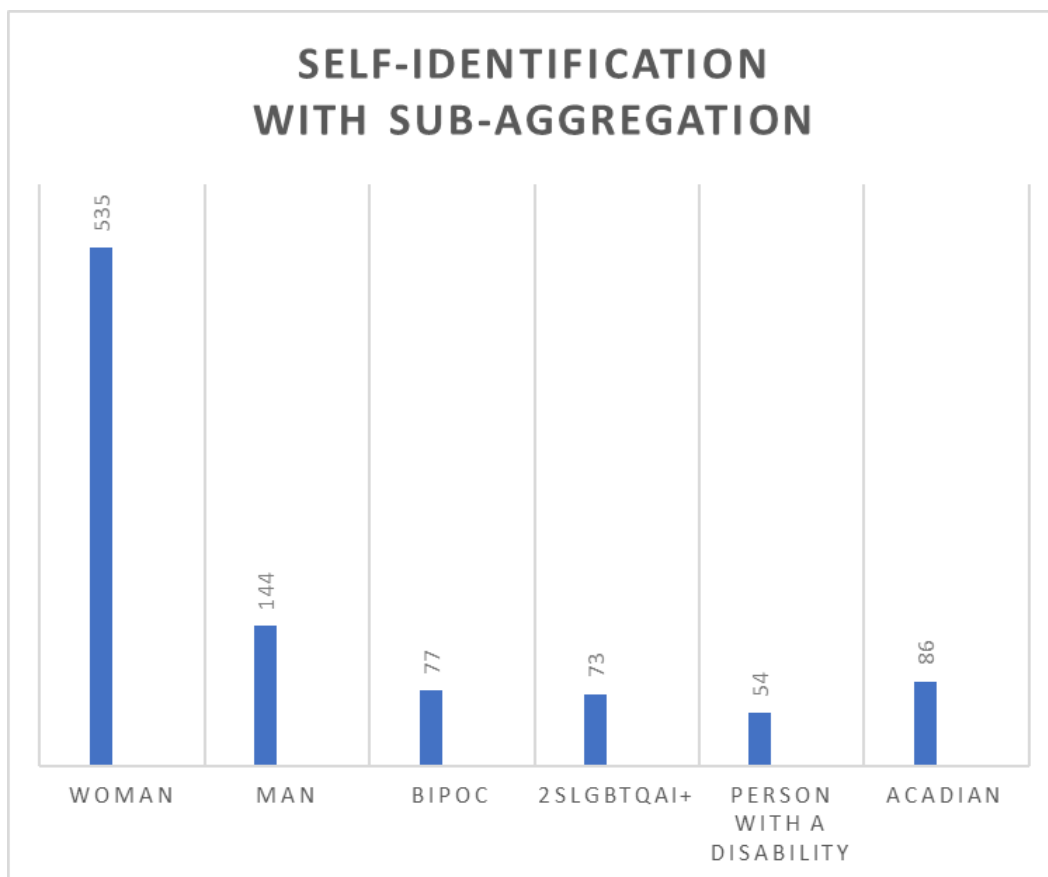


Chart 2: Self-Identification by Sub-Aggregated Categories

NSTU Event Participation

A question (question #5) was asked regarding participation at NSTU sponsored events. The question posed was: “In your years of teaching, which NSTU meetings, events, and programs did you engage with (check any and all that apply)”. Tabulated responses for the whole group and sub-aggregated categories can be seen in Appendix B, Table 1.

When viewing participation in NSTU events and activities through a gender lens there is fundamentally no difference in response in the data supplied by those identifying as a Woman or as a Man. There are not enough respondents to generalize to those individual not identifying as either a woman or a man as their gender. Where the response rate differs by 10% or greater it is relatively safe to say that there is a significant difference in how sub-aggregated groups responded to a given question as compared to the whole group. Chart 3 gives a graphic representation of the participation through a gender lens.

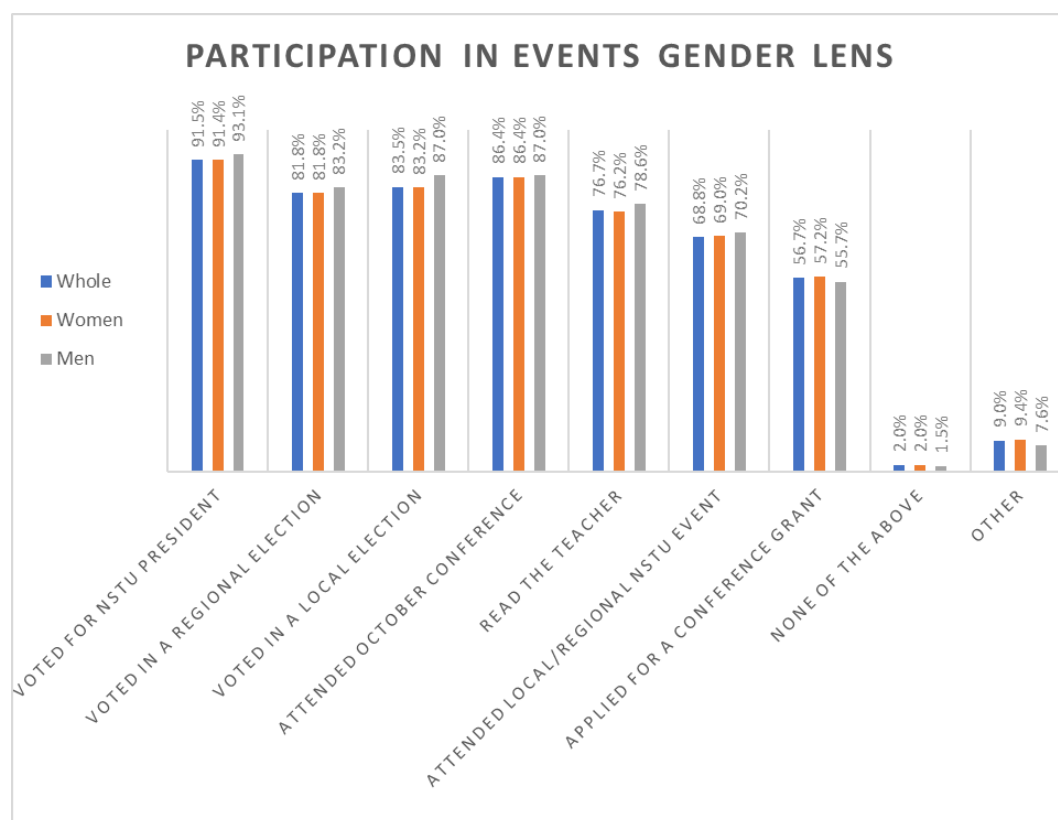


Chart 3: Participation in NSTU Sponsored Events Through Gender Lens

When viewing the participation rate through a BIPOC lens there are a few points of interest. In all cases participation rate is the same or lower than that of the whole group and in some cases significantly lower. It is important to note that because of the nature of data gathering the statistical significance is difficult to ascertain; however, it does indicate the need for further study. Chart 4 gives a graphic representation of this data.

Again, a threshold of 10% or greater is used to identify areas of significant difference in

response rates. This threshold is met in voting Regionally, voting Locally, and in reading *The Teacher*. Either deeper surveying or follow up conversations and/or focus groups may help to discern the reasons for these differences.

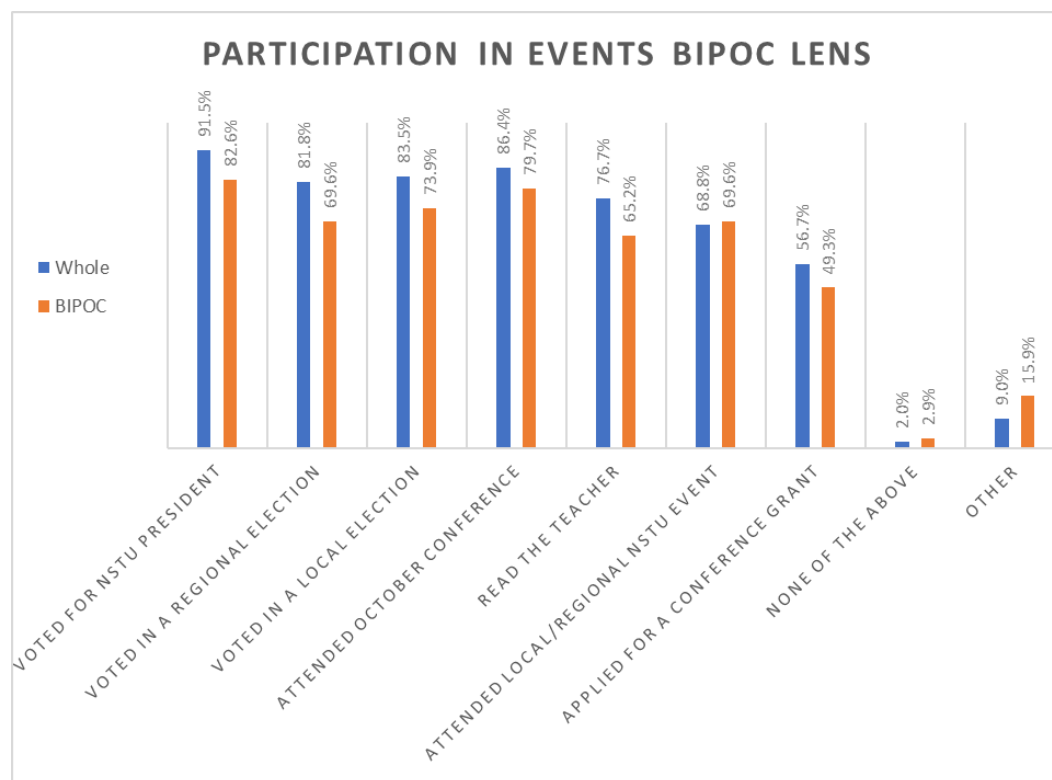


Chart 4: Participation in NSTU Sponsored Events Through a BIPOC Lens

When viewing the participation rate through a 2SLGBTQAI+ Lens there is only one activity that meets the 10% threshold of differing from the whole group and that is in making application for a conference grant. Chart 5 gives a graphical representation of this data.

When viewing the data through a Person with Disability lens only one activity came close to meeting the threshold of greater than 10% difference (attended a Local/Regional NSTU Event) and participation was at a higher level than the whole group. Chart 6 gives a graphical representation of this data.

Finally, when viewing the participation rate through an Acadian Lens there is no activity that meets the 10% threshold of differing from the whole group to show a significant difference in response. Chart 7 gives a graphical representation of this data.

In terms of participation in NSTU sponsored events there are only slight differences between the whole group and responses from the sub-aggregated groups. Deeper study and better publicity may be required.

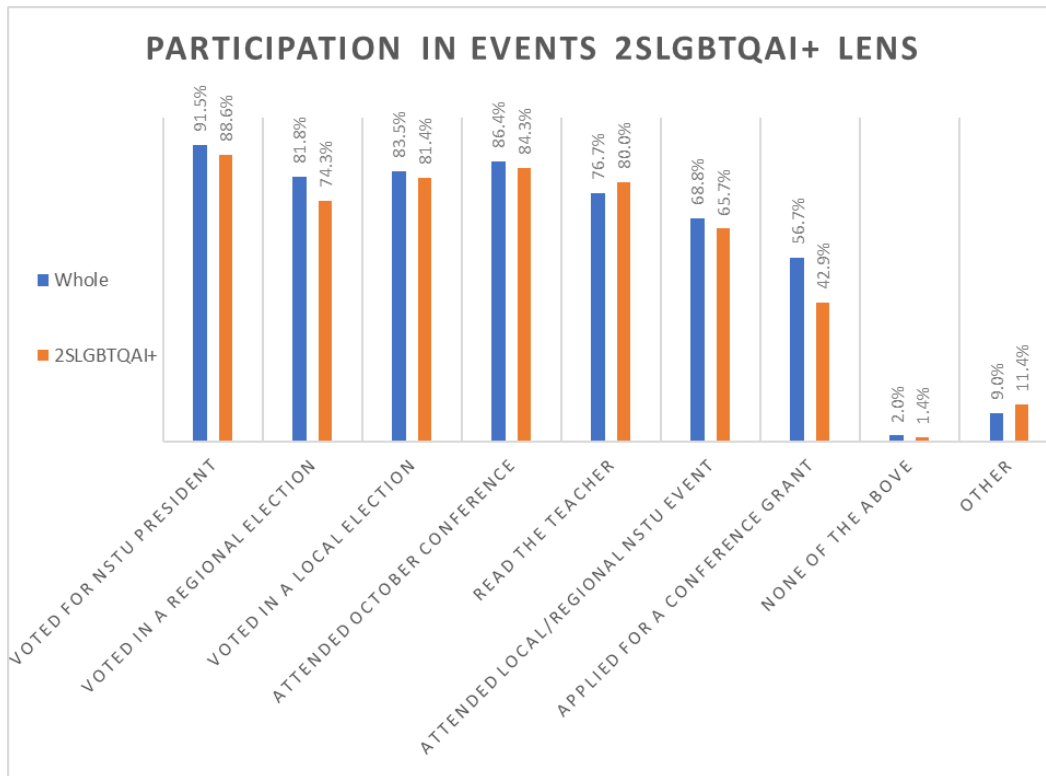


Chart 5: Participation in NSTU Sponsored Events Through a 2SLGBTQAI+ Lens

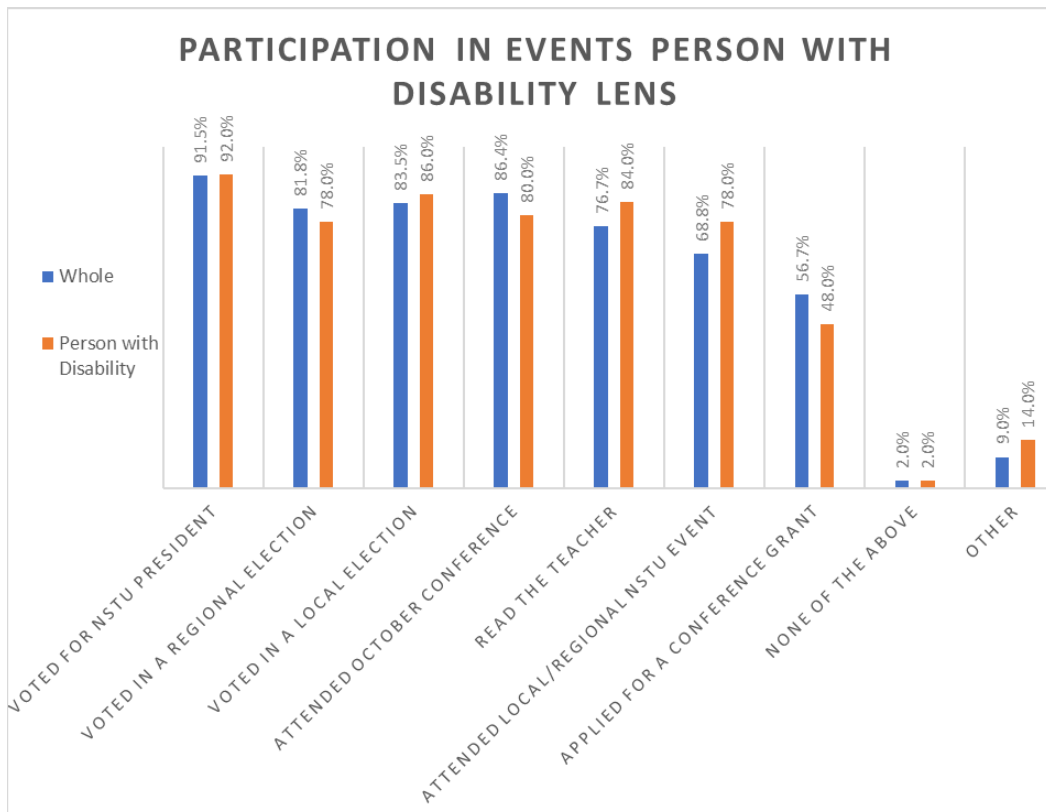


Chart 6: Participation in NSTU Sponsored Events Through a Person with a Disability Lens

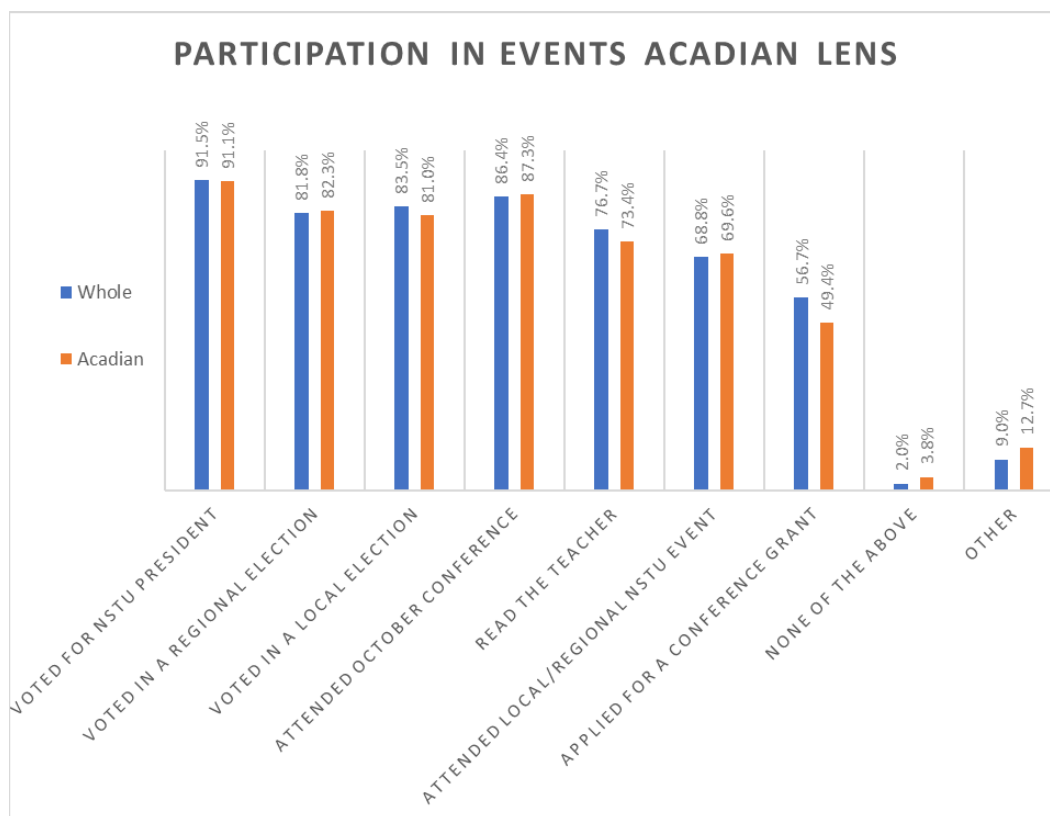


Chart 7: Participation in NSTU Sponsored Events Through an Acadian Lens

Activity in NSTU Leadership

A question (question #6) was asked regarding activity as an NSTU Leader. The question posed was: “Have you ever put your name forward for, or held a leadership role in the NSTU? (check any and all that apply)”. Tabulated responses for the whole group and sub-aggregated categories can be seen in Appendix B, Table 2.

When viewing activity in NSTU leadership through a gender lens it is difficult to generalize for those not identifying as either a woman or a man. When comparing those identifying as a Woman and those identifying as a Man there are differences in response, using the 10% threshold as a guide for significance, each of the types of activities would indicate a significant difference other than serving as a Provincial Executive Member. Serving as a Provincial Executive Member is so specialized that the almost triple response by Men can be seen as being significant. It is also clear that men are more willing to put their name forward to stand for office. It is important to note that the majority of respondents and the majority of the profession identify as women, a marked difference between the responses of the whole group and the responses of those identifying as women would be difficult to ascertain. Chart 8 gives the graphical representation of this data.

When viewing activity in NSTU leadership through a BIPOC lens individuals from the BIPOC sub-aggregate are as active as others in leadership roles within the NSTU as seen in Chart 9.

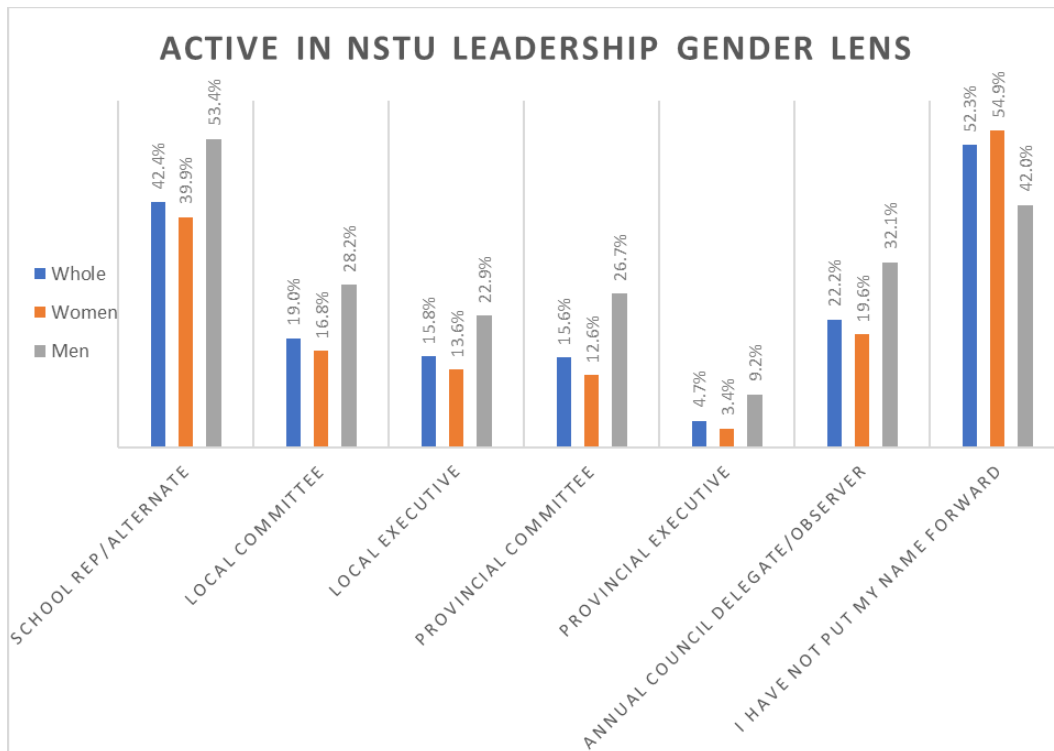


Chart 8: Active in NSTU Leadership Through a Gender Lens

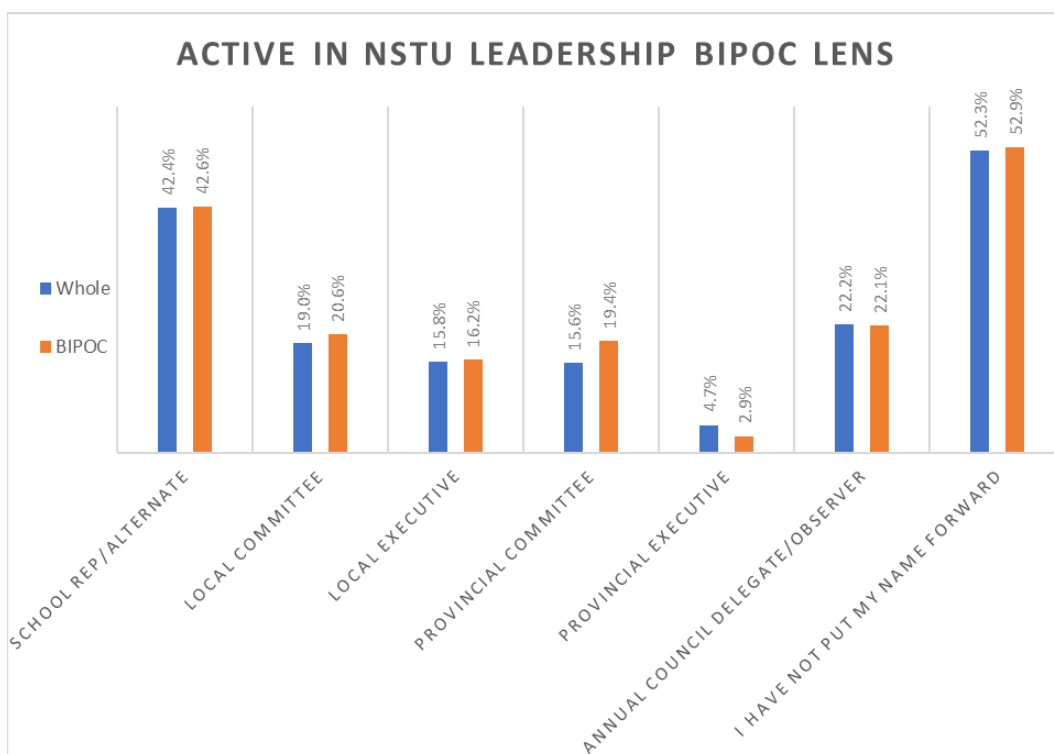


Chart 9: Active in NSTU Leadership Through a BIPOC Lens

When viewing activity in NSTU leadership through a 2SLGBTQAI+ lens none of the responses

meet the 10% threshold to indicate a significant difference between this sub-aggregated group and the group as a whole.

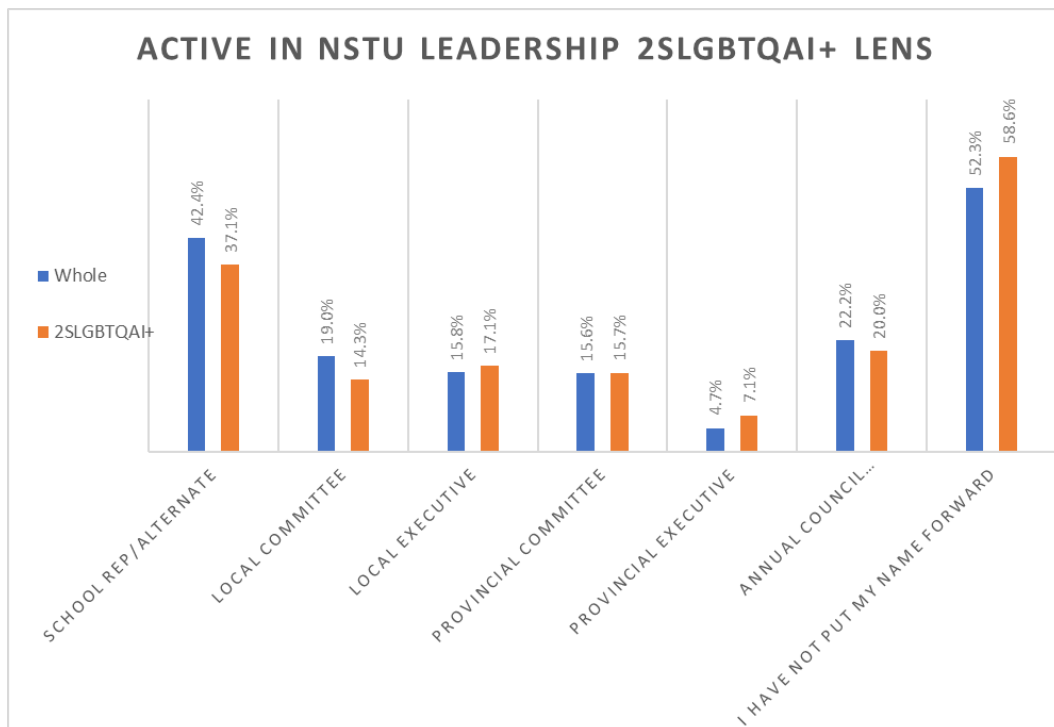


Chart 10: Active in NSTU Leadership Through a 2SLGBTQAI+ Lens

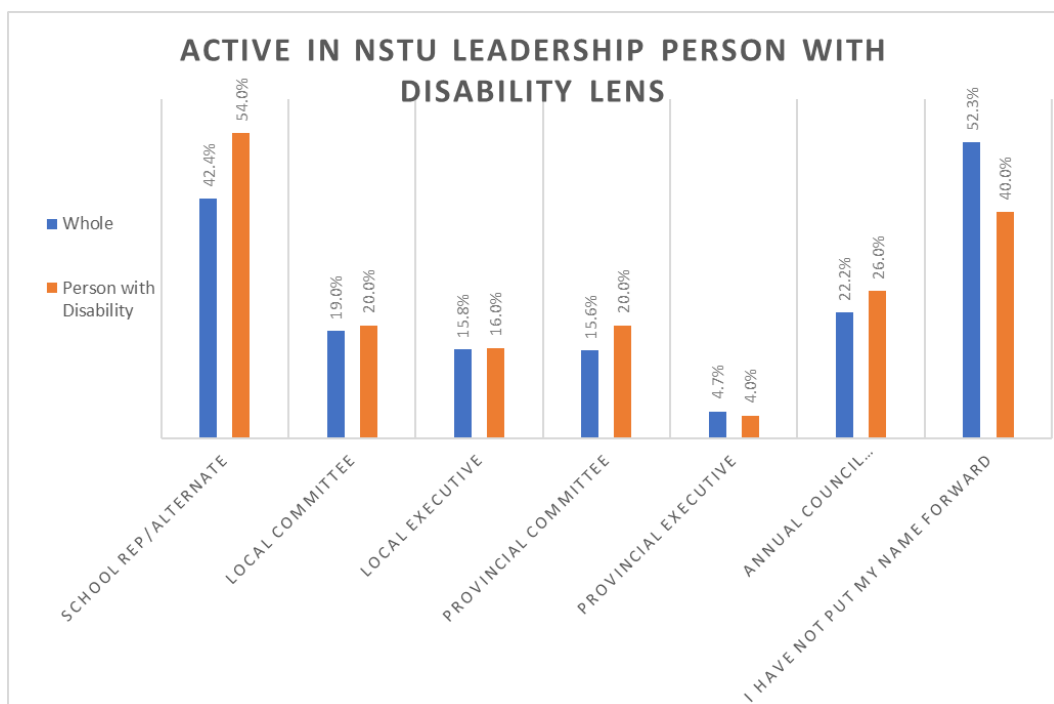


Chart 11: Active in NSTU Leadership Through a Person with a Disability Lens

When viewing participation in NSTU leadership through a Person with Disability lens only one form of leadership met the threshold of greater than 10% difference (School Rep/Alternate) and participation was at a higher level compared to the whole group. Chart 11 gives a graphical representation of this data.

Finally, when viewing the data through an Acadian Lens there is fundamentally no difference in activity in NSTU Leadership for those identifying as Acadian compared to the whole group as can be seen in Chart 12.

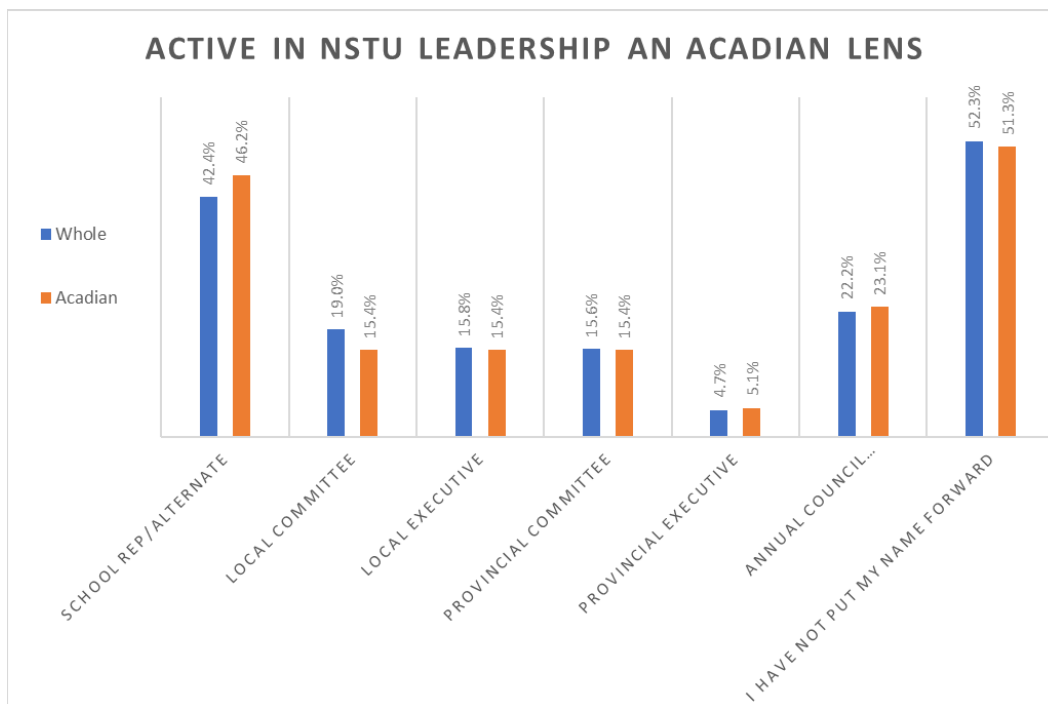


Chart 12: Active in NSTU Leadership Through an Acadian Lens

Barriers to Participation/Involvement

The very simple question (question #7) “Have you experienced barriers to participating, or being involved with the NSTU?”, was ask in the survey. Tabulated responses for the whole group and sub-aggregated categories can be seen in Appendix B, Table 3. Chart 13 gives a graphical representation of this data.

Clearly, those identifying in the sub-aggregated categories as women, men, and BIPOC individuals responded in the same fashion as the whole population. The result here for the gender difference does not correspond clearly with the data from question #6 where women tended to be active in leadership at a lower rate than their male counterparts. Also clearly, those from the sub-aggregated group of 2SLGBTQAI+ appear to experience barriers at about one and a half times the rate of others. Further, those from the sub-aggregated group Person with Disability indicated barriers to participation at well over twice that of the whole; though, the results from participation in activities and activity in leadership would indicate the opposite.

Finally, those identifying as Acadian appear to experience barriers to participation/involvement at a lower rate than others.

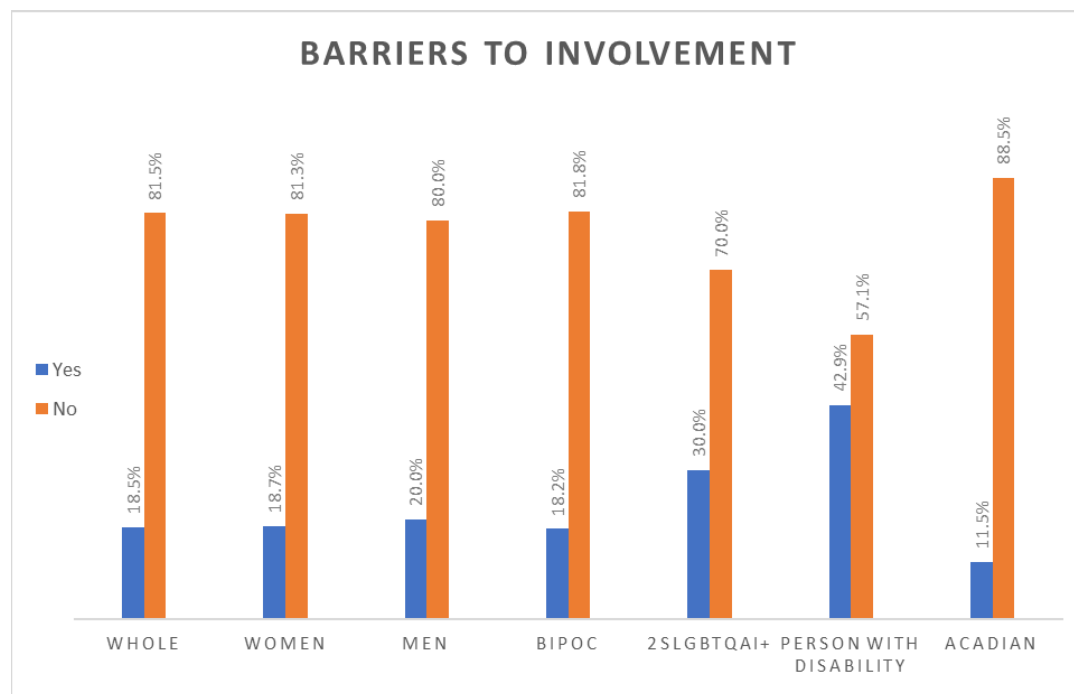


Chart 13: Barriers to Involvement for the Whole Group and Sub-Aggregated Categories

Even though not everyone experiences barriers to involvement with the NSTU, every category indicates some level of barrier to participation. Respondents were asked to articulate on these barriers and to suggest possible ways to reduce these barriers.

There are generic barriers that would affect any Member from taking on voluntary duties or participating in voluntary events. However, the survey responses also indicated some barriers that may be seen to specifically effect equity-deserving Members at a greater rate than others. When asked to (question #8) "... describe what has limited your participation, including any barriers you have experienced." there were a few main themes. Work-Life balance or time commitment, accessibility or accommodations, lack or ineffective communication, and inner circles or a sense of belonging were often cited as reasons for lack of involvement and/or barriers to participation.

Work-life balance or time to volunteer after teaching all day was a common theme as barriers to participation and involvement. This is true for all Members and a sampling of responses are given below highlighting the inability to give time to the NSTU as an organization or participate in NSTU activities.

A lot at the beginning of my career required an NSTU email. Teaching, being in school and having a personal email, I did not want to have a fourth.

I do not have the time - lack of prep time at work and increased teacher responsibilities means making choices to preserve my mental health. My family time will always take precedence.

Lack of time and lack of space (previous members have already taken positions as school reps).

Manager/Boss does not have a clear process and procedure for how employee workload and caseload will be adjusted if an employee were to take on a paid or unpaid position with NSTU; already struggling with multiple barriers.

Having meetings outside of the workday. Many people have a second job, families, other commitments.

Exhaustion. Over 200 students per year, no time to do reports, demands, demands, demands. There's nothing left.

*Il est parfois plus difficile pour les enseignant.e.s de salle de classe, surtout si le poste demande de s'absenter de l'école, surtout les dernières années avec un grand manque de suppléance.
(loosely translated to: It is sometimes more difficult for classroom teachers, especially if the position requires time off from school, especially the later years with a great lack of support.)*

Accessibility and accommodations, including issues such as geography, physical accessibility to location of meetings, accommodating disabilities, childcare, etc. were frequently quoted as barriers to participation and involvement. Though some responses here would be generic to any member several responses are more specific to some of our equity-deserving Members. A sampling of responses is given below.

The lack of childcare in my region and the centralization of NSTU activities to the city.

Childcare - it is difficult and costly to find childcare for evening meetings. It is difficult and costly to find childcare to be able to travel to Halifax for multiple – day in person meetings. Hard to cover up front costs of travel for young teachers or substitute teachers.

Sometimes it has been challenging to find childcare while attending NSTU events. It has been challenging to make it to meetings on time, as the NSTU does not cover subs but traveling from Digby and leaving after

school makes arriving on time for a 6:30 start very challenging.

No hybrid options for meetings (I am chronically ill and want to keep my social connections limited to the school), and no communication from union rep. No disability representation at the executive level to discuss.

People wear strongly scented laundry soap, perfume, scented hair products, etc. and they meet in locations that have scented products. The things listed above give me migraines, slow down my thinking and make me nauseous for up to a day or two after exposure. But NOBODY cares about this issue, except people who are made sick by scents & chemicals.

Not knowing the accessibility of the locations where social gatherings, meetings, etc. are being held including but not limited to washrooms, parking, large groups that would be difficult to manage in a wheelchair.

I teach in rural, information sessions etc. are held 1.25 hours away. Local meetings are 45 mins away.

Lack or ineffectual communications was often cited as a reason for not getting involved with the NSTU. Sample responses are given below.

No school union rep to communicate union info.

Lack of information that is accessible to those who don't know where to look, have dyslexia, and/or attention deficit. I would like to participate, but I am unsure of the time commitment and if I can participate while working full-time and being a parent to three children.

Asked a question that led to a suggestion for how the local could reach and engage with members who do not use the older social media platforms regularly. Took 3 years and numerous promptings for the suggestion to come to fruition. I am unsure if this was an equity issue or a lack of will and/or resistance to change.

The union does not do a great job at communicating what roles in the union look like or how to get them. The website is not easy to navigate, and I imagine it is worse for someone with a learning disability.

I find the NSTU organization to be very confusing – when I secured a term position, my rep didn't know what to do and everything seemed to be her responsibility but she either didn't have training or didn't attend such training. Newcomers suffer because of this.

I usually find out after the fact and/or my life is too busy to attend additional events so it seems like a chore.

One theme of barriers that is likely felt more strongly by the NSTU's equity-deserving Members is that of not having a sense of belonging, cliques, old-boys-clubs, etc. Welcoming spaces and the need to make everyone feel valued was highlighted by many respondents. A sampling of responses is given below.

I feel that it is very hard to "get in" with those members who are much more active and knowledgeable. I feel there is a bit of an old members club, not against any particular group but between those who are very active members and those who are not. This division makes the union much less effective and less powerful as an organisation. I don't feel this is an equity issue in as much as it is an outreach or communication issue.

Honestly, being a queer and ND educator often at the forefront of equity issues has been exhausting. I have been harmed so many times by this system that my tank has been empty for additional commitments. I value unionism deeply and hope to become involved — but the question of where I find the energy or time remains.

Not having to prove myself to white men.

My local executive is both high school and male dominant – submitted my name a few times for standing committees when there were nominations sent out at the NSTU but was never selected and/or invited to become a member of said Committee.

Not being taken seriously. It tends to be people who have been doing it for years. And also feel outnumbered by men in the union, even though it's a female-dominated profession.

Same people putting their names forward, shuffling roles in local executive.

I don't find many NSTU spaces welcoming in genuine ways. It is surface and performative.

Not feeling welcome to participate. Scolded by union members for not volunteering right. Scolded and warned when work to rule was in place for entering to use the washroom before start time. Feeling as a female that my voice is somehow less important.

Being a marginalized person, I have never felt safe enough to voice my concerns or welcome in spaces due to a lack of acknowledgement of pronouns, acknowledgement of the Land meetings are held upon (in my experience). Also, the participation of the Union in events like Pride has been so sparse, that it looks and feels performative.

Barriers to leadership positions because I am a woman.

Our local is a very small group of folks who are not overly welcoming to those that they view as outsiders. Historically, they are also the most critical and unprofessional group of educators I have met, who cling to their positions as some sort of power.

The infighting and negativity of membership during our labour dispute caused many, including myself, to rethink our participation.

There seems to be an "in crowd" that acts as an unintentional barrier to folks on the outside.

The survey then asked about possible ways to reduce these barriers, the question asked (question #9) "What suggestions do you have that would help equity-deserving members to become involved in leadership positions?". The following include several suggestions.

Actively seek to engage members who are equity-deserving. People often only become involved when someone has invited them.

I was fortunate enough to have been mentored by local union members, who were active in the union, which gave me confidence enough to put my name forward and learn as much as I could about representing others at the local and provincial level of the NSTU.

More programs that target them. Inviting them to see how the union works so they can know how to get involved.

I think that in order to truly support members who are in diverse groups, the NSTU needs to partner with local organizations. If various groups aren't represented, then those groups should be consulted and supported in other ways. For example, the NSTU could partner with organizations to hold events and PD. If we want those groups to engage with the NSTU, then the NSTU needs to reach out and engage with those groups. Then perhaps members in those groups would be more willing to get involved if the NSTU proves it's a safe place.

I think having queer-centric committees, workshops, or events would be

helpful to show that the NSTU supports LGBT+ teachers who have historically (and presently) faced homophobia, biphobia, and transphobia.

Accepting those that are struggling to have a voice, to actually listen when they speak or encourage their engagement. Their seems to be a group getting into different levels as a position of power. I don't feel like my voice would be heard.

Educate educators about white fragility, microaggressions, idioms that are harmful and gaslighting. When we share our experience(s) about racism, discrimination and other-isms, we want to feel heard and understood not hear excuses and backpedaling or 'something similar happened to me' from someone who has not experienced racism.

Have reserved spaces for them so there are definitely people represented.

Designate positions that have to be filled by elementary school and representatives of diverse groups on local executives and provincial committees and staff.

All conversations must be open, honest, willing, and respectful.

Build community and be present. Have New Member events, socials, and support for new teachers, above and beyond. We need community right now.

Communication is key – figuring out how to reach equity-deserving members and help to engage them. Specific seats designated for equity-deserving members may help.

Having positions set aside strictly for marginalized folks. Acknowledging past harms. Providing transparent solutions/corrections to past harms. Providing education opportunities for folks outside of marginalized communities so marginalized folks aren't always being asked to do more work.

Encourage, Engage, and Evolve Summit Summary

The Encourage Engage Evolve Summit 2022 (EEE Summit) brought together teachers from across the province and provided an opportunity for engagement on topics and points of interest for members of the BIPOC (Black, Indigenous, and People of Colour) community. This event was the first of its kind for BIPOC members to gather provincially and engage in professional development, along with opportunities for conversations that focused on social justice topics. Participants were able and encouraged to discuss visible and invisible barriers they face daily in a safe and supportive space. Brian Knockwood opened the Summit with ceremony and the Mi'kmaq Honour Song before delegates shared a communal meal. This was followed by a panel of engaged NSTU members sharing their various experiences and levels of involvement in the Union over the years. Afterwards, members were invited to participate in a question/answer period. The evening ended with entertainment by a well-known local Black DJ, giving participants a chance to unwind and get to know each other. Many conversations and debriefings were organically able to unfold during this time.

Saturday morning opened with a chance for delegates to network during breakfast before our first session with keynote speaker, Brad Barton (retired educator). Mr. Barton has been instrumental in developing many initiatives and programs in support of dissolving barriers for BIPOC teachers in Nova Scotia. He spoke about his experience at different levels of education and the need for advocacy. NSTU staff presented sessions on Education and Indigeneity as well as the Benefits of Membership. Before ending the Summit, all were encouraged to complete the survey on member engagement as well as complete the John Huntley application for those who were interested in the BIPOC internship that would take place in March 2023.

What was heard from those in attendance was the need for more opportunities for BIPOC members to gain space to learn about the Union as well as opportunities to engage in a way that feels safe and supportive. Many of the participants shared similar stories of common barriers they face as people from racialized groups. As a result, they were able to express a sense of validation and unity. Delegates expressed their gratitude for the opportunity to attend the event, but many found it too short, and most expressed the need for similar opportunities in the near future.

APPENDIX A: Survey Questions

About the Survey

Your contributions as an NSTU member are both essential and greatly appreciated! This survey should take approximately 5-8 minutes to complete. Please complete this survey only once. The language of the survey (English/French) can be changed at the top of the first page prior to beginning to enter your responses. (Please do not change the language after having begun the survey as this will erase the answers you have already entered.) Please navigate through the survey using the “Next” and “Back” buttons located at the bottom of each page of the survey. (Please do not use the arrows on your internet browser as this can lead to lost responses.)

The NSTU survey for Equity-Deserving Members closes November 30, 2022.

The purpose of this survey is to invite the voices of our equity-deserving members to inform our organization about any barriers that may exist that prevent your participation in NSTU related events and/or to offering your time to volunteer within the various levels of our organization. The information collected in this survey will be used to provide direction to the NSTU to enhance the experience for our members from equity-deserving groups and to continue to ensure that the opportunities we provide are as inclusive and informed as possible.

Research Survey Participation and Confidentiality

The survey is completely voluntary, and you are free to skip questions, in whole or in part (except for the initial identifying questions which are required). All individual responses will be confidential and only aggregated data will be reported. No personal identifying data will be used in any analysis. The only personal identifying information we will keep is for those who specifically indicate a desire to be contacted to participate in a follow-up interview.

Demographics

1. Which of the following currently reflects your identity? (Check any and all that apply).

- ☐ Woman
- ☐ Man
- ☐ Non-binary
- ☐ Two-spirit
- ☐ Lesbian
- ☐ Gay
- ☐ Bi-sexual
- ☐ Trans
- ☐ Queer
- ☐ Straight
- ☐ African Nova Scotian
- ☐ Black
- ☐ Mi'kmaw
- ☐ Métis
- ☐ Indigenous

- ☐ Racialized
- ☐ White
- ☐ Acadian
- ☐ Person with a disability
- ☐ Is there another equity-deserving, or identity group you would like to add? (For example, religion, newcomer, linguistic minority, etc.) (SHORT TEXT ANSWER)

2. We invite you to tell us more about your identity to the extent that you feel comfortable in the space provided below. For example, any communities you belong to, or identify with.
3. How many years have you been teaching?
 - 1 year
 - 2 to 4 years
 - 5 to 9 years
 - 10 to 14 years
 - 15 to 19 years
 - 20 to 30 years
 - Over 30 years
4. Which local do you belong to: (drop down menu)

Engagement with the NSTU

5. In your years of teaching, which NSTU meetings, events, and programs did you engage with (check any/all that apply)
 - ☐ I have attended a Professional Associations Conference
 - ☐ I have voted in an NSTU Presidential Election
 - ☐ I (have) read the Teacher
 - ☐ I have attended a local/regional NSTU sponsored event (workshop, social, etc.)
 - ☐ I have applied for a conference grant (local or provincial)
 - ☐ I have voted in a regional NSTU election
 - ☐ I have voted in a local NSTU election
 - ☐ None of the above
 - ☐ Other: _____
6. Have you ever put your name forward for, or held a leadership role in the NSTU? (Check any/ all that apply)
 - ☐ School rep/alternate
 - ☐ Local Committee
 - ☐ Local Executive
 - ☐ Provincial Committee
 - ☐ Provincial Executive
 - ☐ Annual Council observer/delegate
 - ☐ I have not put my name forward

Barriers

7. Have you experienced barriers to participating, or being involved with the NSTU?
[Show/hide] Yes/no
8. If you answered yes, please describe what has limited your participation, including any barriers you have experienced.

9. What suggestions do you have that would help equity-deserving members to become involved in leadership positions? [long text box]
10. Do you have any other feedback for us? [long text box]
11. Would you be interested in participating in a 45 minute follow-up conversation or 60 – 90 minute focus group? [show/hide] Yes/no
12. If yes, please provide your contact information below. Providing contact information is completely voluntary, and your information will remain confidential.

Thank you for taking this survey.

END SURVEY

APPENDIX B: Tabulated Survey Responses for Select Questions

Table 1: Tabulated Response by Sub-Aggregated Category for Question #5 – “In your years of teaching, which NSTU meetings, events, and programs did you engage with (check any and all that apply)”

Response	Whole Group Part. %	Gender Lens Part. %		BIPOC Lens Part. %	2SLGBTQAI+ Lens Part. %	Acadian Lens Part. %	Person with Disability Lens Part. %
		Women	Men				
Voted in an NSTU Presidential Elections	91.5%	91.4%	93.1%	82.6%	88.6%	91.1%	92.0%
Voted in a Regional NSTU election	81.8%	81.8%	83.2%	69.6%	74.3%	82.3%	78.0%
Voted in a Local NSTU election	83.5%	83.2%	87.0%	73.9%	81.4%	81.0%	86.0%
Attended a Professional Associations Conference (October Conference)	86.4%	86.4%	87.0%	79.7%	84.3%	87.3%	80.0%
I read/have read <i>The Teacher</i>	76.7%	76.2%	78.6%	65.2%	80.0%	73.4%	84.0%
attended a Local/Regional NSTU sponsored event (workshop, social, etc.)	68.8%	69.0%	70.2%	69.6%	65.7%	69.6%	78.0%
Submitted an application for a conference grant (Local or Provincial)	56.7%	57.2%	55.7%	49.3%	42.9%	49.4%	48.0%
None of the above	2.0%	2.0%	1.5%	2.9%	1.4%	3.8%	2.0%
Other – Write in	9.0%	9.4%	7.6%	15.9%	11.4%	12.7%	14.0%

Table 2: Tabulated Response by Sub-Aggregated Category for Question #6 – “Have you ever put your name forward for, or held a leadership role in the NSTU? (check any and all that apply)”

Response	Whole Group Part. %	Gender Lens Part. %		BIPOC Lens Part. %	2SLGBTQAI+ Lens Part. %	Acadian Lens Part. %	Person with Disability Lens Part. %
		Women	Men				
School Rep/Alternate	42.4%	39.9%	53.4%	42.6%	37.1%	46.2%	54.0%
Local Committee	19.0%	16.8%	28.2%	20.6%	14.3%	15.4%	20.0%
Local Executive	15.8%	13.6%	22.9%	16.2%	17.1%	15.4%	16.0%
Provincial Committee	15.6%	12.6%	26.7%	19.4%	15.7%	15.4%	20.0%
Provincial Executive	4.7%	3.4%	9.2%	2.9%	7.1%	5.1%	4.0%
Annual Council Delegate/Observer	22.2%	19.6%	32.1%	22.1%	20.0%	23.1%	26.0%
I have not put my name forward	52.3%	54.9%	42.0%	52.9%	58.6%	51.3%	40.0%

Table 3: Tabulated Response by Sub-Aggregated Category for Question #7 – “Have you experienced barriers to participating, or being involved with the NSTU?”

Response	Yes	No
Whole Group	18.5%	81.5%
Women	18.7%	81.3%
Men	20.0%	80.0%
BIPOC	18.2%	81.8%
2SLGBTQAI+	30.0%	70.0%
Person with Disability	42.9%	57.1%
Acadian	11.5%	88.5%

APPENDIX C: Agenda Encourage Engage Evolve Summit 2022



Hotel Halifax
1990 Barrington Street, Halifax, NS
December 16th and 17th, 2022

Friday, December 16, Baronet Ballroom 8th floor

- | | |
|-----------------|------------------------------------------------------------------------------------------------------------------|
| 6:30 – 6:50 pm | Registration, expense forms and get acquainted. |
| 6:50 – 7:10 pm | Welcome, introductions and greetings (NSTU President, Executive Director, and Staff)
Opening: Brian Knockwood |
| 7:10 – 7:50 pm | Dinner |
| 8:00 – 9:00 pm | First Voice Panel: What does being involved in the NSTU look like for you? |
| 9:00 – 11:00 pm | DJ and Dance with special guest Loonie Toonez |

Saturday, December 17 Baronet Ballroom 8th floor @ 9am ***Please ensure you have a device for the last session this morning.***

- | | |
|-------------------|-------------------------------------------------------------------------------------|
| 7:00 – 8:15 am: | Breakfast in the restaurant downstairs |
| 8:30 – 9:00 am: | Coffee and Conversation |
| 9:00 – 9:15 am: | Information items: (John Huntley, Travel Fellowship, and Professional Associations) |
| 9:15 – 10:00 am: | Brad Barton: Black Education in Nova Scotia |
| 10:00 – 10:15 am: | Break and checkout |
| 10:15 – 11:15 am: | Wendie Wilson: Indigeneity and Education |
| 11:15 – Noon: | Informing the path forward: An action plan for the NSTU |
| 11:45 – Noon | Evaluations and Closing (Evaluation forms will be sent via email) |

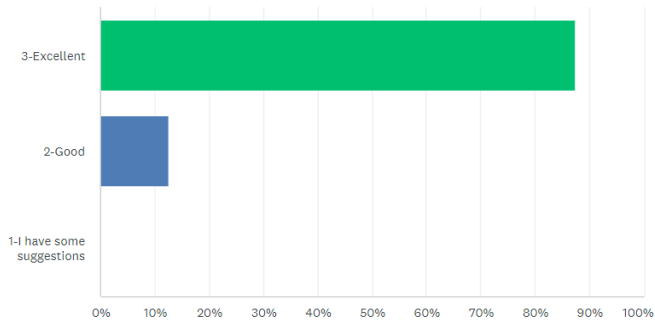
Wela'lioq/Asanté/Thank you/Merci Beaucoup/Tapadh Leat!

APPENDIX D: Evaluation Summary Encourage Engage Evolve Summit 2022



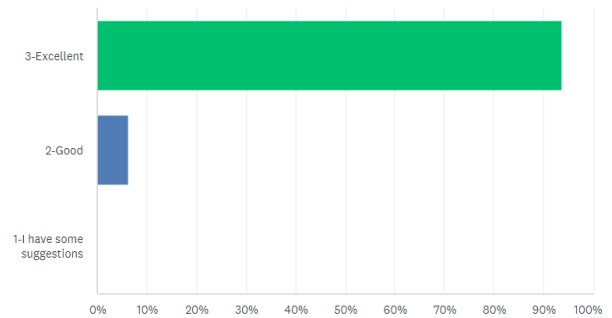
Online registration process

Answered: 16 Skipped: 0



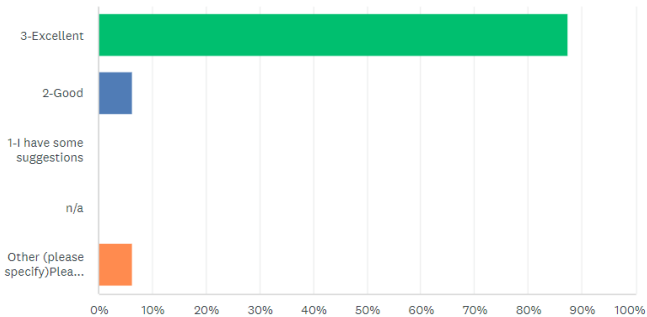
Hotel Check-in process

Answered: 16 Skipped: 0



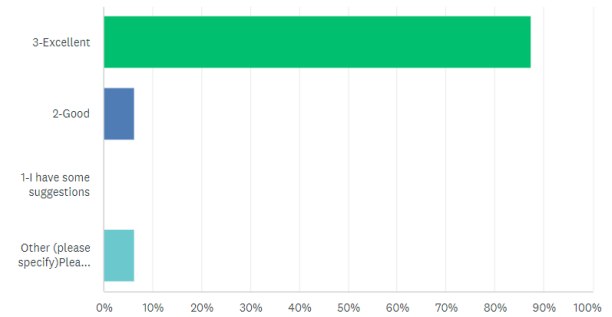
Evening Meal

Answered: 16 Skipped: 0



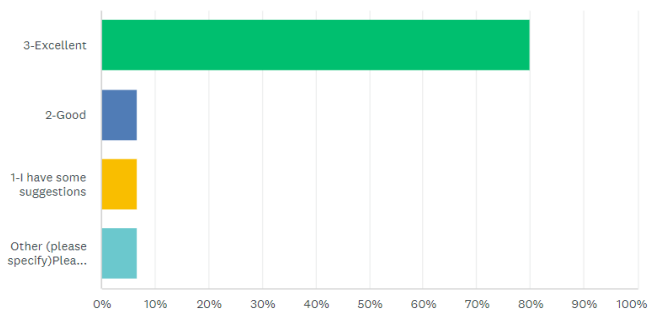
Friday evening session: Welcome and opening

Answered: 16 Skipped: 0



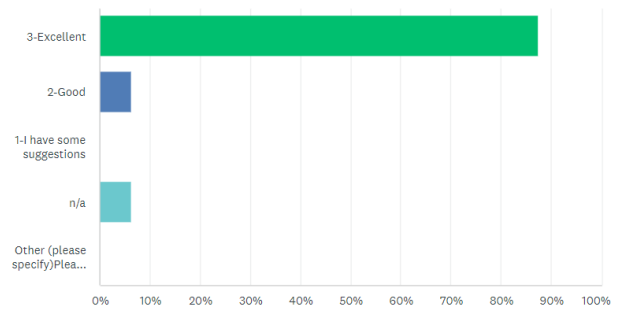
Friday evening session: First Voice Panel

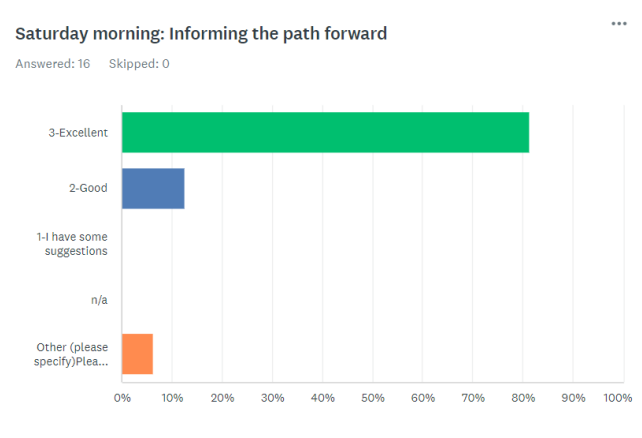
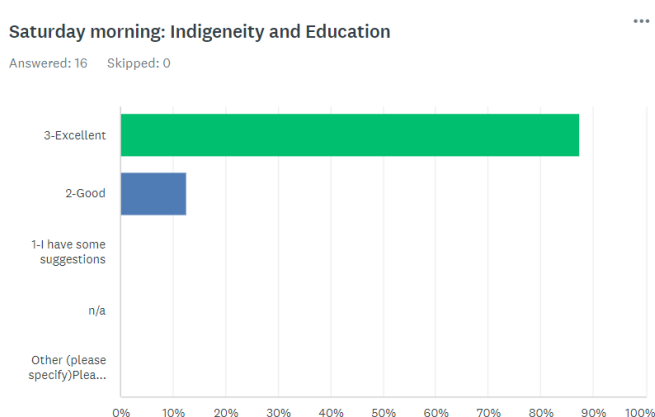
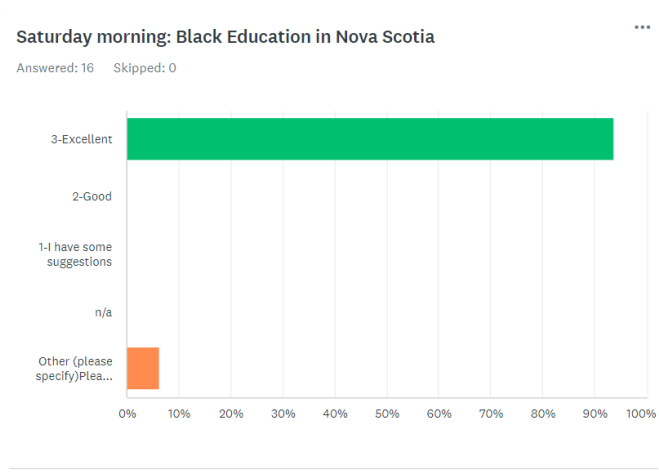
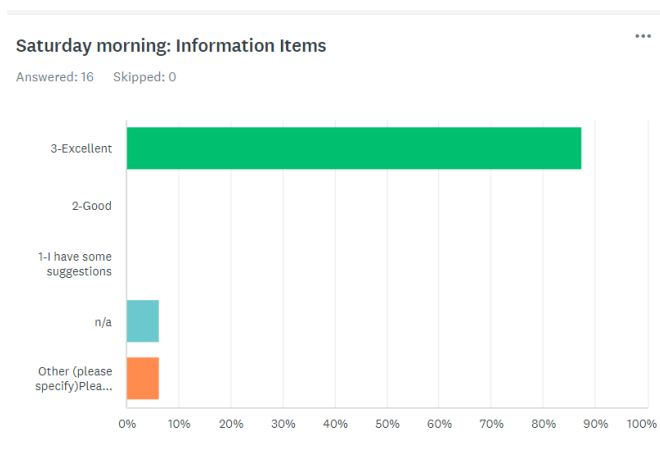
Answered: 15 Skipped: 1



Breakfast

Answered: 16 Skipped: 0





Overall comments:

Thank-you so much for organizing this weekend and allowing me to be a part of it. I look forward to more opportunities like this weekend. Thank you!

Participating in the summit was an empowering and enjoyable experience. I appreciated having the opportunity to reconnect with former colleagues and make new connections, while learning from more experienced educators. I hope that this becomes a regularly scheduled event!

It was such a wonderful opportunity to get to know other educators who look like me and learn about some opportunities to get involved in the union. I had immediate connections with many of the educators who were attending the summit. I hope more similar opportunities are available for us who are not represented well. Representation matters!

I only wish it was longer.

This was a wonderful conference. Looking forward to the next one!
conference was a great opportunity to connect and learn more about the NSTU. We need more opportunities like this.

This has been my 1st NSTU summit! Very well done!

APPENDIX E: Summary of Ad Hoc Committee's Recommendations

One of the ultimate goals of these recommendations is to grow the representation of equity-deserving groups in non-designated positions within our organization. The following recommendations arose from the common themes among the survey responses and anecdotal feedback.

Recommendation	Rationale and Action	Timeframe
1. That the NSTU collect data regarding its diverse Membership.	<p>Currently, the NSTU has a very limited understanding regarding the diversity of its Membership. Having a better grasp on the diversity and unique needs of its Members will help us serve our Members.</p> <p>What action could look like:</p> <ul style="list-style-type: none">• Changes to the Membership Registry to allow for individuals to self-identify.• Drive to have Members update their personal information on the Membership Registry.• Repeat a similar survey on a 12- to 18-month basis.	Begin in fall 2023 and ongoing
2. That the NSTU review current practices and incentives at the Local, Regional, and Professional Association levels for encouraging participation and involvement of equity-deserving Members seeking to improve engagement.	<p>Involvement often begins at the grassroots of an organization. Mentorship and professional learning were given as possible paths forward to engagement of our equity-deserving Members.</p> <p>What action could look like:</p> <ul style="list-style-type: none">• Reinstating an activity such as the <i>Each One Reach One</i> program targeted at equity-deserving Members.• Investigate practices and incentives for events such as Member Engagement Day.• Encourage Locals to conduct social events that are welcoming to all.	Relaunch 2023 – 2024 and ongoing
3. That the NSTU make the Encourage, Engage, Evolve Summit an ongoing biennial professional learning conference.	<p>Response to the inaugural Summit was overwhelmingly positive and created a space to like-minded equity-deserving Members to have a voice. What action would look like:</p> <ul style="list-style-type: none">• Currently, this is in the budget going to Council 2023.• A change to Operational Procedure would be required (OP27) to make this a permanent fixture in the professional learning support.• Directed to Governance and Policy Committee to make appropriate amendments for the Provincial Executive's consideration.	2023 and ongoing

Recommendation	Rationale and Action	Timeframe
4. That the NSTU deepens its connections with community groups and education partners that represent our equity-deserving Members.	<p><i>Not for us without us</i> – forging and cultivating relationships with community groups and educational partners to strengthen inclusion. What action could look like:</p> <ul style="list-style-type: none"> • Welcoming <i>Mi'kmaw Kina'matnewey</i> teachers to our Professional Association Conferences. • Partnering with the Afrocentric Conference held concurrently with Professional Association Conference Day. • Partnering with community organizations to rent/use spaces to hold NSTU events at the Local/Regional level. • Ordering food, prizes, giveaway, and swag from community businesses for NSTU meetings and events. • Inviting community elders to be part of NSTU events. 	2023 and ongoing
5. That the NSTU develop a workshop for the annual NSTU Leadership Skills Development Institute entitled <i>Cultivating Welcoming Spaces</i> .	<p>Several responses to the survey fell under the theme of belonging and not feeling heard. The Leadership Institute is the primary professional learning venue for our Local and Regional Leaders. The Institute is the perfect opportunity to encourage leaders to create welcoming spaces at all of their meetings and events. What action would look like:</p> <ul style="list-style-type: none"> • Directed to Professional Learning Staff to create an appropriate workshop. • Encourage all attendees to make it part of their schedule at least every couple of years. 	Leadership August 2023 and ongoing
6. That the NSTU create designated spaces for equity-deserving Members.	<p>Designated spaces could be physical spaces at events or virtual space or space in NSTU documents. Spaces to congregate or space to see oneself reflected. What action could look like:</p> <ul style="list-style-type: none"> • New Delegate session for Council be reinstated as a virtual option prior to Council weekend. • Designated spaces at events such as Council and Leadership for equity-deserving Members to congregate and discuss issues of concern. • Designating a space to have a common meal or social at events. • Inviting members from Equity-deserving groups to offer their time and creativity towards contributions to our publication, <i>The Teacher</i>, to share their voice and experience with their colleagues. 	Council 2023 and ongoing

Recommendation	Rationale and Action	Timeframe
<p>7. That the NSTU create designated seats for equity-deserving Members at provincial events.</p> <p>Amended by Provincial Executive at their June 2, 2023 meeting: “THAT THE NSTU DEVELOP PROCEDURES, POLICY AND BY-LAW NECESSARY TO CREATE DESIGNATED SEATS FOR EQUITY-DESERVING MEMBERS AT PROVINCIAL EVENTS”</p>	<p>Having designated seats at NSTU provincial events would strengthen and encourage engagement by equity-deserving Members. This is not designated NSTU Offices but seats at events. What action could look like:</p> <ul style="list-style-type: none"> • Allowing Locals to bring an extra individual to the NSTU Leadership Skills Development Institute if that individual comes from an equity-deserving group. • Allowing Locals to sponsor additional Members to NSTU Biennial Conferences if that Member comes from an equity-deserving group. • Designate seats at Annual Council for observers from equity-deserving groups. • Directed to Governance and Policy Committee to make appropriate amendments for the Provincial Executive’s consideration. 	<p>Fall 2023 and ongoing</p>