



Grant Thornton

An instinct for growth™

Nova Scotia Teachers Union

Shaping Our Future Recommendations

December 4, 2020

Table of contents

1.0	Engagement overview	2
2.0	Governance challenges	4
3.0	Decision-making considerations	9
4.0	Results and recommendations	11
5.0	Restrictions and limitations	23
	Appendix A – Member prioritization survey results	
	Appendix B – Member satisfaction survey results	
	Appendix C - Participant demographics	
	Appendix D – Benchmarking information	

1.0 Engagement overview

Background

In 2018, the Nova Scotia Teachers Union ('NSTU' or 'the Organization') passed a resolution at Annual Council, stating:

"That an external party be hired to conduct an audit of NSTU's governing structure in order to identify increased efficiencies and the results be reported back to Annual Council 2019."

Good governance systems are designed to help organizations focus most on the activities that contribute most to their overall objectives, use their resources effectively, and ensure that they are managed in the best interests of their stakeholders. Therefore, an effective review of the governance of NSTU must first start with the organization's objectives and priorities, and the foundation of those priorities rests with the needs of the organization's members.

What do the members want from their organization, and how should the NSTU be organized to address those needs?

To answer this question, and address the initial resolution, Grant Thornton LLP was engaged by the NSTU to complete a member needs assessment, outlining recommendations for a desired future state of governance that would best serve the needs identified by members as most important to them.

Approach

Our approach to conducting this engagement included:

- 1 Facilitating 16 in-person and virtual workshops, in both French and English, with NSTU members across the province, to identify what was important to them;
- 2 Distributing an electronic member questionnaire to enable individuals who could not attend an in-person or virtual facilitated session to provide input into their needs and priorities;
- 3 Classifying member feedback into service categories for prioritization;
- 4 Confirming the results of the initial workshops and questionnaire with members through an online survey process that asked members to identify which needs were considered to be higher versus lower priority;
- 5 Reviewing the results of the online survey, and validating with staff the prioritized member needs;
- 6 Identifying the key member impacts associated with various governance options;
- 7 Developing governance structure recommendations, based on member priorities and benchmarking data from comparable organizations; and
- 8 Reviewing the draft deliverables with the Executive Director and obtaining feedback on drafts before finalization.

Summary of member priorities

Based on member input from workshops and surveys, the following categories of needs were identified, in prioritized order, as most important:

1. Negotiation services
2. Creating a positive public image for the profession
3. Providing timely and effective support to members in conflict situations with supervisors
4. Communication with members
5. Providing timely and effective support in relation to contract rights and benefits
6. Fostering a trusted relationship between the union and its members

Governance decisions must be made based upon **member impact**

Feedback received from members demonstrated the need for governance changes to focus on ultimate impacts that matter most to the membership. Specifically, the governance structure, and decisions related to that structure, must focus on the following:

1. **Member dues impact** – What governance structural changes would have a positive impact on the financial position of the organization, and reduce the risk of future dues increases, while operating the organization in a financially sustainable manner?
2. **Member volunteer impact** – What governance structure is most sustainable from a volunteer perspective, with recognition of the current low level of engagement of the majority of union members, and the potential for burnout of those members who are highly engaged?
3. **Member satisfaction impact** – What governance structure best addresses the higher priority needs identified by members during the workshop and survey process?

Guiding principles of governance decisions

Therefore, for the purposes of this engagement, recommendations related to governance were guided by the following principles:

1. The NSTU should focus on the services members feel are most important
2. The roles and responsibilities within the governance structure should be simple and clear to the average member
3. The cost should be a consideration with regard to the way the union is organized, so that dues collected focus on the most important services provided rather than the structure itself
4. The organization should be self-sustaining

The various options for consideration and related analysis are included in **Section 4.0 - Results and recommendations.**

2.0 Governance challenges

When trying to understand how governance can best support the needs of NSTU members, it is imperative to understand the current challenges facing the existing governance structure. As a result of direct NSTU member feedback obtained throughout the course of this engagement, the following key factors were identified as having a direct impact on the sustainability and effectiveness of NSTU's governance structure:

1. **Financial stability:** From 2016-2017 to 2018-2019, the organization has been running an annual deficit of revenues over expenditures including transfers, as shown in the table below:

Fiscal year	Revenues	Expenditures	Excess of revenue over expenditures (before transfers to Property and Equipment fund)
2014-2015	\$7,115,650	\$6,349,039	\$766,611
2015-2016	\$6,992,761	\$6,935,599	\$57,162
2016-2017	\$6,930,224	\$8,488,856	(\$1,558,632)
2017-2018	\$6,995,622	\$7,472,121	(\$476,499)
2018-2019	\$6,291,361	\$6,668,102	(\$376,741)
Total	\$34,325,618	\$35,913,717	(\$1,588,099)

These recurring deficits have started to erode the Members' equity within the organization, which is, essentially, the balance left over after an organization subtracts what it owes from what it owns.

Fiscal year	Members' equity
2014-2015	\$22,299,402
2015-2016	\$22,600,770
2016-2017	\$21,100,527
2017-2018	\$21,896,323
2018-2019	\$21,544,599

Recurring deficits can negatively impact a union's negotiating position

Based on member feedback, where should spending priorities be?

Members have clearly stated their priorities, indicating where the union should focus its spending – specifically:

- a. Negotiation services
- b. Creating a positive public image for the profession
- c. Providing timely and effective support to members in conflict situations with supervisors
- d. Communication with members
- e. Providing timely and effective support in relation to contract rights and benefits
- f. Fostering a trusted relationship between the union and its members

The highest priority need identified by NSTU's members relates to negotiation services. A union with a stronger financial position is better able to support its members in times of strike or other labour action. Even short-term strikes can create significant outflows of cash to ensure that members are paid when striking, which is highlighted by the **2016-2017 deficit of \$1,558,632**. Although the union currently has members' equity in excess of \$21 million, additional future strike action, if necessary, can substantially reduce that balance, and place the union in a position where negotiating options, and strike duration, may be limited by the funds available.

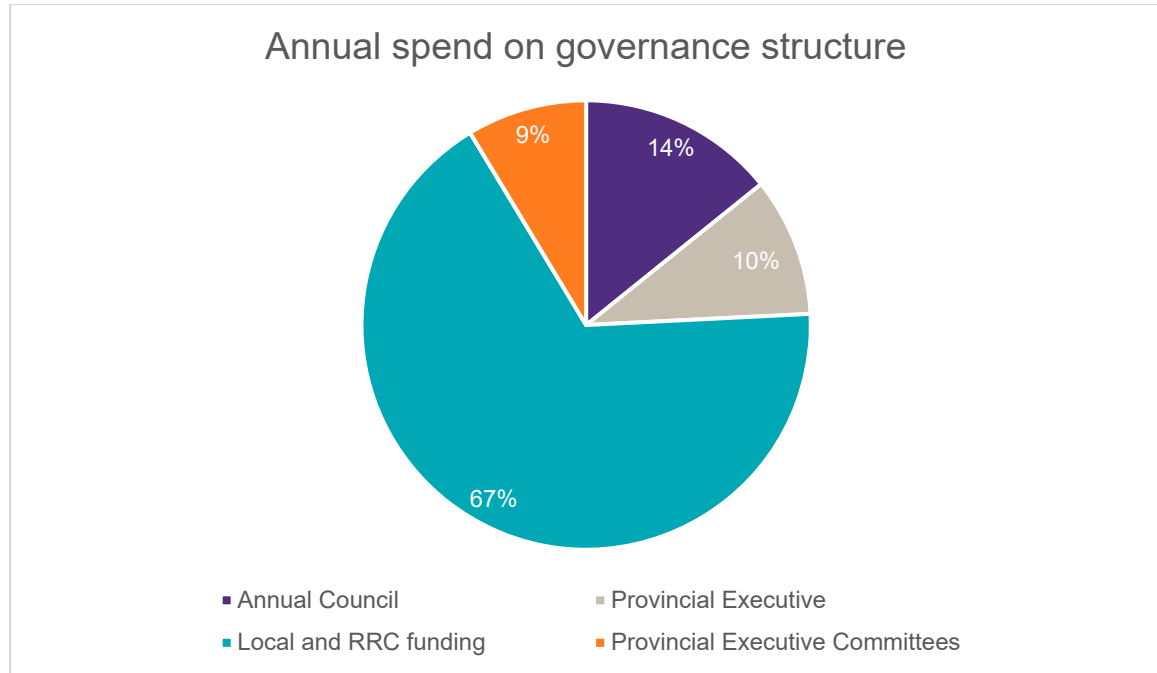
What is the current level of governance spending?

The existing governance structure costs **\$1,931,151** annually

In order to ensure that sufficient funding is available for the services most important to members, it's important for the union to evaluate how current funds are being spent, and governance is no exception. Based on the 2018-2019 financial statements, the existing governance structure of the organization costs \$1,931,151, as follows:

Governance body	Funding
Locals and Regional Representative Councils	\$1,296,803
Provincial Executive	\$192,978
Provincial Executive Committees	\$166,920
Annual Council	\$274,450
Total	\$1,931,151

The following chart provides a breakdown of the percentage of governance spend per governing bodies:



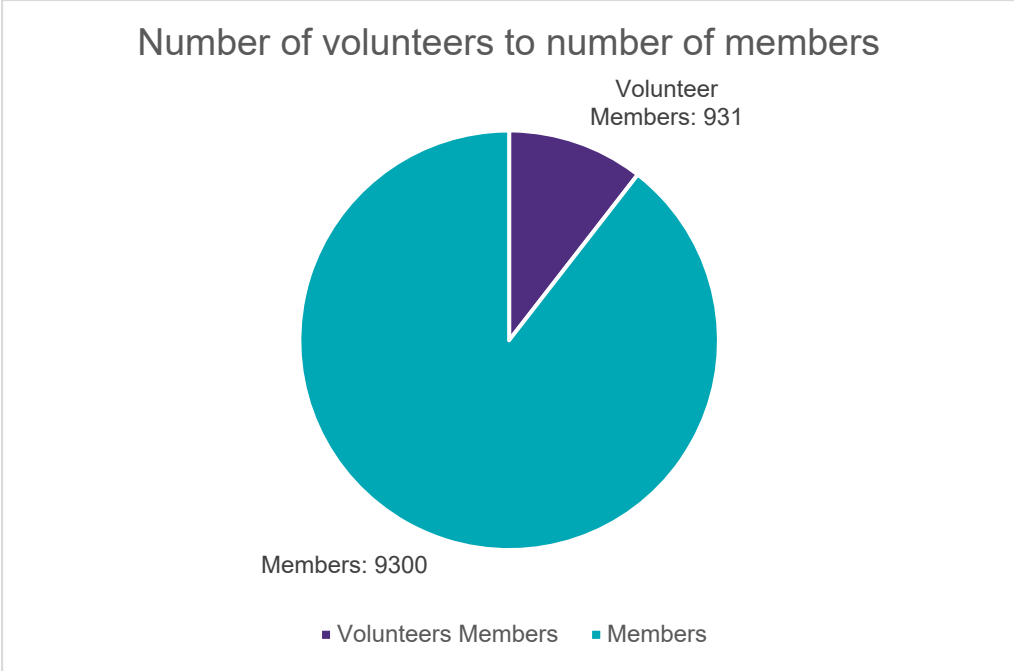
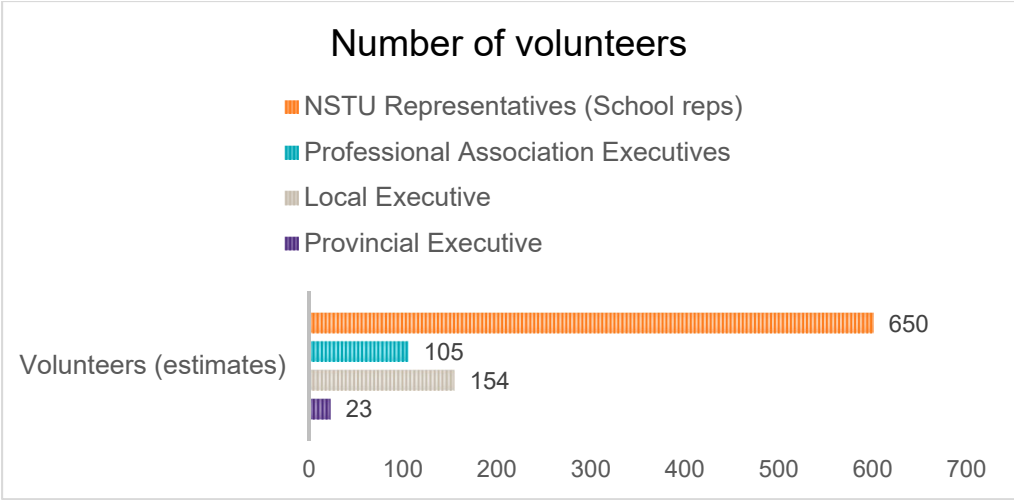
What is the impact of governance spending on member dues?

The existing governance structure **costs each member \$204** annually

Based on the 2018-2019 financial statements, total expenditures were \$6,668,102, without including the transfers to Local Unions and RRCs of \$1,296,803. When those transfers are added to expenditures, the revised total is \$7,964,905, of which governance expenditures accounted for \$1,931,151, or 24%. Therefore, simply put, if we assume that the organization maintains a balanced budget, governance expenses would represent 24% of member dues collected, or \$204 of the \$850 collected annually from each member, leaving \$646 per member to be spent on the services identified by members as high priority.

In 2020-2021 the organization passed a member dues increase of \$100 per member to increase revenues, to stabilize the organization’s financial position and to reduce or eliminate the annual deficit position. However, the long-term success of this increase is yet to be understood, particularly since it was implemented in an atypical year, when the impacts of a global pandemic are still being determined. During our survey process, members clearly expressed that member dues increases were a concern. Therefore, it is important for the organization to review spending, including governance spending, to ensure that money is being invested in the areas that will have the biggest positive impact to members.

- 2. Volunteer availability and succession planning:** The existing governance structure relies almost entirely on volunteers, including School Representatives, Local Union Executive, Professional Association Executives, RRC members, Provincial Executive members, Annual Council delegates, and members of various Committees. A conservative breakdown of the number of volunteers (not including Committees, RRCs and Annual Council), as well as the percentage of volunteers to total members, is visualized below:



Based on feedback that we received from members during the workshop and survey process, members who are not currently engaged in volunteer activities with the union do not feel they have the time required to volunteer, or do not feel engaged enough to be willing to be an active volunteer. At present, several of the established governing bodies are unable to obtain the required number of volunteers to operate as desired/originally designed and mandated.

Furthermore, with a reliance on approximately 10% of union members to perform all required volunteer activities, the ask of existing volunteers continues to increase (approximately 18-19 hours per month) making it more challenging for members to remain engaged as volunteers and increasing the likelihood of volunteer fatigue. Members currently serving in governance roles also expressed concern over burnout, and whether they would be able to step down from their role in the future, if there are no other members willing to fill it.

In addition, the volunteer base within the NSTU governance structure consists almost exclusively of seasoned professionals, with little involvement from new members of the profession. With the aging demographic of the teaching profession in Nova Scotia, this presents a significant concern around succession planning for volunteers and the overall feasibility of the organization's governance structure.

Approximately **10%** of union members are **actively engaged in volunteer roles**

3. **Member engagement and member understanding of the governance structure:** Feedback from members throughout this engagement, whether at in-person workshops or through the survey process, expressed consistent concern that union engagement with the overall membership is very low. Members are disengaged from the governance process, and its associated governing bodies. One member's comment in the survey summarized this issue as follows:



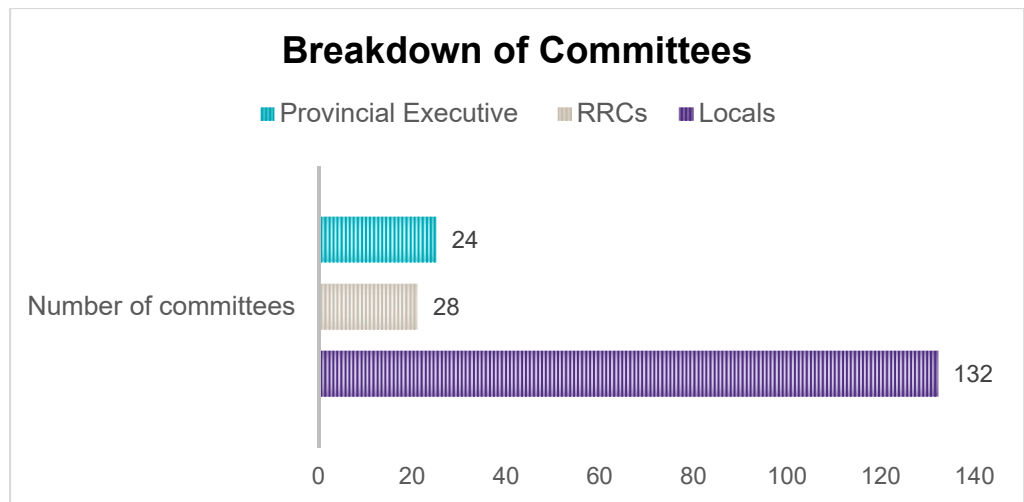
“A lack of member collaboration and engagement exists. The union should be developing and creating more opportunities to engage members.”

This is further demonstrated by the fact that only approximately 500 of the over 9,300 members responded to the survey to prioritize services (a 5.4% response rate).

Since serving members is the primary purpose of the NSTU, understanding member needs and priorities should be the driving force behind organization, its priorities, and direction. Member engagement is imperative to ensuring this is achieved. More specifically, when an organization's primary purpose is to serve its members, it is critical that the governance structure should enable this to occur, which can only successfully be achieved via member engagement.

Members were also very clear in their concern that the average NSTU member does not understand the existing governance structure, the purpose of each governing body, and how the different governance components relate to each other. This structure consists of Provincial Executive, Regional Representative Councils, Locals as well as over 650 School Representatives. There are also more than 150 required committees related to these governance bodies, in addition to the governance bodies themselves. A breakdown of the existing minimum number of governance committees, by governance body, is demonstrated below:

There are **more than 150 required committees** in the current union structure



With the large number of governing bodies that form the overall governance structure, the governance structure is inherently complex and is not conducive to being easily understood. With a low level of member engagement, members are not interested, and do not have the time to invest, in understanding a complex structure. Members want an efficient and effective organization and the structure of the organization should be one which supports this.

3.0 Decision-making considerations

Determining the right governance structure is an important decision for a member-driven organization, and there are many competing considerations, including:

1. Cost-effectiveness
2. Effectiveness of decision-making in the best interests of the overall organization and its members
3. Effectiveness in providing oversight
4. Efficiency in the decision-making process
5. The need to provide sufficient member representation
6. The need to adhere to any contractual committees, legal or regulatory governance requirements (e.g., required Committees).

Who makes governance structure decisions for the NSTU?

For governance changes involving by-laws changes, Annual Council is the deciding body, as stated under section I Chapter 462 An act to revise and consolidate the acts relating to the Nova Scotia Teachers' Union, Procedures for by-laws (1)“The Council may make by-laws not inconsistent with this Act dealing with or providing for

- (a) the management of the Union and its property;
- (b) the constitution of the Union and of locals, including the basis of representation of locals on the Council;
- (c) the officers, executive and committees of the Union and their respective powers and duties;
- (d) the government, discipline and control of members;
- (e) all other matters necessary or useful to carry out the objects and to exercise the powers of the Union.

Annual Council is made up of delegates from each respective Local, RRC, Provincial Executive Members and Professional Association who vote on matters presented at Annual Council. Delegates are intended to represent the voices of the members they represent. The current practice at Annual Council is that delegates cast their votes anonymously.

How important is transparency with regard to governance changes?

In the situation of a potential governance structure change, the individuals voting on such a change are also part of the governance structure, as delegate to Annual Council, and often sit as members of their Local Union executive. Therefore, structural governance decisions are likely to have a direct impact on the individuals who are voting (e.g., voting to change the number of Locals or the size of a Council), which can pose additional challenges, whether real or perceived:

1. Members may perceive a potential conflict of interest and may be concerned that delegates within the organization's governance structure would vote in the best interest of the governing body they are directly involved with, versus voting in the best interest of the members. This perception is more likely to arise if the general membership disagrees with the results of the vote, and can have a significant negative impact on member satisfaction and trust.
2. A recognized bias in any decision-making process involves a preference for the status quo (Samuelson & Zeckhauser, 1988). This means that individuals generally prefer things to stay the same, even when the cost of change is small, and the potential positive impact of the change is significant. Even though an individual may not even be aware of it, this bias may be particularly acute when an individual must determine whether or not to make a change that may personally affect themselves.

How can these issues be overcome?

The NSTU should consider the following suggestions regarding the voting process for governance changes, in order to address any perceived conflict of interest and the tendency/bias of maintaining the status quo:

- a **Communicating with members in advance of the vote:** Although the general membership will not be voting directly at Annual Council, it is important that they understand the governance options being proposed, as well as the pros and cons of each choice. This will provide members with the ability to determine their preferred choice and communicate that preference to their delegate prior to voting. The delegate is then more likely to be aware of the views of the members they are representing. This also enables the potential for increased member engagement in the change process. Communication to members regarding the options should be in plain language, and clearly state, for each option presented, how that option serves member needs (as identified during the survey process of this engagement).
- b **Transparency in voting:** Although current practice is for voting at Annual Council to be anonymous, in the case of governance changes, NSTU should consider holding a recorded vote. A recorded vote would involve the vote of each delegate being documented and provided, or made available, to the general membership. This will enable transparency, ensuring members can see how their respective delegate(s) voted.

Ideally, once an overall decision is made regarding the governance structure, the union should issue a communication to members stating the decision, and the specific reasons why that particular decision was made. Members were engaged directly throughout this process, including 130 members who indicated that they had either no or minimal involvement with union activities. As the governance structure is intended to be based on member input, this type of communication would help to ensure that members feel their voices were heard.

- c **Voting options:** In the voting process, a suggested change is brought forward for consideration, and delegates either vote for, or against the change. There is typically no explicit vote for, or against the status quo, and the pros and cons of remaining with the status quo may not be specifically considered. Instead, the focus of the discussion is solely on proposed change. This type of process often makes remaining with the status quo easier, as the status quo is not presented as something that the delegates must choose, but rather is the default of not passing a change. As part of the process of voting on governance changes, the NSTU should consider including the current state of governance as an explicit choice that must either be voted for or against.

When discussing the pros and cons of the various governance options, it may also be useful to consider the status quo similar to a change – specifically, if you were setting up a governance structure for a new union, would you choose your current structure? If so – what are the benefits that drove that decision? Are there other options that could get you the same benefits in a more cost-effective and streamlined manner?

4.0 Results and recommendations

Overview:

When developing recommendations to best align the organization's governance structure with the needs of members, it is imperative to understand **member priorities**, as the primary purpose of the NSTU is to serve its members. Once priorities are identified, it is equally important to understand which **governance body is primarily accountable** for providing each of the identified priorities. This will ensure that the infrastructure required to deliver key priorities remains in place, while also assisting the union in focusing spending on the areas members care about the most.

Guiding principles

- 1 **The NSTU should focus on the services members feel are most important**
- 2 **The roles and responsibilities within the governance structure should be simple and clear to the average member**
- 3 **Cost should be a consideration in relation to the way the union is organized, so that dues collected focus on the most important services provided rather than the structure itself**
- 4 **The organization should be self-sustaining**

In addition, we understand that historically the organization has had resistance to change, and there may be conflicting interests between the needs of specific groups compared to the needs of the overall organization. To address this concern, it is imperative that decisions be made based upon the **impact of the change** to members – whether that impact affects members financially, or through their level of satisfaction/engagement. To assist in developing potential governance options for the NSTU's consideration, we developed the following guiding principles, linked directly to feedback obtained from members over the course of this engagement.

The details related to each of these four principles are outlined immediately below. However, it is also important to recognize the interconnectivity of each of these principles (e.g., focusing spending on services to members rather than governance structure (#3) will likely also have a positive impact on focusing on the most important services to members (#1)).

Guiding principles:

1. **Member priorities:** From member input in both workshops and surveys, the following categories of needs were identified as most important, in order of importance:
 - a Negotiation services
 - b Creating a positive public image for the profession
 - c Providing timely and effective support to members in conflict situations with supervisors
 - d Communication with members
 - e Providing timely and effective support in relation to contract rights and benefits
 - f Fostering a trusted relationship between the union and its members

A complete analysis of member priorities can be seen in [Appendix A](#).

2. **Governance body clarity and accountability:** Based on the organization’s current governance structure, the following bodies have *primary* accountability for the services that members ranked as most important. Note that primary accountability does not mean that other parts of the governance structure do not also play a role:

Member service	Primary accountability	Involvement
a Negotiation services	NSTU head office	Provincial negotiation services – Provincial Executive Regional negotiation services - RRCs/Locals
b Creating a positive public image for the profession	NSTU head office	All governance bodies
c Providing timely and effective support to members in conflict situations with supervisors	NSTU head office	RRCs/Locals
d Communication with members	NSTU head office	Locals
e Providing timely and effective support in relation to contract rights and benefits	NSTU head office	RRCs/Locals
f Fostering a trusted relationship between the union and its members	NSTU head office	All governance bodies

Current information available to members on the NSTU website regarding the governance structure does not clearly define primary accountability. Furthermore, it also does not describe roles and responsibilities of the various governance bodies in a way that the average member could easily understand.

3. **Focusing spending on services rather than structure:** As noted in **Section 2.0 – Governance challenges**, current spending on the existing governance structure represents approximately 24% of total expenditures. This is a significant proportion of total spending. It is important for the organization to ensure that the value obtained from this expense is sufficient to support the cost. Currently, there are no metrics defined by the NSTU to determine whether the various governance bodies are working effectively and achieving desired outcomes.
4. **Ensuring that the organization is self-sustaining:** In this case, self-sustaining relates to financial sustainability, as noted in (#3) above, as well as volunteer sustainability. **Section 2.0 – Governance challenges** describes the number of volunteer positions required, which impacts the ability to recruit new volunteers and to retain existing volunteers who may be suffering from burnout.

Member impacts:

Membership feedback highlighted that at present, member satisfaction is low. Members are frustrated because they do not feel heard and they feel stretched thin by job responsibilities while being asked to pay more in dues. This feedback provides key information to the union, and its governance bodies, regarding current member perceptions. More specifically, it highlights the need to focus key decisions, including those related to governance structure, on the impacts that matter most to the membership, listed below:

1. **Member dues impact** – Would this governance structure decision likely result in an increase in member dues, a decrease in member dues, or no change to member dues?
2. **Member volunteer impact** – Would this governance structure decision increase the number of volunteers required, or the overall time commitment of individual volunteers?
3. **Member satisfaction impact** – Would this governance structure decision affect the satisfaction of members? If so, how? If not, and there is a cost involved with the governance decision, what benefit justifies the cost?

Options for consideration

The current governance structure of the NSTU includes various governance bodies, each of which could be revised in terms of either size or number, as well as their respective roles and responsibilities. The options included in this report relate specifically to:

1. The size of Provincial Executive
2. The number of Locals
3. The services provided
4. The number of Provincial Executive committees
5. The number of Local standing committees

When evaluating each recommendation for change outlined below, maintaining the status quo for each governance element is an option. However, the purpose of this engagement was to review *“the NSTU’s governing structure in order to identify increased efficiencies”*. Maintaining the status quo will not result in increased efficiencies, and therefore, would not achieve this objective. The status quo would also, by default:

1. **Not reduce the costs of the governance structure of the organization.** Therefore, member dues would likely need to increase in the future to continue to support the existing structure given the trend toward deficit spending.
2. **Not reduce its reliance of volunteers.** This would be both in terms of the number of volunteers and the time commitment of individual volunteers.
3. **Not improve member engagement or satisfaction.** As members are currently disengaged and unsatisfied, maintaining the status quo will likely not address the concerns members have presented during this engagement.

Decision 1 - The size of Provincial Executive

The potential options related to the size of Provincial Executive are as follows:

1. Maintain the current size of 23 members
2. Decrease the size of Provincial Executive

We have not included an increase in the size of Provincial Executive as a potential option in this case, as benchmarking data shows that the current size significantly exceeds the size of comparable organizations.

Analysis and member impact:

		Member Dues Impact		Member Volunteer (number and time commitment) Impact		
		Increase	No Change	Decrease	No Change	Increase
1. Size of PE	a) Maintain current size	X			X	
	b) Decrease the size		X	X		

Appendix C provides an analysis of the size and composition of the executive governing body for comparative unionized organizations in the Province of Nova Scotia, as well as public sector educational organizations across the country. The NSTU's Provincial Executive currently consists of 23 members, although the by-laws allow for 24 members in total, as follows:

- a President
- b First Vice-President
- c Immediate Past-President
- d Regional members, based on the following regional representation:

Region	Number of Representatives
Annapolis/Hants West/Kings	2
Antigonish/Guysborough	1
APSEA	1
Cape Breton Industrial	2
Colchester/East Hants	1
Conseil syndical acadien de la Nouvelle-Écosse (CSANE)	2
Cumberland	1
Dartmouth	1
Digby/Shelburne/Yarmouth	2
Halifax City	2
Halifax County	2
Inverness/Richmond	1
Lunenburg County/Queens	1
Northside Victoria	1
Pictou	1
Total	21

This is significantly larger than most comparable organizations included in **Appendix C**.

Having a larger governing body has the following effects on financial/member dues and volunteer requirements:

- a **Financial:** The existing cost of PE (based on 2018-2019 financial information) is more than \$190,000. This cost represents PE meeting costs (excluding PE committee costs), PE member honoraria, as well as reimbursements for expenses incurred as a result of PE duties. Although some meeting costs may be fixed, the size of the PE expense is primarily directly proportional to the size of the Committee. Therefore, reducing the number of members would reduce costs, and free up additional funds that could be spent on services rather than structure.
- b **Volunteer requirements:** Perhaps more important, in the case of a reduction in the size of PE, is the volunteer impact. PE member responsibilities, duties and attendance at required engagements, involve conservatively 180 -190 hours per year per member. This is a significant amount of time for individuals with a heavy load of other professional responsibilities. A reduction in number of members reduces the risk that NSTU may be unable to recruit a full member complement, while reducing the total number of volunteer hours required to conduct PE business.
- c **Efficiency in decision-making:** When a governance body is smaller, each voice around the table becomes stronger, and decision-making becomes more efficient. Statistics show that less overall time is spent on discussion and decisions are made more quickly, without any erosion to the quality of decisions made.

Recommendation: NSTU should align the size of its executive governance structure (i.e., Provincial Executive) to comparable unions in Nova Scotia and comparable public sector educational organizations across the country. This would serve to reduce the size of PE from its current level of 23 members down to a range of between 12 and 15 members. Compared to the existing status quo, this will have a positive impact on:

- a PE costs (a potential savings of approximately \$66,000, assuming all costs are variable based on number of members, and the size is reduced from 23 to 15)
- b Volunteer time (a reduction of 8 members would reduce total PE volunteer time by approximately 1,440 hours)
- c Efficiency of operations

With the reduction in size of PE, the organization would need to determine how seats on the governing body are allocated. To align seat allocation with the comparable organizations included in **Appendix C**, it is recommended that NSTU continue to allocate a seat to each of the following two positions: President and Vice-President. Recognizing the importance of regional voices, suggested allocation of the remaining PE seats could entail:

- a One representative from each of the seven RRCs
- b One representative from CSANE
- c One representative from APSEA
- d Remaining seats be allocated based on either:
 - i) Proportional representation of the membership by RRC size, and/or
 - ii) Representation of minority or oppressed groups

Decision-making authority: The ultimate ability to implement this change is held by Annual Council, via the vote of delegates to amend existing by-laws.

Decision 2 - The number of Locals

The potential options related to the number of Locals are as follows:

1. Maintain the current number of Locals (22)
2. Decrease the current number of Locals

We have not included an increase in the number of Locals as a potential option in this case, as no organizational need was identified by the NSTU that would be addressed by an increase in Locals.

Analysis and member impact:

		Member Dues Impact		Member Volunteer (number and time commitment) Impact		
		Increase	No Change	Decrease	No Change	Increase
2. Number of Locals	a) Maintain the current number of Locals	X			X	
	b) Decrease the number of Locals		X	X		

The current number of Locals has the following effects on financial/member dues and volunteer requirements:

- a **Financial:** The existing governing structure includes 22 Locals. Locals receive funding of more than 15% of annual member dues. Based on 2018-2019 financial information, this amounted to approximately \$1,167,000 in annual funding, or approximately 15% of total annual expenditures (\$127.50 per member, annually, of their \$850 member dues).
- b **Volunteer:** As is the case with PE, Locals are heavily reliant on volunteers. The time commitment of volunteers in each Local is significant, so much so that several Locals are struggling to engage enough members to meet the minimum structural requirements of the Local. The demographic of Local volunteers is also aging, with few young professionals becoming involved or showing interest in taking on an active, or leadership role. As a result, it is anticipated that the shortfall of members to operate all 22 Locals will continue to increase as more seasoned employees exit the profession.
- c **Accountability and effectiveness:** Members clearly indicated, during workshops and surveys, that the roles and responsibilities of the various governance bodies were unclear, including the roles and responsibilities of the Locals compared to Head Office. In addition, some expressed concern that the level of engagement and support to members by Locals was inconsistent across the Province. Members noted that this was largely dependent on the individual Local and its Executive. Although 15% of total annual expenditures are provided to the Locals, there are currently no clear expectations or standards on the desired outcomes to be achieved with this funding, or mechanisms to hold Locals accountable for lower levels of member service.

In summary, 15% of annual member dues, or approximately \$1,167,000, is being provided to Locals. However:

- a Members are not clear on the specific responsibilities of the Locals compared to Head Office. Furthermore, primary accountability for the services members have said are most important rests with Head Office rather than the Locals themselves.
- b Member services provided by Locals are not consistent across the Province, meaning some members are getting more value for their member dues than others. There is currently no

mechanism in place to ensure that a consistent baseline level of service is provided, and to hold Locals accountable when service levels are not achieved.

- c Locals are greatly dependent on volunteers. However, some Locals are struggling to fill current volunteer positions, and it is difficult to recruit younger professionals into union roles.

Recommendations:

- 1 **Reduce the number of Locals:** Given the current significant spending on Locals, and the challenges related to volunteer succession, the NSTU should consider reducing the number of Locals. Particular consideration should be given to Locals where the number of members is significantly less than others. Possible approaches could include:

- a **Reduce the number of Locals to align with the RRCs/Regions.** The NSTU could reduce the number of Locals to align with the RRCs, with additional Locals for CSANE and APSEA. This would result in a total of nine Locals. This approach would significantly reduce the spending required to support the Local structure and would also reduce the number of volunteers required at the Local level, positively impacting the existing risk of succession planning and lack of volunteers.

This type of alignment with the Regional Centres for Education is consistent in approach to the previous alignment with the School Boards. However, we recognize that this approach will also result in some Locals (e.g., HRM) being significantly larger than others. This could lead to an excessive workload for volunteers in those larger Locals, as well as the risk that one Local could have the strongest voice at the Local level, and possible control over decisions made by Annual Council based on delegate representation.

- b **Merge small Locals with larger Locals in their geographic area.** This approach would have some positive impact on the demand for volunteers, particularly in smaller Locals where there are challenges in obtaining a sufficient number of volunteers. However, financial savings would be minimal, and this type of merging process would need to consider a fair proportionate representation on the Executive from the previously unmerged Locals.

When implementing this type of change, it's important to consider the potential resistance from members who may not feel like they would get the same level of service from a larger Local or may believe that their voice would be lost. Communication to members, well in advance of any change, is important. This will engage them in the change management process. Part of this communication should include transparency regarding the benefits to members, as well as the challenges that a reduction in the number of Locals could present and the plans to overcome those challenges.

- 2 **Outcomes and service levels:** Independent of the union's decision regarding the number of Locals, the organization should strongly consider clearly defining the specific outcomes required from each Local from the funds provided. The organization is also encouraged to consider requiring regular reporting back from each Local on these defined outcomes. This would improve service delivery, as well as consistency of services delivered between varying Locals through increased accountability.

Additionally, the NSTU should consider reviewing the current level of funding provided to Locals. This is of particular importance given that it's a significant portion of the overall spending by the union, and spending should be focused on the priorities identified by members as part of this engagement. It would be beneficial to determine how much Local funding was focused on those priority areas, and whether funding provided is being spent on services of lower priority that could be redirected elsewhere.

- 3 **Clarity of roles and responsibilities:** The NSTU should clearly define the roles and responsibilities of each governance body. This should be done to ensure that members can understand the purpose of each part of the governance structure at a glance, how they relate to each other, and who they should contact regarding common member issues, questions or concerns. This documentation could be posted on the website, in a location that can be readily accessible to members, and could also form part of a member orientation package.

Decision-making authority: The ultimate ability to implement changes to Locals rests with PE, consistent with NSTU By-Law Article IV – Local Governance (1) NSTU Locals.

Decision 3 - The services provided

The potential options related to the services provided are as follows:

1. Maintain the same type and level of service
2. Maintain the same type of service, and increase the level of certain services
3. Focus the type and level of service on member priorities

Analysis and member impact:

		Member Dues Impact		Member Volunteer (number and time commitment) Impact		
		Increase	No Change	Decrease	No Change	Increase
3. Services Provided	a) Maintain the same type and level of service	X			X	
	b) Maintain the same type of service and increase the level of service	X				X
	c) Focus the type and level of service on member priorities		X	X		

The organization is currently providing a wide variety of services to its members but does not periodically survey members to understand their higher priority needs and levels of satisfaction for services provided. Throughout the course of this engagement, members were engaged via the facilitation of 16 sessions. The purpose of these sessions was to understand what matters most to members, as well as what is, and what is not working well. This is critical information to understand, since the primary purpose of the NSTU is to serve its members, and an organization’s governance structure should be designed to enable the organization’s objectives to be achieved.

The feedback and concerns heard from members was overwhelmingly consistent, and members provided clear direction regarding the prioritization of services. **Appendix A** contains the detailed results from the member prioritization survey, and **Appendix B** includes the results from the member satisfaction survey. The following outlines, at a high-level, the prioritization of services by members, in order of importance:

1. Negotiation services
2. Creating a positive public image for the profession
3. Providing timely and effective support to members in conflict situations with supervisors
4. Communication with members
5. Providing timely and effective support in relation to contract rights and benefits
6. Fostering a trusted relationship between the union and its members

When determining the right approach for the NSTU regarding services provided, the following potential impacts should be considered:

a Financial: With regard to the three options noted above:

- i) Maintaining the same type and level of service, would have limited impact on current spending and would not provide the organization with the ability to invest more funds in higher priority services that have not traditionally been a significant area of focus (e.g., creating a positive public image). It would also not allow the organization to accumulate more funds in surplus to provide a stronger financial foundation for future collective bargaining, without a future increase in member dues, or a significant reduction in other expenses.
- ii) Maintaining the same type of service and increasing the level of service would result in additional expenditures. It is likely that a future member dues increase would be required to fund the increased service levels. There would also be limited ability to accumulate surplus based on this increased spending, which could place the union in a precarious financial position.
- iii) Focusing the type and level of service on member priorities allows the union to increase the level of service in areas that matter most, with reductions in other areas that are less important to members. This could likely be achieved without a Members' dues increase.

b Volunteer: The overall impact on volunteers would be limited for each option, unless volunteers were used as the primary means for delivery of service in areas where service to members would be enhanced.

Recommendation: With a finite amount of funding available to deliver services, it is recommended that the organization focus on delivering the services which members deem most important. This will almost certainly involve a re-evaluation of roles and responsibilities as well as how funding is allocated and distributed amongst the governing bodies and service delivery. If this does not occur, then additional funding would be required to focus on key member priorities, resulting in the need for a member dues increase.

For example, the second ranked priority of members was "Creating a positive public image for the profession". In 2018-2019, the organization spent just over \$305,000 on public relations (PR), while during this same period of time, the organization spent over \$355,000 on PE and its committees and approximately \$275,000 on Annual Council. This is over double the annual spending on PR.

However, as noted above, roles and responsibilities should also be reassessed, as some of the priorities identified by members (e.g., priorities four, "Communication with members", and and six, "Fostering a trusted relationship between the union and its members"), do not necessarily involve a direct financial implication. The organization could perhaps achieve these priorities through the reallocation of time of NSTU employees - to focus more specifically on these key priorities.

Decision-making authority: The ultimate ability to approve the services provided, and in turn this recommendation, lies with Annual Council, via the Annual Council delegate vote approving the annual budget for the organization. The NSTU should ensure that Annual Council receives sufficient information and training to be able to appropriately analyze the budget and provide an informed approval that spending is focused on the areas most important to members.

Decision 4 - The number of PE committees

The potential options related to the number of PE committees are as follows:

1. Maintain the current number of PE committees
2. Decrease the number of PE committees

We have not included an increase in the number of PE committees as a potential option in this case, as no organizational need was identified by the NSTU that would be addressed by an increase in these committees.

Analysis and member impact:

		Member Dues Impact		Member Volunteer (number and time commitment) Impact		
		Increase	No Change	Decrease	No Change	Increase
4. Number of PE Committees	a) Maintain current number of NSTU Committees	X			X	
	b) Decrease the number of NSTU Committees		X	X		

Presently, PE has 25 committees, which are broken down as follows:

- a. 15 Provincial Executive standing committees, with 5 to 10 members each, which are categorized into the following classifications: Administrative, Program and Coordinating.
- b. Five committees are currently required by law or collective agreements, which are divided into the following classifications: The Teaching Profession Act, the Teachers' Pension Act, and the Teachers' Provincial Agreement.
- c. Four boards, foundations or trusts which have NSTU member requirements

When determining the right approach for the NSTU regarding the number of PE committees, the following potential impacts should be considered:

- a. **Financial:** The number of committees is a draw on the organization's financial resources, as more than \$165,000 is spent annually (based on 2018-2019 financial information) on PE committee costs (2.2% of annual membership dues). Committee funding is decided during the annual budget review and approval. However, not all the committees have a clear link to the higher priority needs of members, and their targets and desired outcomes are not documented and monitored to ensure that value is being achieved for funds spent.
- b. **Volunteer:** Having a large number of committees that are not specifically required by collective agreement, law or regulation increases the need for volunteers – both number of volunteers and time commitment of engaged volunteers. This also increases the overall organizational risk related to succession planning and volunteer burnout.
- c. **Clarity and member needs:** The number of committees increases the complexity and member confusion associated with the governance structure. The average member does not understand, nor are they interested in understanding, the purpose and need for each of these Committees. This is contradictory to the guiding principle that "The roles and responsibilities within the governance structure should be simple and clear to the average member".

Leading practice supports that a committee of an executive governing body should only be established, and maintained, if it fulfils:

- A specific legal or contractual requirement
- A need directly associated with the execution of the body’s mandate

Recommendation: Regardless of the decision associated with recommendation #1 (To reduce the size of Provincial Executive), independent consideration should be given to reducing the number of committees of PE to only those required by collective agreement, law or regulation, or those related to a specific high priority member need. The approach and streamlined nature of committees used for the RRCs should be an example for PE.

Each committee should have specific goals and desired outcomes for the year that are tracked and monitored to ensure that each committee is providing value and achieving its objectives.

Decision-making authority: The constitution outlines that PE is the governing body responsible for deciding the number of committees it should have. However, Annual Council is responsible for determining the amount of funding for each committee through the budget.

Decision 5 - The number of Local committees

The potential options related to the number of Local committees are as follows:

1. Maintain the current number of Local standing committees
2. Decrease the number of Local standing committees

We have not included an increase in the number of Local standing committees as a potential option in this case, as no organizational need was identified by the NSTU that would be addressed by an increase in these committees.

Analysis and member impact:

		Member Dues Impact		Member Volunteer (number and time commitment) Impact		
		Increase	No Change	Decrease	No Change	Increase
5. Number of Local Standing Committees	a) Maintain current number of Local standing committees	X			X	
	b) Decrease the number of Local standing committees		X	X		

Each of the 22 Locals are currently required to have the following six committees:

- a Finance
- b Nominating
- c Communication
- d Professional development
- e Resolution
- f New member

As is the case with PE committees, the number of committees significantly increases the complexity and confusion associated with the organization’s governance structure, as well as the draw on volunteers - both number of volunteers, and time commitment of engaged volunteers, contradictory to two of the four guiding

principles. To align with leading practice, Local standing committees should be established, and maintained, only if they fulfil a need directly associated with the Local's execution of its mandate, or are otherwise required by collective agreement, law or regulation.

Recommendation: Consideration should be given to streamlining the number of Local committees. This recommendation should be evaluated independently of recommendation (#2) (To reduce the number of Locals) and irrespective of the decision associated with recommendation (#2).

Decision-making authority: As outlined in the model constitution, PE can dictate the minimum number of committees a Local is required to have, while each Local is given the discretion to add additional committees as it deems necessary.

5.0 Restrictions and limitations

This report is intended solely for the information and use of the Nova Scotia Teachers Union. It is not intended to be, nor should it be, used for any other purpose. Any use that a third party makes of our report, and any reliance or decisions made based on it, are the responsibility of such third party. We accept no responsibility for any loss or damages suffered by any third party as a result of decisions made or actions taken based on our report.

We reserve the right, but will be under no obligation, to review and/or revise the contents of this report in light of information which becomes known to us after the date of this report.

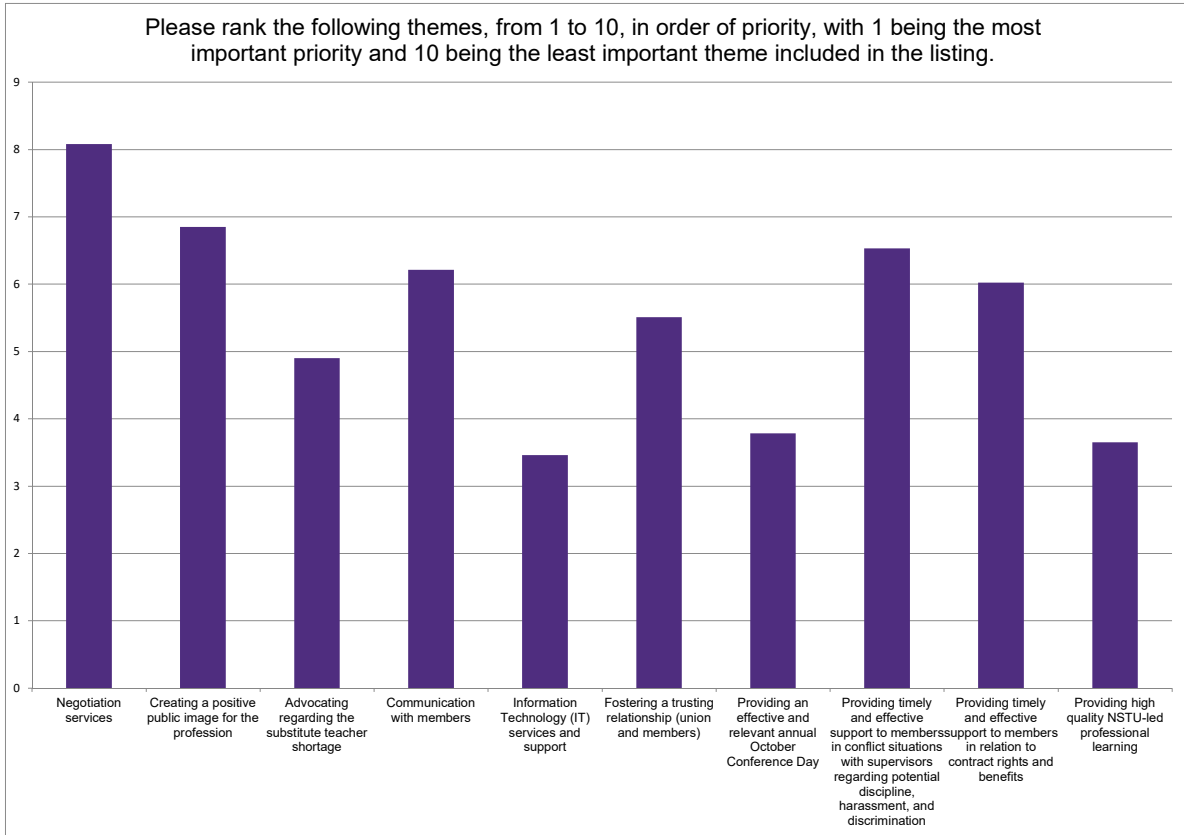
Appendix A – Member prioritization survey results

Nova Scotia Teachers Union - Shaping Our Future Survey

Question 1: Please rank the following themes, from 1 to 10, in order of priority, with 1 being the most important priority and 10 being the least important theme included in the listing.

	1	2	3	4	5	6	7	8	9	10	Total	Score										
Negotiation services	47.97%	284	14.86%	88	8.95%	53	6.25%	37	5.24%	31	3.38%	20	3.89%	23	1.69%	10	2.53%	15	5.24%	31	592	8.08
Creating a positive public image for the profession	14.02%	83	25.34%	150	11.99%	71	10.64%	63	7.77%	46	9.46%	56	5.74%	34	5.24%	31	4.39%	26	5.41%	32	592	6.85
Advocating regarding the substitute teacher shortage	3.04%	18	6.25%	37	11.82%	70	8.45%	50	10.98%	65	11.49%	68	14.53%	86	11.32%	67	11.66%	69	10.47%	62	592	4.9
Communication with members	4.73%	28	8.78%	52	17.57%	104	20.61%	122	14.02%	83	11.49%	68	9.80%	58	6.08%	36	4.39%	26	2.53%	15	592	6.21
Information Technology (IT) services and support	2.36%	14	1.52%	9	3.72%	22	4.90%	29	9.80%	58	8.11%	48	10.47%	62	14.70%	87	15.37%	91	29.05%	172	592	3.46
Fostering a trusting relationship (union and members)	5.91%	35	5.57%	33	9.97%	59	13.01%	77	14.36%	85	15.71%	93	14.36%	85	9.63%	57	8.45%	50	3.04%	18	592	5.51
Providing an effective and relevant annual October Conference Day	1.86%	11	4.22%	25	4.05%	24	5.24%	31	7.09%	42	10.30%	61	12.84%	76	17.23%	102	18.24%	108	18.92%	112	592	3.78
Providing timely and effective support to members in conflict situations with supervisors regarding potential discipline, harassment, and discrimination	11.82%	70	16.39%	97	13.01%	77	12.50%	74	12.67%	75	10.30%	61	7.26%	43	9.12%	54	4.73%	28	2.20%	13	592	6.53
Providing timely and effective support to members in relation to contract rights and benefits	5.41%	32	13.85%	82	15.37%	91	12.50%	74	11.82%	70	12.16%	72	9.29%	55	7.60%	45	9.12%	54	2.87%	17	592	6.02
Providing high quality NSTU-led professional learning	2.87%	17	3.21%	19	3.55%	21	5.91%	35	6.25%	37	7.60%	45	11.82%	70	17.40%	103	21.11%	125	20.27%	120	592	3.65

Answered 592
Skipped 0



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 2: With regard to Negotiation Services, how important is each of the following services to you?

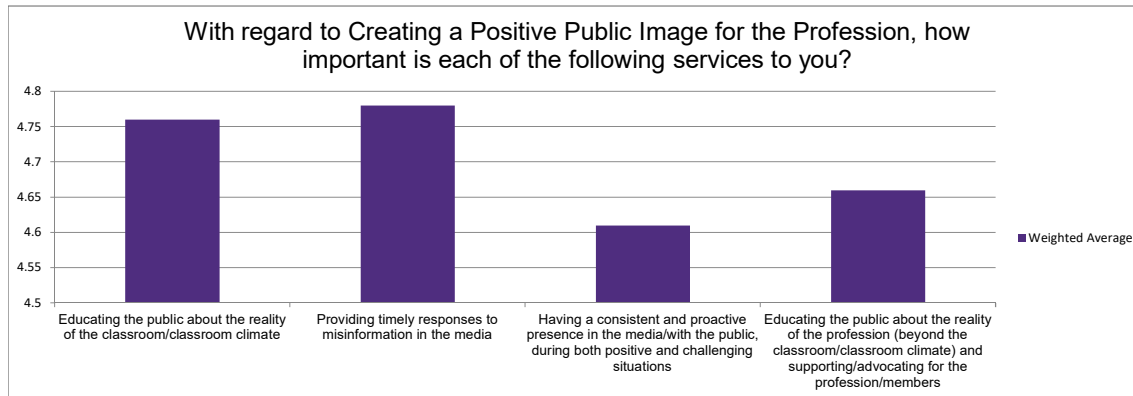
	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Total	Weighted Average
Maintaining highly trained Executive staff to lead negotiator	0.51%	3	1.19%	7	1.70%	10	16.84%
Having a negotiating team comprised of active teacher:	0.68%	4	1.53%	9	5.28%	31	29.98%
Protecting and enhancing benefits of employment (e.g., insurance, marking and prep time, leave, professional learning (Article 60))	0.34%	2	0.34%	2	0.68%	4	9.52%
Providing information to help members understand the steps in the contract negotiation proce	1.19%	7	4.09%	24	12.10%	71	50.26%
Actively reaching out to the membership for requests/suggestions when building the asking packa	0.00%	0	1.36%	8	5.44%	32	33.50%
						469	79.76%
						367	62.52%
						524	89.12%
						190	32.37%
						351	59.69%
						588	
						4	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 3: With regard to Creating a Positive Public Image for the Profession, how important is each of the following services to you?

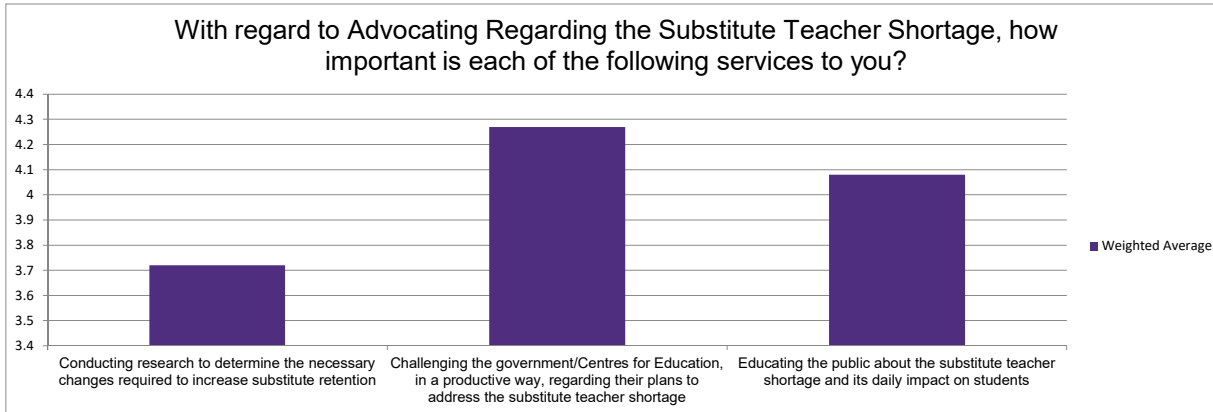
	Not important		Somewhat unimportant		Neither important nor unimportant		Somewhat important		Very important	Total	Weighted Average	
Educating the public about the reality of the classroom/classroom climate	1.36%	8	0.51%	3	2.37%	14	12.54%	74	83.22%	491	590	4.76
Providing timely responses to misinformation in the media	1.02%	6	0.68%	4	2.03%	12	12.20%	72	84.07%	496	590	4.78
Having a consistent and proactive presence in the media/with the public, during both positive and challenging situations	1.19%	7	1.87%	11	3.57%	21	21.60%	127	71.77%	422	588	4.61
Educating the public about the reality of the profession (beyond the classroom/classroom climate) and supporting/advocating for the profession/members	0.85%	5	1.70%	10	4.59%	27	16.67%	98	76.19%	448	588	4.66
										Answered	590	
										Skipped	2	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 4: With regard to Advocating Regarding the Substitute Teacher Shortage, how important is each of the following services to you?

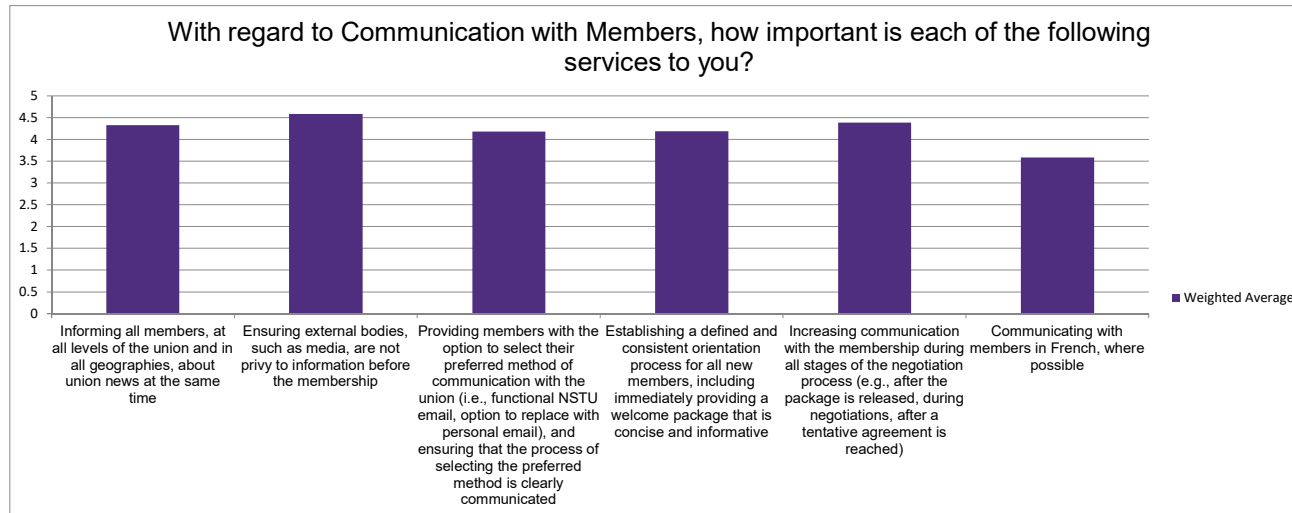
	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Total	Weighted Average					
Conducting research to determine the necessary changes required to increase substitute retention	7.33%	43	8.35%	49	15.67%	92	42.42%	249	26.24%	154	587	3.72
Challenging the government/Centres for Education, in a productive way, regarding their plans to address the substitute teacher shortage	2.39%	14	2.73%	16	9.22%	54	37.20%	218	48.46%	284	586	4.27
Educating the public about the substitute teacher shortage and its daily impact on students	3.25%	19	5.65%	33	12.33%	72	37.67%	220	41.10%	240	584	4.08
											Answered	587
											Skipped	5



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 5: With regard to Communication with Members, how important is each of the following services to you?

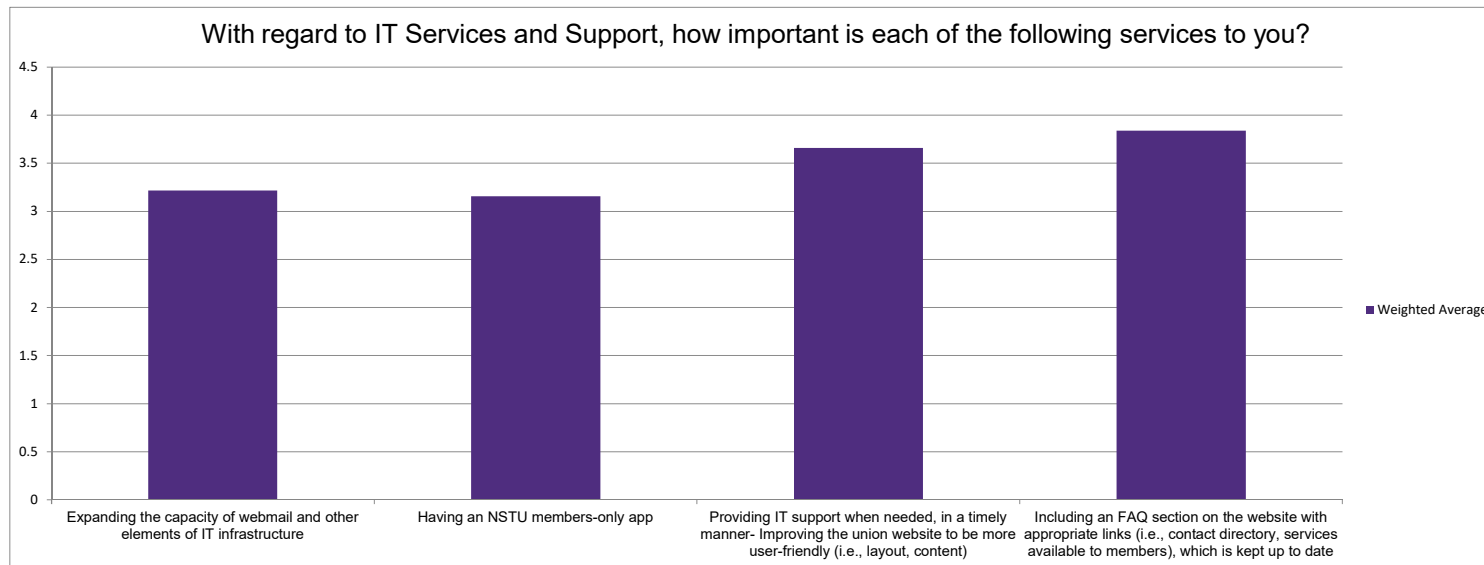
	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Total	Weighted Average					
Informing all members, at all levels of the union and in all geographies, about union news at the same time	1.53%	9	3.07%	18	6.47%	38	39.18%	230	49.74%	292	587	4.33
Ensuring external bodies, such as media, are not privy to information before the membership	1.70%	10	1.02%	6	4.94%	29	21.47%	126	70.87%	416	587	4.59
Providing members with the option to select their preferred method of communication with the union (i.e., functional NSTU email, option to replace with personal email), and ensuring that the process of selecting the preferred method is clearly communicated and easy to complete	2.91%	17	2.39%	14	14.36%	84	34.70%	203	45.64%	267	585	4.18
Establishing a defined and consistent orientation process for all new members, including immediately providing a welcome package that is concise and informative	2.22%	13	2.73%	16	12.80%	75	38.40%	225	43.86%	257	586	4.19
Increasing communication with the membership during all stages of the negotiation process (e.g., after the package is released, during negotiations, after a tentative agreement is reached)	0.85%	5	2.56%	15	8.36%	49	33.45%	196	54.78%	321	586	4.39
Communicating with members in French, where possible	9.31%	54	4.31%	25	32.76%	190	24.83%	144	28.79%	167	580	3.59
										Answered	587	
										Skipped	5	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 6: With regard to IT Services and Support, how important is each of the following services to you?

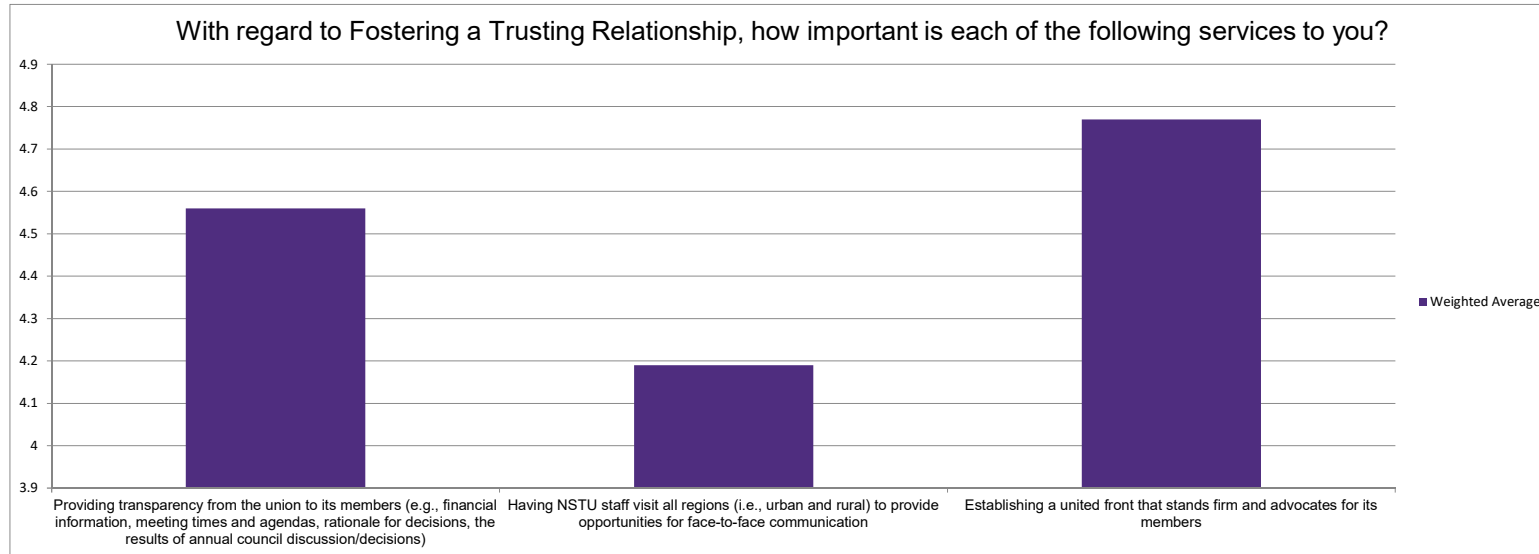
	Not important		Somewhat unimportant		Neither important nor unimportant		Somewhat important		Very important		Total	Weighted Average
Expanding the capacity of webmail and other elements of IT infrastructure	14.36%	84	11.11%	65	29.91%	175	27.18%	159	17.44%	102	585	3.22
Having an NSTU members-only app	18.26%	107	8.70%	51	27.13%	159	30.72%	180	15.19%	89	586	3.16
Providing IT support when needed, in a timely manner- Improving the union website to be more user-friendly (i.e., layout, content)	6.84%	40	8.55%	50	19.83%	116	41.03%	240	23.76%	139	585	3.66
Including an FAQ section on the website with appropriate links (i.e., contact directory, services available to members), which is kept up to date	5.81%	34	3.93%	23	18.97%	111	42.56%	249	28.72%	168	585	3.84
											Answered Skipped	586 6



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 7: With regard to Fostering a Trusting Relationship, how important is each of the following services to you?

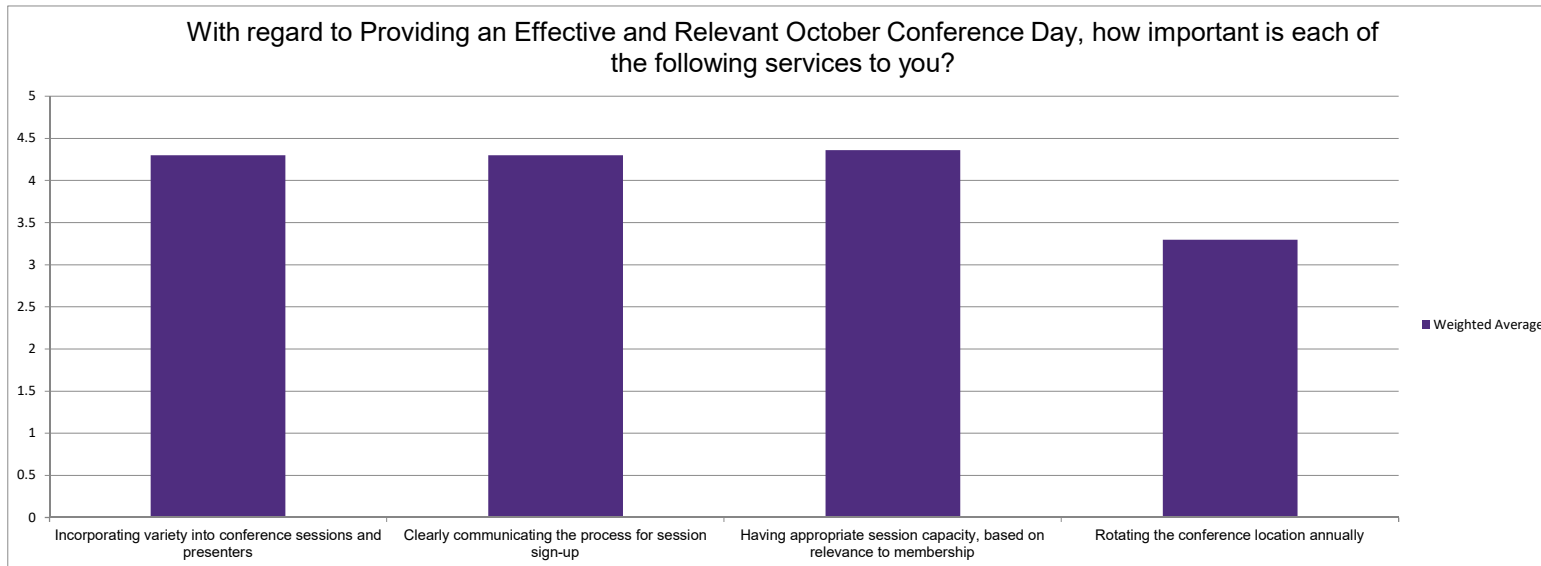
	Not important		Somewhat unimportant		Neither important nor unimportant		Somewhat important		Very important		Total	Weighted Average
Providing transparency from the union to its members (e.g., financial information, meeting times and agendas, rationale for decisions, the results of annual council discussion/decisions)	0.69%	4	0.69%	4	4.63%	27	29.50%	172	64.49%	376	583	4.56
Having NSTU staff visit all regions (i.e., urban and rural) to provide opportunities for face-to-face communication	3.78%	22	3.78%	22	10.82%	63	32.82%	191	48.80%	284	582	4.19
Establishing a united front that stands firm and advocates for its members	0.69%	4	0.34%	2	2.06%	12	14.92%	87	81.99%	478	583	4.77
											Answered	584
											Skipped	8



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 8: With regard to Providing an Effective and Relevant October Conference Day, how important is each of the following services to you?

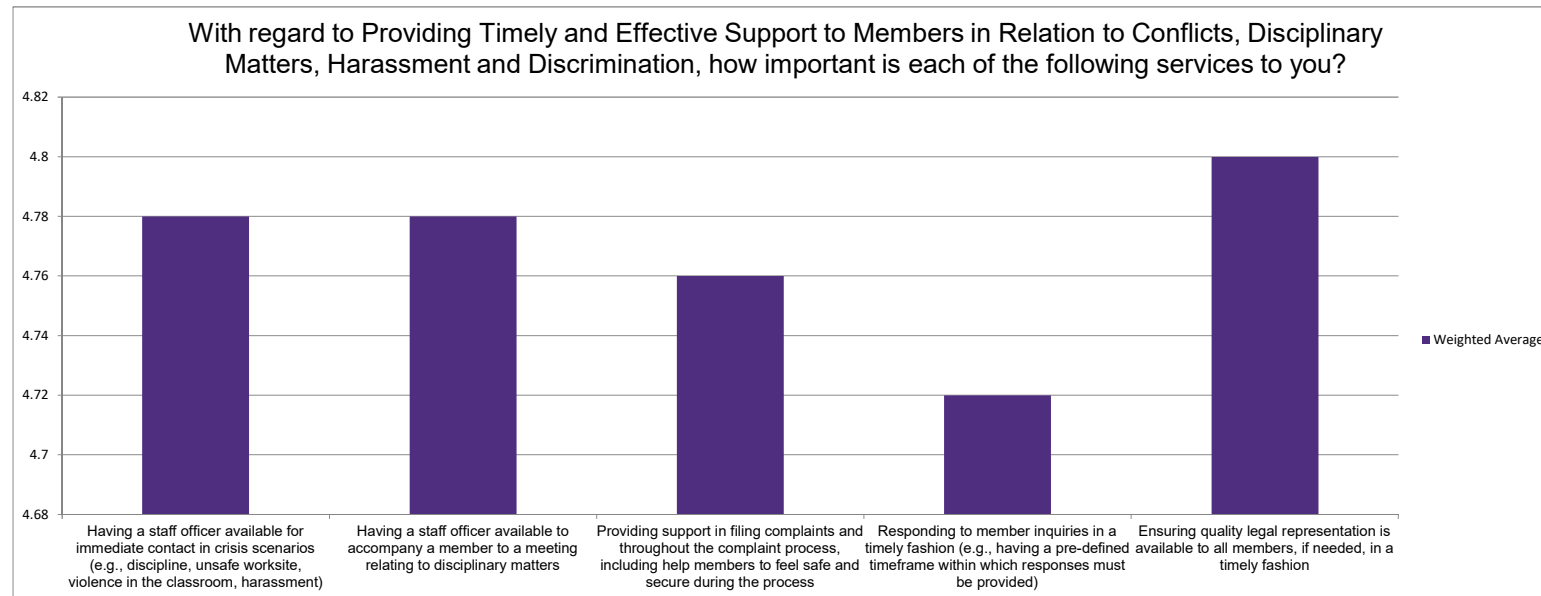
	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Total	Weighted Average
Incorporating variety into conference sessions and presenters	5.16% 30	1.55% 9	7.40% 43	30.12% 175	55.77% 324	581	4.3
Clearly communicating the process for session sign-up	4.64% 27	2.06% 12	8.93% 52	27.32% 159	57.04% 332	582	4.3
Having appropriate session capacity, based on relevance to membership	4.48% 26	1.38% 8	8.10% 47	26.03% 151	60.00% 348	580	4.36
Rotating the conference location annually	17.07% 99	10.52% 61	23.10% 134	23.79% 138	25.52% 148	580	3.3
						Answered 582	
						Skipped 10	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 9: With regard to Providing Timely and Effective Support to Members in Relation to Conflicts, Disciplinary Matters, Harassment and Discrimination, how important is each of the following services to you?

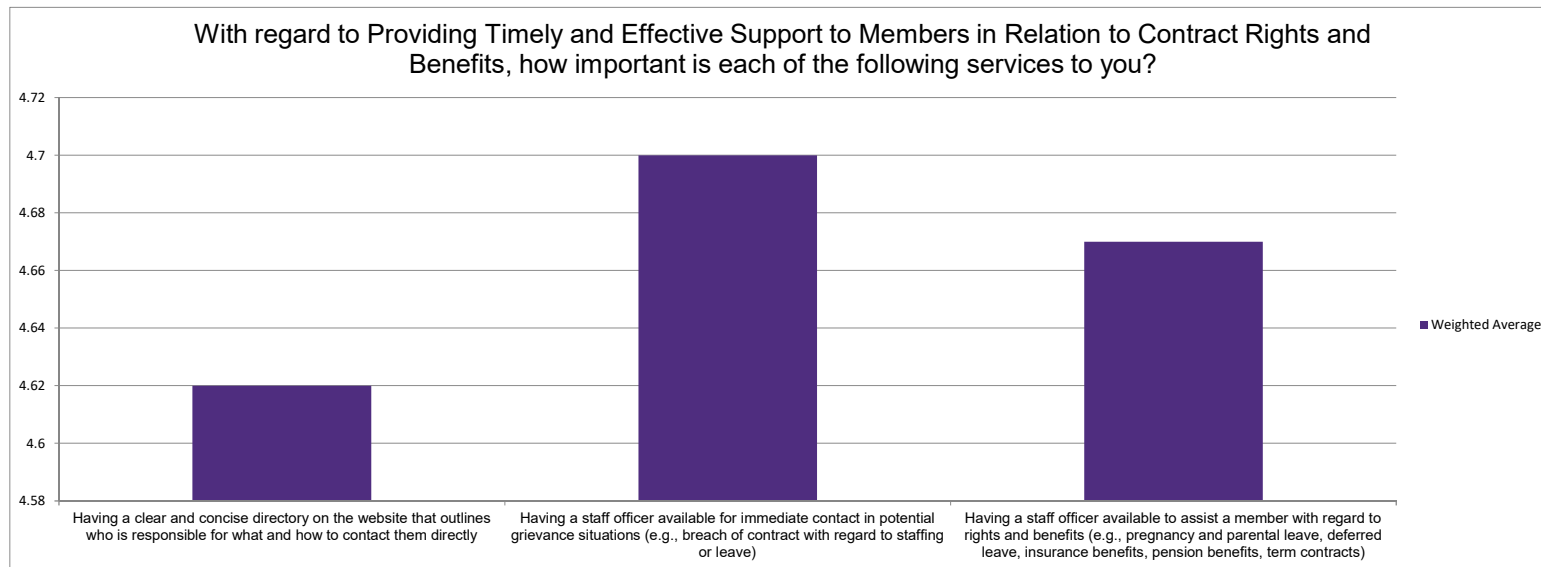
	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Very important	Total	Weighted Average						
Having a staff officer available for immediate contact in crisis scenarios (e.g., discipline, unsafe worksite, violence in the classroom, harassment)	0.17%	1	0.51%	3	3.25%	19	13.33%	78	82.74%	484	585	4.78	
Having a staff officer available to accompany a member to a meeting relating to disciplinary matters	0.51%	3	0.34%	2	2.91%	17	13.36%	78	82.88%	484	584	4.78	
Providing support in filing complaints and throughout the complaint process, including help members to feel safe and secure during the process	0.51%	3	0.34%	2	2.40%	14	16.27%	95	80.48%	470	584	4.76	
Responding to member inquiries in a timely fashion (e.g., having a pre-defined timeframe within which responses must be provided)	0.00%	0	0.86%	5	3.08%	18	19.52%	114	76.54%	447	584	4.72	
Ensuring quality legal representation is available to all members, if needed, in a timely fashion	0.34%	2	0.34%	2	2.92%	17	11.51%	67	84.88%	494	582	4.8	
											Answered	585	
											Skipped	7	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 10: With regard to Providing Timely and Effective Support to Members in Relation to Contract Rights and Benefits, how important is each of the following services to you?

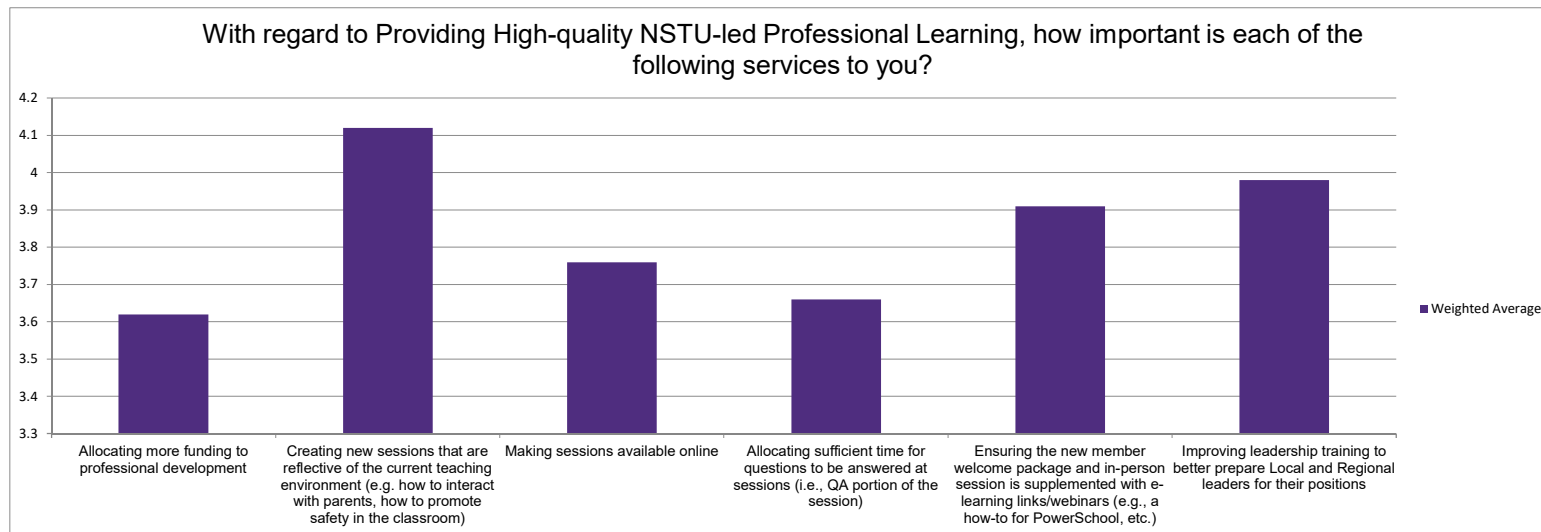
	Not important		Somewhat unimportant		Neither important nor unimportant		Somewhat important		Important		Total	Weighted Average
Having a clear and concise directory on the website that outlines who is responsible for what and how to contact them directly	0.51%	3	1.72%	10	3.26%	19	24.53%	143	69.98%	408	583	4.62
Having a staff officer available for immediate contact in potential grievance situations (e.g., breach of contract with regard to staffing or leave)	0.51%	3	0.34%	2	2.74%	16	21.10%	123	75.30%	439	583	4.7
Having a staff officer available to assist a member with regard to rights and benefits (e.g., pregnancy and parental leave, deferred leave, insurance benefits, pension benefits, term contracts)	0.17%	1	0.69%	4	2.07%	12	25.65%	149	71.43%	415	581	4.67
											Answered	583
											Skipped	9



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 11: With regard to Providing High-quality NSTU-led Professional Learning, how important is each of the following services to you?

	Not important	Somewhat unimportant	Neither important nor unimportant	Somewhat important	Important	Total	Weighted Average					
Allocating more funding to professional development	9.11%	53	10.48%	61	16.49%	96	36.94%	215	26.98%	157	582	3.62
Creating new sessions that are reflective of the current teaching environment (e.g. how to interact with parents, how to promote safety in the classroom)	5.15%	30	4.97%	29	8.75%	51	34.99%	204	46.14%	269	583	4.12
Making sessions available online	9.25%	54	6.51%	38	17.47%	102	33.05%	193	33.73%	197	584	3.76
Allocating sufficient time for questions to be answered at sessions (i.e., QA portion of the session)	6.01%	35	8.25%	48	24.40%	142	36.77%	214	24.57%	143	582	3.66
Ensuring the new member welcome package and in-person session is supplemented with e-learning links/webinars (e.g., a how-to for PowerSchool, etc.)	5.65%	33	5.48%	32	17.64%	103	34.76%	203	36.47%	213	584	3.91
Improving leadership training to better prepare Local and Regional leaders for their positions	4.83%	28	2.07%	12	18.45%	107	39.66%	230	35.00%	203	580	3.98
												Answered Skipped
												585 7



Appendix B – Member satisfaction survey results

Nova Scotia Teachers Union - Shaping Our Future Survey

Question 1: With regard to Negotiation Services, how satisfied are you with the current level of service you are receiving in each of these areas:

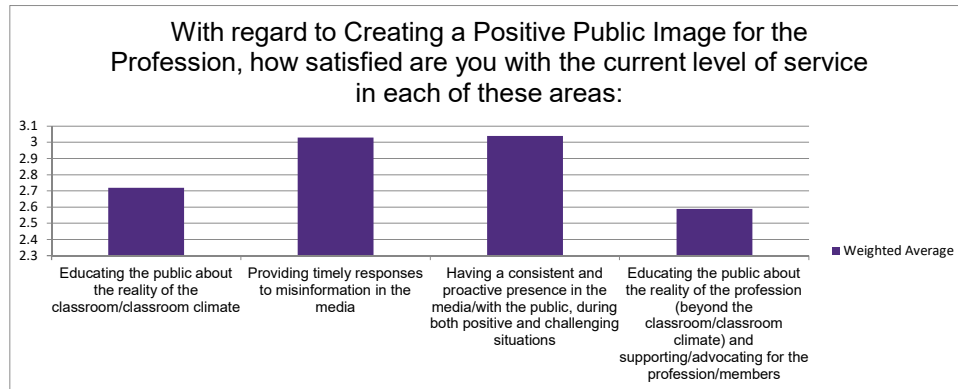
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average					
Maintaining highly trained Executive staff to lead negotiations	3.93%	23	10.26%	60	22.74%	133	43.08%	252	20.00%	117	585	3.65
Having a negotiating team comprised of active teachers	3.24%	19	10.56%	62	37.14%	218	36.46%	214	12.61%	74	587	3.45
Protecting and enhancing benefits of employment (e.g., insurance, marking and prep time, leave, professional learning (Article 60))	7.51%	44	21.67%	127	20.65%	121	40.10%	235	10.07%	59	586	3.24
Providing information to help members understand the steps in the contract negotiation process	7.48%	44	16.50%	97	25.34%	149	37.41%	220	13.27%	78	588	3.32
Actively reaching out to the membership for requests/suggestions when building the asking package	9.22%	54	18.09%	106	26.45%	155	34.98%	205	11.26%	66	586	3.21
										Answered	588	
										Skipped	4	



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 2: With regard to Creating a Positive Public Image for the Profession, how satisfied are you with the current level of service in each of these areas:

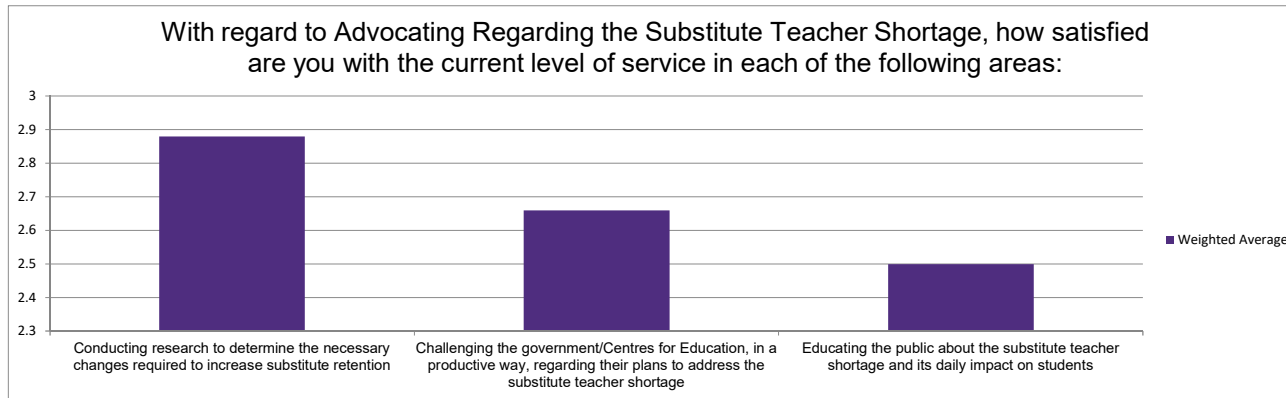
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average
Educating the public about the reality of the classroom/classroom climate	17.09%	34.02%	14.36%	28.72%	5.81%	585	2.72
Providing timely responses to misinformation in the media	10.60%	29.57%	16.24%	33.33%	10.26%	585	3.03
Having a consistent and proactive presence in the media/with the public, during both positive and challenging situations	9.91%	27.35%	21.88%	30.94%	9.91%	585	3.04
Educating the public about the reality of the profession (beyond the classroom/classroom climate) and supporting/advocating for the profession/members	17.44%	36.07%	21.03%	21.03%	4.44%	585	2.59
						Answered	586
						Skipped	6



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 3: With regard to Advocating Regarding the Substitute Teacher Shortage, how satisfied are you with the current level of service in each of the following areas:

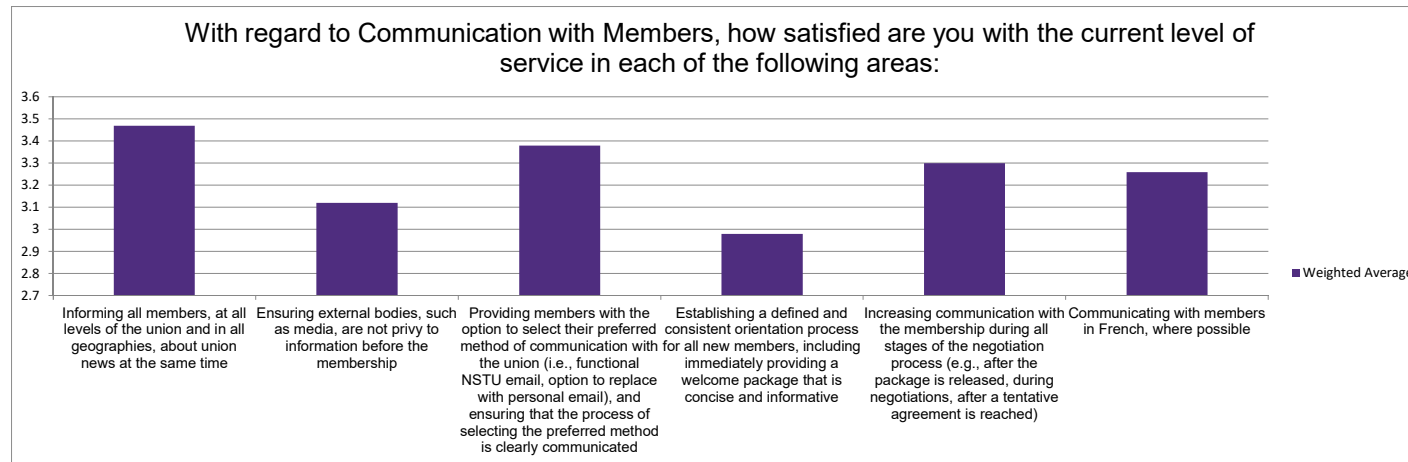
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average					
Conducting research to determine the necessary changes required to increase substitute retention	7.39%	43	17.35%	101	58.08%	338	14.60%	85	2.58%	15	582	2.88
Challenging the government/Centres for Education, in a productive way, regarding their plans to address the substitute teacher shortage	12.20%	71	28.35%	165	43.13%	251	13.40%	78	2.92%	17	582	2.66
Educating the public about the substitute teacher shortage and its daily impact on students	17.87%	104	28.69%	167	41.07%	239	10.48%	61	1.89%	11	582	2.5
											Answered	582
											Skipped	10



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 4: With regard to Communication with Members, how satisfied are you with the current level of service in each of the following areas:

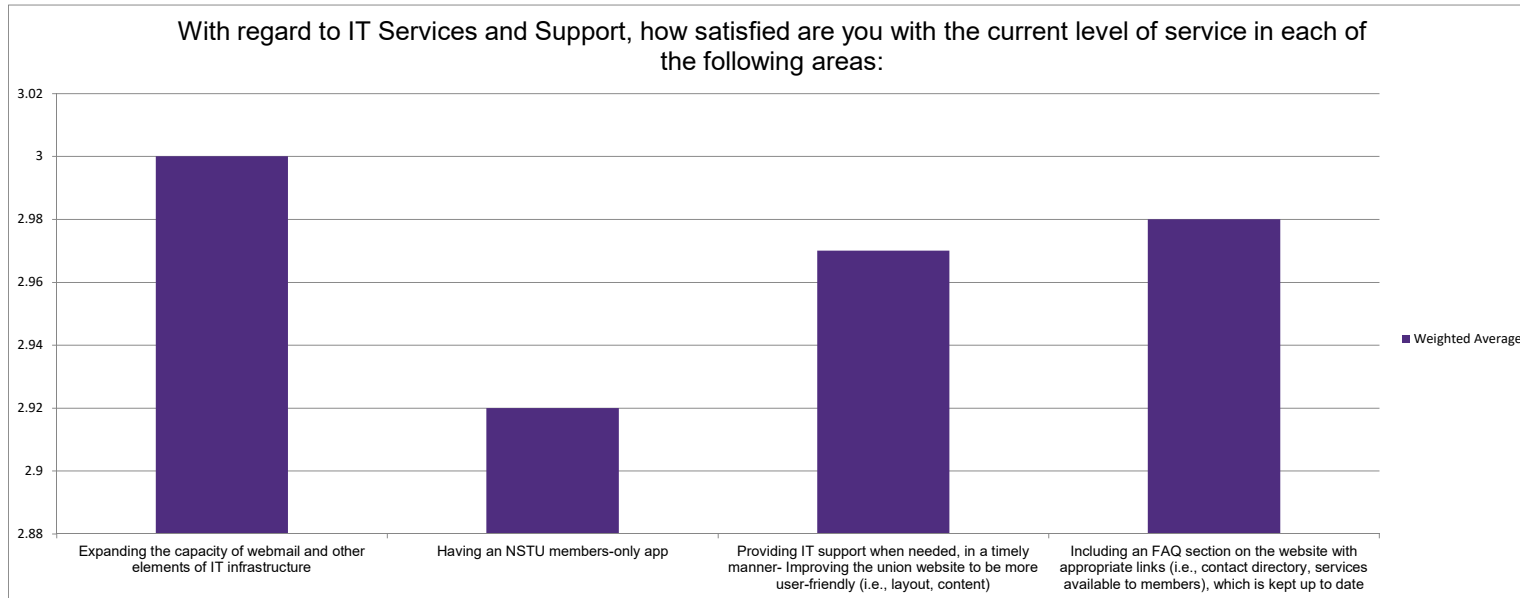
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average					
Informing all members, at all levels of the union and in all geographies, about union news at the same time	5.83%	34	13.55%	79	22.81%	133	43.05%	251	14.75%	86	583	3.47
Ensuring external bodies, such as media, are not privy to information before the membership	9.78%	57	24.36%	142	21.96%	128	32.25%	188	11.66%	68	583	3.12
Providing members with the option to select their preferred method of communication with the union (i.e., functional NSTU email, option to replace with personal email), and ensuring that the process of selecting the preferred method is clearly communicated and easy to complete	7.02%	41	11.99%	70	32.88%	192	31.85%	186	16.27%	95	584	3.38
Establishing a defined and consistent orientation process for all new members, including immediately providing a welcome package that is concise and informative	8.56%	50	17.29%	101	46.23%	270	22.95%	134	4.97%	29	584	2.98
Increasing communication with the membership during all stages of the negotiation process (e.g., after the package is released, during negotiations, after a tentative agreement is reached)	6.51%	38	17.12%	100	27.05%	158	38.36%	224	10.96%	64	584	3.3
Communicating with members in French, where possible	2.60%	15	4.34%	25	67.88%	391	15.28%	88	9.90%	57	576	3.26
											Answered	585
											Skipped	7



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 5: With regard to IT Services and Support, how satisfied are you with the current level of service in each of the following areas:

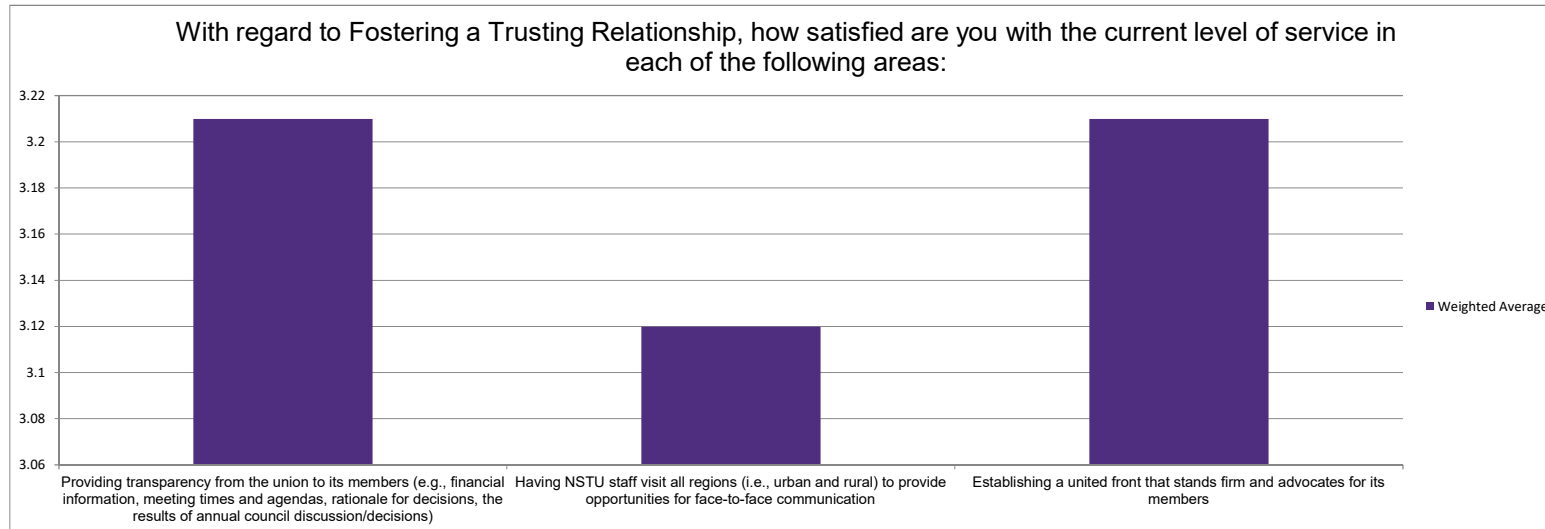
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average
Expanding the capacity of webmail and other elements of IT infrastructure	7.55%	44 14.41%	84 55.23%	322 16.12%	94 6.69%	39 583	3
Having an NSTU members-only app	7.39%	43 10.31%	60 68.90%	401 9.79%	57 3.61%	21 582	2.92
Providing IT support when needed, in a timely manner- Improving the union website to be more user-friendly (i.e., layout, content)	7.90%	46 15.46%	90 52.92%	308 18.90%	110 4.81%	28 582	2.97
Including an FAQ section on the website with appropriate links (i.e., contact directory, services available to members), which is kept up to date	5.84%	34 14.95%	87 58.76%	342 15.98%	93 4.47%	26 582	2.98
						Answered Skipped	583 9



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 6: With regard to Fostering a Trusting Relationship, how satisfied are you with the current level of service in each of the following areas:

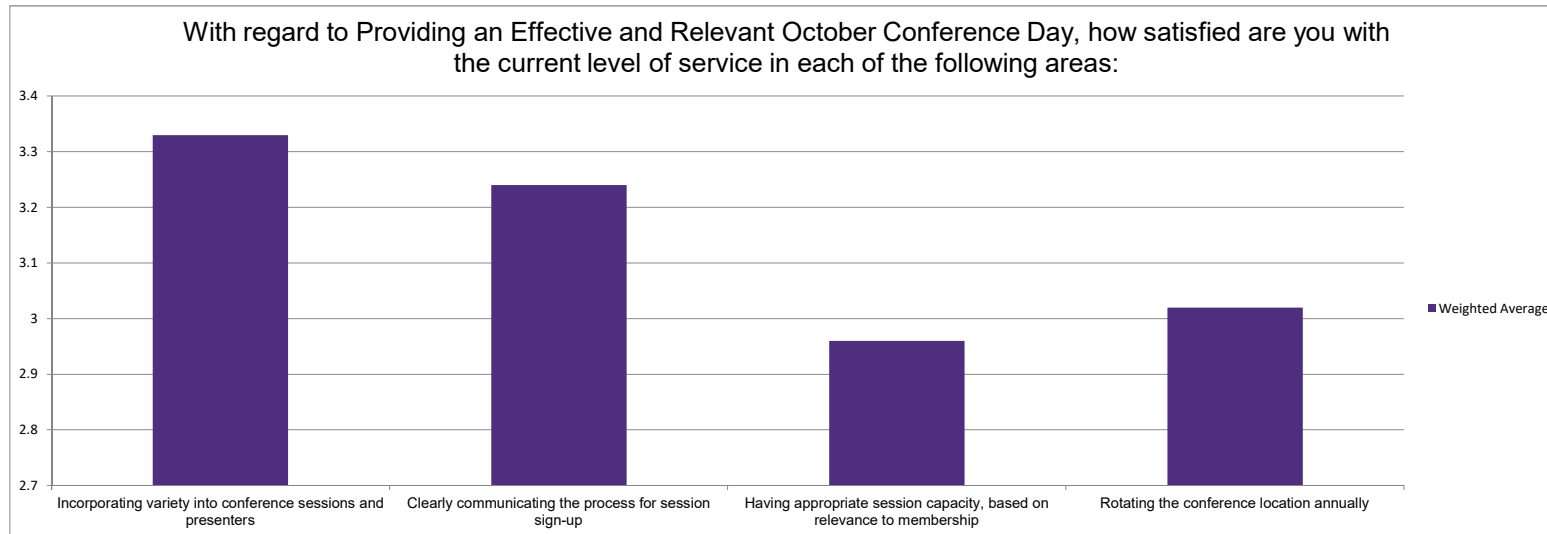
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average					
Providing transparency from the union to its members (e.g., financial information, meeting times and agendas, rationale for decisions, the results of annual council discussion/decisions)	8.43%	49	20.65%	120	23.75%	138	35.80%	208	11.36%	66	581	3.21
Having NSTU staff visit all regions (i.e., urban and rural) to provide opportunities for face-to-face communication	8.78%	51	17.90%	104	34.94%	203	29.09%	169	9.29%	54	581	3.12
Establishing a united front that stands firm and advocates for its members	10.19%	59	20.03%	116	21.93%	127	34.54%	200	13.30%	77	579	3.21
											Answered Skipped	581 11



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 7: With regard to Providing an Effective and Relevant October Conference Day, how satisfied are you with the current level of service in each of the following areas:

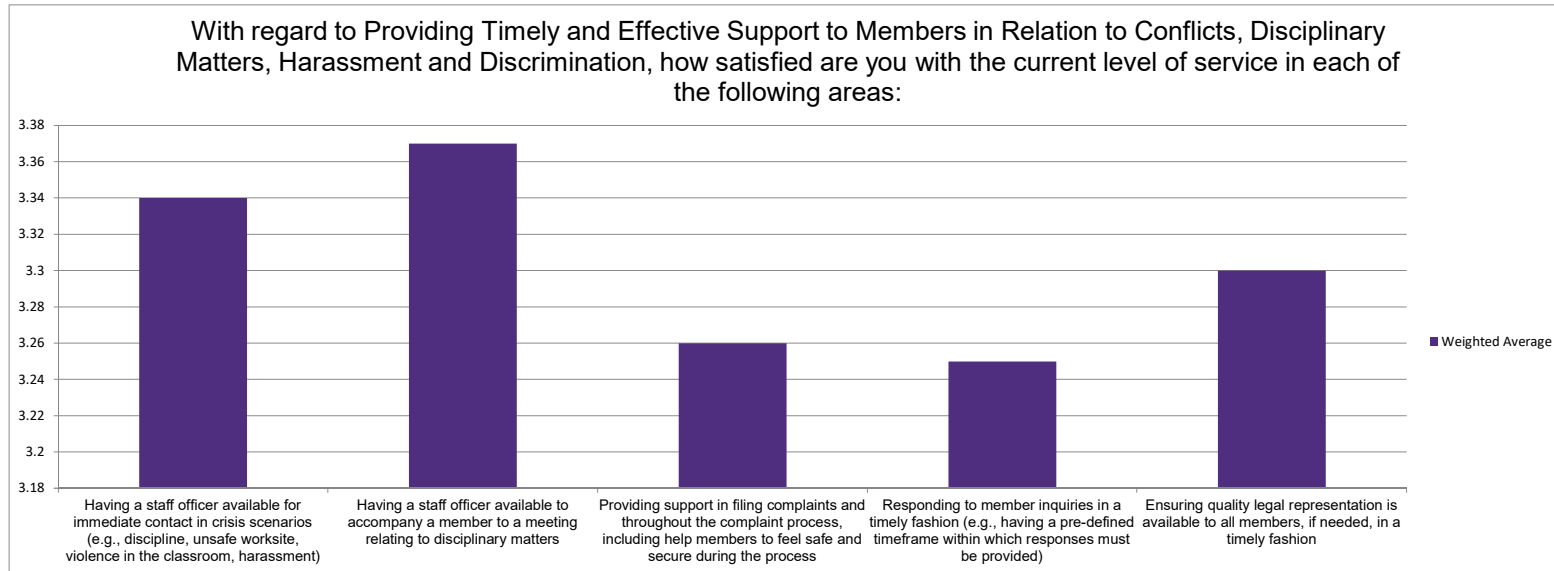
	Very dissatisfied		Somewhat dissatisfied		Neither satisfied nor dissatisfied		Somewhat satisfied		Very satisfied	Total	Weighted Average	
Incorporating variety into conference sessions and presenters	9.47%	55	19.62%	114	16.18%	94	38.21%	222	16.52%	96	581	3.33
Clearly communicating the process for session sign-up	10.33%	60	21.17%	123	19.97%	116	31.50%	183	17.04%	99	581	3.24
Having appropriate session capacity, based on relevance to membership	13.28%	77	26.21%	152	21.90%	127	28.28%	164	10.34%	60	580	2.96
Rotating the conference location annually	11.19%	65	11.70%	68	50.09%	291	17.56%	102	9.47%	55	581	3.02
										Answered		582
										Skipped		10



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 8: With regard to Providing Timely and Effective Support to Members in Relation to Conflicts, Disciplinary Matters, Harassment and Discrimination, how satisfied are you with the current level of service in each of the following areas:

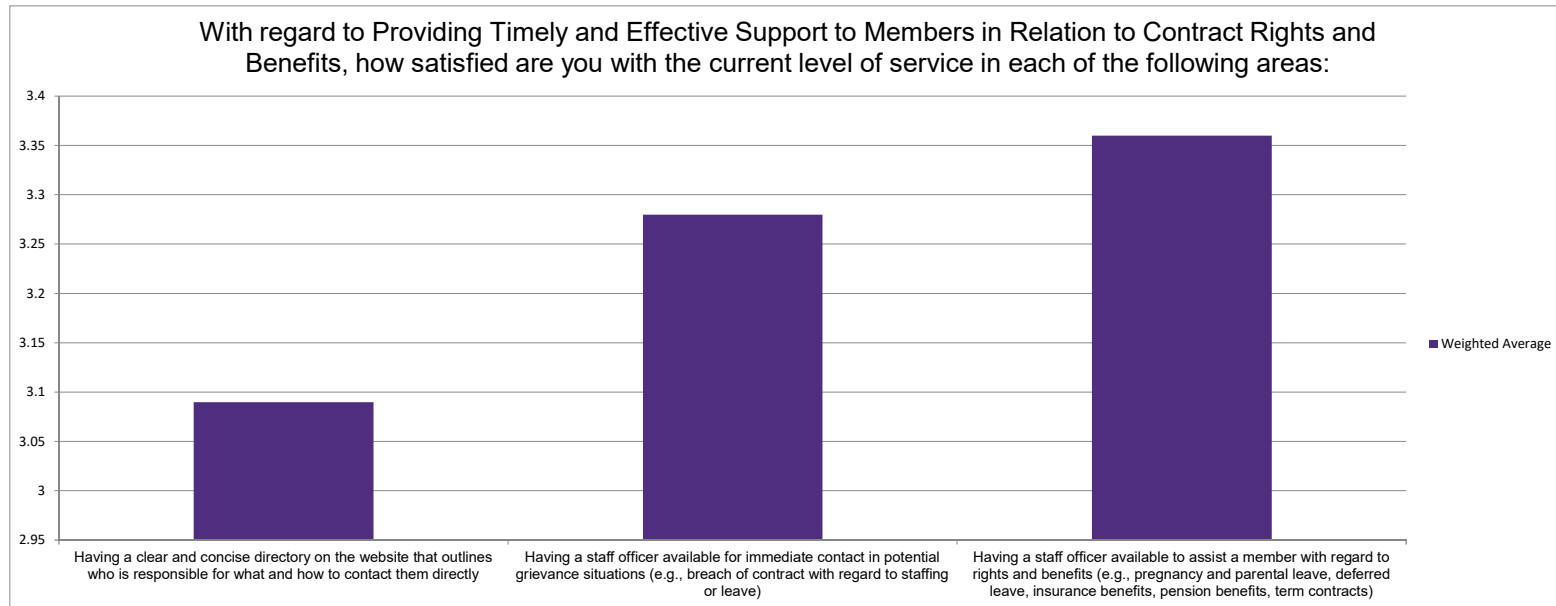
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average
Having a staff officer available for immediate contact in crisis scenarios (e.g., discipline, unsafe worksite, violence in the classroom, harassment)	4.66%	27 11.21%	65 46.38%	269 20.52%	119 17.24%	100 580	3.34
Having a staff officer available to accompany a member to a meeting relating to disciplinary matters	3.97%	23 6.91%	40 53.54%	310 19.52%	113 16.06%	93 579	3.37
Providing support in filing complaints and throughout the complaint process, including help members to feel safe and secure during the process	5.17%	30 9.83%	57 52.59%	305 18.62%	108 13.79%	80 580	3.26
Responding to member inquiries in a timely fashion (e.g., having a pre-defined timeframe within which responses must be provided)	6.38%	37 13.28%	77 45.52%	264 18.97%	110 15.86%	92 580	3.25
Ensuring quality legal representation is available to all members, if needed, in a timely fashion	4.19%	24 5.41%	31 59.86%	343 17.45%	100 13.09%	75 573	3.3
						Answered Skipped	580 12



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 9: With regard to Providing Timely and Effective Support to Members in Relation to Contract Rights and Benefits, how satisfied are you with the current level of service in each of the following areas:

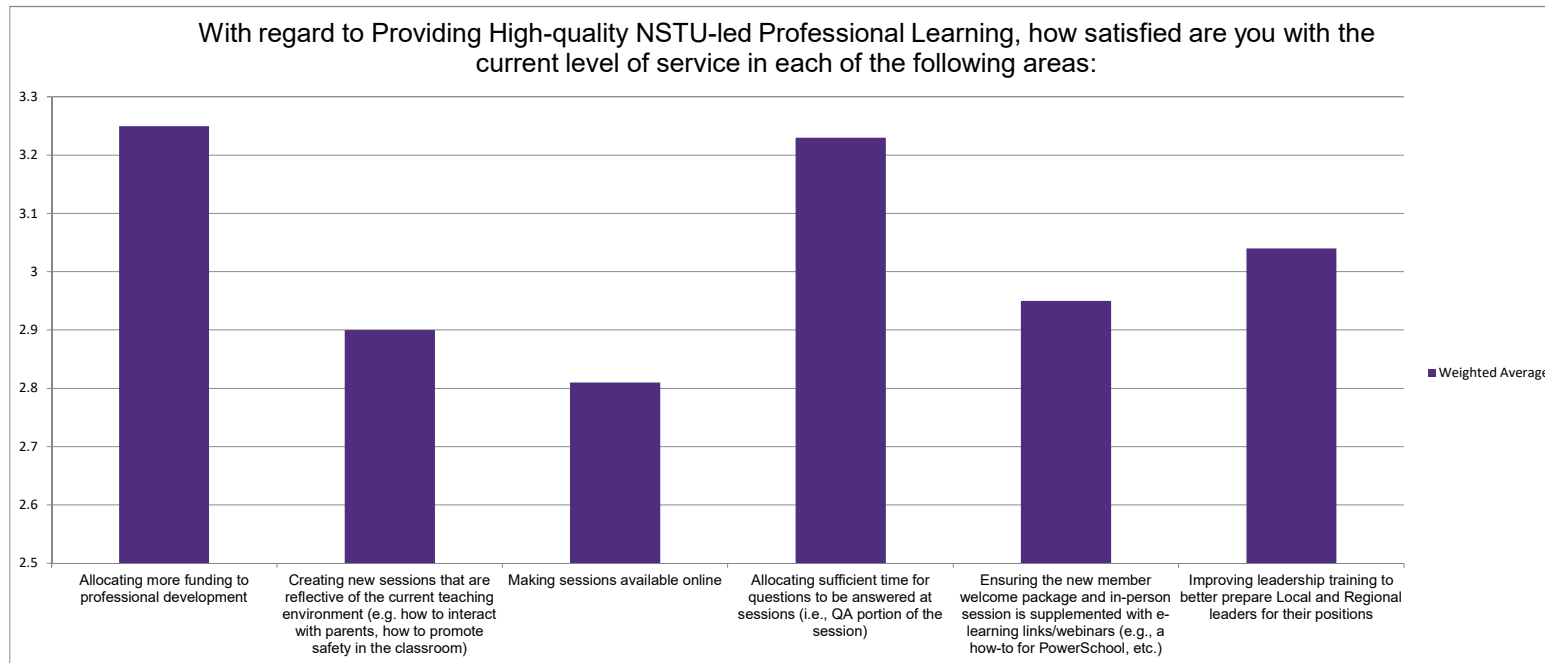
	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied	Total	Weighted Average
Having a clear and concise directory on the website that outlines who is responsible for what and how to contact them directly	6.94%	40 20.49%	118 37.67%	217 26.22%	151 8.68%	50 576	3.09
Having a staff officer available for immediate contact in potential grievance situations (e.g., breach of contract with regard to staffing or leave)	4.66%	27 10.71%	62 48.19%	279 24.35%	141 12.09%	70 579	3.28
Having a staff officer available to assist a member with regard to rights and benefits (e.g., pregnancy and parental leave, deferred leave, insurance benefits, pension benefits, term contracts)	3.81%	22 10.40%	60 45.06%	260 27.56%	159 13.17%	76 577	3.36
						Answered 579	Skipped 13



Nova Scotia Teachers Union - Shaping Our Future Survey

Question 10: With regard to Providing High-quality NSTU-led Professional Learning, how satisfied are you with the current level of service in each of the following areas:

	Very dissatisfied		Somewhat dissatisfied		Neither satisfied nor dissatisfied		Somewhat satisfied		Very satisfied	Total	Weighted Average	
Allocating more funding to professional development	3.64%	21	12.65%	73	45.41%	262	31.20%	180	7.11%	41	577	3.25
Creating new sessions that are reflective of the current teaching environment (e.g. how to interact with parents, how to promote safety in the classroom)	6.08%	35	26.22%	151	42.88%	247	21.18%	122	3.65%	21	576	2.9
Making sessions available online	9.23%	53	16.03%	92	61.67%	354	10.63%	61	2.44%	14	574	2.81
Allocating sufficient time for questions to be answered at sessions (i.e., QA portion of the session)	2.26%	13	5.22%	30	67.30%	387	17.39%	100	7.83%	45	575	3.23
Ensuring the new member welcome package and in-person session is supplemented with e-learning links/webinars (e.g., a how-to for PowerSchool, etc.)	6.10%	35	13.07%	75	64.46%	370	12.72%	73	3.66%	21	574	2.95
Improving leadership training to better prepare Local and Regional leaders for their positions	5.47%	31	10.23%	58	63.67%	361	16.40%	93	4.23%	24	567	3.04
											Answered 577	
											Skipped 15	



Appendix C - Participant demographics

Information on participant demographics was collected, on a voluntary basis:

- A. From members who attended the information gathering portion of the engagement, via the in-person session or electronic questionnaires.
- B. From members who completed the survey to prioritize member needs.

The results of participant demographics from each stage of engagement are outlined below:

A. Information-gathering demographics

- 1. Identify as:

	Questionnaire	In-person Sessions	Total
a Male	64	28	92
b Female	183	87	270
c Gender non-binary	0	0	0
d Prefer not to answer	11	2	13
	258	117	375

- 2. Age:

	Questionnaire	In-person Sessions	Total
a <25	1	0	1
b 25 to 35	41	8	49
c 36 to 45	87	43	130
d 46 to 55	99	54	153
e >55	29	12	41
	257	117	374

3. Contract status:

	Questionnaire	In-person Sessions	Total
a Permanent	230	112	342
b Probationary	12	1	13
c Term	12	2	14
d Substitute	2	2	4
	256	117	373

4. Number of years in the teaching profession:

	Questionnaire	In-person Sessions	Total
a <5	9	0	9
b 5 to 10	41	13	54
c 11 to 15	55	23	78
d 16 to 20	57	32	89
e 21 to 25	48	20	68
f >25	47	30	77
	257	118	375

5. Current grade level you are teaching:

	Questionnaire	In-person Sessions	Total
a Elementary	78	44	122
b Junior High/ Middle School	46	19	65
c High School	84	32	116
d Specialist/ Other	51	22	73
	259	117	376

6. Employer:

	Questionnaire	In-person Sessions	Total
a Annapolis Valley Regional Centre for Education	34	7	41
b Cape Breton - Victoria Regional Centre for Education	28	22	50
c Chignecto Regional Centre for Education	37	21	58
d Halifax Regional Centre for Education	100	26	126
e South Shore Regional Centre for Education	9	6	15
f Strait Regional Centre for Education	17	6	23
g Tri-County Regional Centre for Education	20	21	41
h Conseil scolaire acadien provincial	8	8	16
i Atlantic Provinces Special Education Authority	4	0	4
	257	117	374

7. What is your historic level of involvement with the union?

	Questionnaire	In-person Sessions	Total
a No involvement - I occasionally attend meetings	70	11	81
b Minimal involvement - I attend meetings at the local/regional level	41	8	49
c Somewhat involved - I have served on local/professional association/provincial committees and/or as a school NSTU representative	97	37	134
d Very involved - I have served at the Local Executive level, the Professional Association Executive level and/or Provincial Executive level	50	62	112
	258	118	376

B. Prioritization survey demographics

1. Identify as:

	Survey
a Male	141
b Female	429
c Gender non-binary	1
d Prefer not to answer	12
	<hr/>
	583

2. Age:

	Survey
a <25	5
b 25 to 35	87
c 36 to 45	212
d 46 to 55	201
e >55	77
	<hr/>
	582

3. Contract Status:

	Survey
a Permanent	524
b Probationary	25
c Term	28
d Substitute	6
	<hr/>
	583

4. Number of years in the teaching profession:

	Survey
a <5	30
b 5 to 10	84
c 11 to 15	115
d 16 to 20	152
e 21 to 25	91
f >25	110
	582

5. Current grade level you are teaching:

	Survey
a Elementary	218
b Junior High/ Middle School	112
c High School	158
d Specialist/ Other	93
	581

6. Employer:

	Survey
a Annapolis Valley Regional Centre for Education	80
b Cape Breton Victoria Regional Centre for Education	43
c Chignecto Regional Centre for Education	88
d Halifax Regional Centre for Education	241
e South Shore Regional Centre for Education	33
f Strait Regional Centre for Education	33
g Tri-County Regional Centre for Education	39
h Conseil scolaire acadien provincial	22
i Atlantic Provinces Special Education Authority	2
	581

Appendix D – Benchmarking information

PROVINCIAL EXECUTIVE OR SIMILAR STRUCTURES OF CTF AFFILIATES

(the information has been gathered from individual constitutions/by-laws of the affiliates as found on their websites)

CTF Affiliate	Size and Composition of Executive	Term of Office of Executive	Manner in which Election Conducted
ATA	<p>Provincial Executive Council President Two (2) Vice-Presidents Immediate Past President At least ten (10) District Representatives (three (3) from Calgary City District, three (3) from Edmonton McMurray District, one (1) each from the other nine (9) Districts) (currently there are 18 individuals on the Provincial Executive Council)</p>	<p>Members of the Provincial Executive Council shall be elected for a two-year term starting on the first day of July following their election. (there does not appear to be any restriction on consecutive terms)</p>	<p>By ballot to each member by plurality of votes.</p>
BCTF	<p>Executive Committee President First Vice-President Second Vice-President Immediate Past President (when applicable) Nine (9) Members-at-Large (two designated seats, one for an Aboriginal member and one for a Racialized member)</p>	<p>Each member-at-large shall be elected for a term of two-years. The Immediate Past-President serves in a one-year, supernumerary position on the Executive Committee. All members of the Executive Committee shall be eligible for re-election. In the event that a President shall be elected to an additional year of office, the Executive Committee position of Immediate Past-President shall be vacated. That the President, First Vice-President, and Second Vice-President be relieved of their teaching duties for the duration of their terms of office.</p>	<p>The Executive Committee positions are elected by the Annual General Meeting and shall take office on the following July 1. Staggering elections for Members-at-Large to ensure at least three (3) are elected at each AGM.</p>
ETFO	<p>Executive President First Vice-President Two (2) Vice-Presidents, one (1) of the positions shall be open to women only.</p>	<p>The term of office for the President, First Vice-President, Vice-president, Vice-President (female), and the Executive shall be two (2) years.</p>	<p>Elected at the Annual Meeting by secret ballot. President, First Vice-President, Vice-president, Vice-President (female), and OFT Representative are elected by majority vote.</p>

	<p>The Representative to the Ontario Teachers' Federation (OTF Table Officer). Executive members, as necessary to complete the Executive of 14 members. Three (3) of the positions shall be only open to women members. One (1) of the positions shall be only open to women members who are also First Nations, Métis or Inuit (FNMI), members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members. One (1) of the positions shall be only open to members who are FNMI, members with a disability, lesbian, gay, bisexual, transgender, intersex, queer or questioning members or racialized members.</p>	<p>The full-time released officers of the Federation shall be the President, the First Vice-President and the two (2) Vice-Presidents.</p>	
MTS	<p>Provincial Executive President Vice-President Immediate Past President Eleven (11) Members-at-Large</p>	<p>The President and Vice President may not hold office for more than two (2) consecutive two (2) year terms. Members-at-Large may not hold office for more than three (3) consecutive two (2) year terms. Immediate Past President may stay on the Executive for one (1) year following the Presidency. All Members elected to the Provincial Executive shall take office at the end of the Provincial Council Meeting held in the year in which they are elected. President and Vice-President have full-time release.</p>	<p>Only those Delegates to the Provincial Council actually present at the time the vote is called shall be entitled to cast a ballot for President, Vice President and Members-at-Large.</p>
NBTA	<p>Executive President Vice-President</p>	<p>President serves a two-year term, may not be re-elected.</p>	<p>Vice-President is elected electronically with a plurality of votes during the last full week in April.</p>

	<p>Past President Five additional Directors from the Board</p> <p>Board President Vice-President Past President 30 additional Directors from Local Branches based on: One (1) Director per Local Branch except for Local Branches with excess of 750 member in which case they may elect two (2) Directors.</p>	<p>In alternating years, Vice-Presidential elections are held for one-year term as Vice-President or one-year term as Vice-President followed by a two-year term as President. Vice-Presidential elections are either for VP or for VP/President-Elect the VP terms are for one-year. Officers assume their office on the first of August. Directors are elected to a three-year term and may serve no more than two consecutive terms. Directors assume their office at the end of the AGM.</p>	<p>Directors are elected as directed by the Local Branch Executives prior to May 31.</p>
NLTA	<p>Provincial Executive Council President Vice-President Past President 10 additional members</p>	<p>President and Vice-President two-year term, may hold two consecutive terms. Past President one-year term the year following the presidency. Members-at-Large two-year term, may hold two consecutive terms.</p>	<p>President and Vice-President by majority vote of the entire membership by secret ballot. 10 additional members elected by plurality of vote at the biennial convention. Seven other members may be elected by plurality of vote as alternate Provincial Executive Council members (those receiving fewer votes than the 10).</p>
NSTU	<p>Provincial Executive (Executive of the Council) President First Vice-President Immediate Past President Twenty (21) Regional Members</p>	<p>An Executive Member cannot hold office for more than two (2) consecutive two-year terms in the same office. Immediate Past President has a one-year term immediately following the Presidency.</p>	<p>President by majority vote of the entire membership. First Vice-President by majority vote of voting delegates at Annual Council. Regional Members by plurality of votes from the Region.</p>
NTA	<p>Central Executive President Vice-President Secretary-Treasurer Inuit Member-At-Large North Qikiqtani Regional President South Qikiqtani Regional President Central Qikiqtani Regional President</p>	<p>The term of office of President shall be two (2) years, and shall be limited to three (3) terms. Terms of offices of other Executive Members shall be unlimited terms of two (2) years. Terms commencing on July 1 and terminating on June 30.</p>	<p>The President, Vice-President, the Secretary-Treasurer, and Inuit Member-At-Large shall be elected by mail ballot at each school by majority vote. Proxy voting is allowed.</p>

	Kitikmeot Regional President Kivalliq Regional President		
NWTTA	Central Executive President Vice-President Secretary-Treasurer Member-at-Large One (1) Representative of Regional Presidents	Two-year term July 1 to June 30.	Elected by the membership.
OECTA	Provincial Executive President Immediate Past President First Vice-President Second Vice-President Third Vice-President Two (2) Councillors Association representative on the executive of the Ontario Teachers' Federation	President two-year term, commencing on July 1 of the year of election to June 30 of the second year following, and until a successor has been elected and taken office. Provincial Executive, except for the president and the Ontario Teachers' Federation table officer, shall be from July 1 of the year of election to June 30 of the year following, and until its successors have been elected and taken office. The term of office of the Ontario Teachers' Federation table officer on the Association provincial executive shall be from July 1 of the year of election to June 30 of the second year following, and shall begin on the Ontario Teachers' Federation executive at the conclusion of the Ontario Teachers' Federation annual meeting. President and First Vice-President have full-time release.	The president, the first vice-president, the second vice-president, the third vice-president, the treasurer and the two councillors shall be elected at the annual general meeting. The Association representative to serve as table officer on the executive of the Ontario Teachers' Federation shall be elected biennially by the voting delegates at the annual general meeting from among the eligible Association governors of the Ontario Teachers' Federation.
OSSTF	Provincial Executive President Two (2) Vice-Presidents Treasurer Three (3) Executive Officers	Two-year term or until successors elected.	Election shall take place at the Annual Meeting of the Provincial Assembly in odd numbered years for Provincial Executive by majority vote. The Provincial Executive shall designate one of its Members as immediate Past President, solely for the purpose of conforming to the

			requirements of the "Teaching Profession Act, Section 5(1)."
PEITF	Executive President Vice-President Six Members-at-Large		
STF	Executive President Vice-President Eight Members-at-Large	The term of office for Executive members, including: the President, Vice-President and Executive members-at-large is two years and all Executive members are eligible for re-election.	Elected at the Council. All matters before the Council shall be decided by a majority vote of those present and voting.
YTA	Executive President Vice-President a Past President Treasurer Plus Chair of the following Standing Committees: Employment Relations Policy Professional Development Membership Public Relations	Two-year term The offices of President, Membership Chair, Policy Chair and Public Relations Chair will be elected at, or prior to, the AGM held in even numbered years. The offices of Vice-President, Professional Development Chair, Treasurer and Employment Relations Chair will be elected at, or prior to, the AGM held in odd numbered years.	President by majority vote one week prior to the AGM by entire membership (no proxy voting) by secret ballot. Remainder by majority vote at AGM by secret ballot, proxy voting allowed.

EXECUTIVE OR SIMILAR STRUCTURES OF NOVA SCOTIA'S OTHER PUBLIC SECTOR UNIONS

(the information has been gathered from individual constitutions/by-laws of these organizations as found on their websites)

NS Unions	Size and Composition of Executive	Term of Office of Executive	Manner in which Election Conducted
CUPE-NS	<p>Executive Board President Vice-President Recording Secretary Secretary-Treasurer Equity Vice-President Communications Editor Young Worker Four Area Vice-Presidents</p>	<p>2-year terms No indication of consecutive terms</p>	<p>Elected at Annual Convention by majority vote. Elected by Secret Ballot. Odd Years (President, Recording Secretary, Equity Vice-President, two Area Vice-Presidents) Even Years (Vice-President, Secretary-Treasurer, Communications Editor, two Area Vice-Presidents)</p>
NSGEU	<p>Executive Committee President First Vice-President Second Vice-President Third Vice-President Secretary-Treasurer</p> <p>Board of Directors Executive Committee plus Eight Regional Counsellors 21 Occupational Counsellors</p>	<p>Executive Committee 3-year terms Only indication of consecutive terms is for the incumbent president who shall be allowed to reoffer at consecutive Conventions if unable to obtain leave of absence from the employer.</p>	<p>Executive Committee is elected at Triennial (every three years) Convention by majority vote. Elected by Secret Ballot</p>
NSNU	<p>Executive Committee President First Vice-President Vice-President Finance Plus one other member from the Board</p> <p>Board of Directors Executive Committee plus Five Vice-Presidents by Region Three Vice-Presidents by Occupation</p>	<p>2-year terms No indication of consecutive terms.</p>	<p>President, First Vice-President, and Vice-President Finance are elected by majority vote at the NSNU Annual General Meeting.</p>