

## STS REGINA CHAPTER SURVEY OF MEMBERS January 2021

The STS Regina Chapter Advocacy Committee conducted a survey of members between January 5 and 28, 2021 (inclusive). **Thank you to respondents for your participation!** And thanks to volunteers, our Committee has doubled in size! Thank you also for your interest.

Ninety (90) members participated. The survey was conducted online with an option to request a print survey. Five members submitted a print survey. These responses were entered online and are included in the 90 responses. (Compared to the 12 members who participated in the 2020 provincial election online campaign on the STS Regina Website to send prepared letters to political candidates, the Advocacy Committee is ecstatic with the response!)

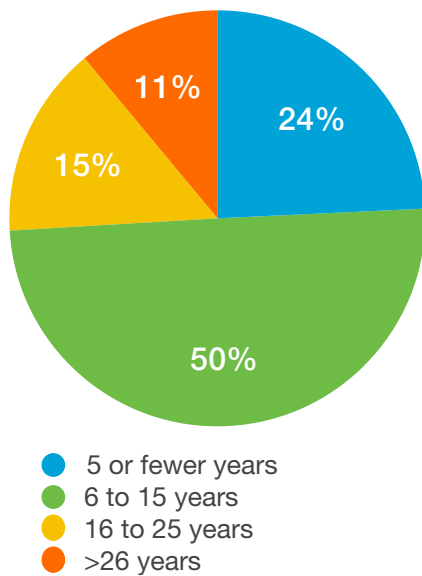
The STS Regina Chapter has 2,081 members. The Newsletter inviting participation in the survey was distributed to approximately 2030 members (no current address, choice to not receive Chapter communications) of whom 732 received a print copy. The survey also was advertised on the STS Regina Facebook and Website. It is assumed that the 100 STS Regina Facebook members and any users of the Website were included in the Newsletter distribution. The survey response rate was 4.4%, and provides guidance to the Committee and Executive.

Tables report comments or their distribution. The charts and commentary summarize the responses. Sections are colour coded. Distribution of priorities and categorization enabled the Committee to identify potential advocacy projects. There are more than we can do! Further analysis is required to make recommendations to the Chapter Executive.

### I. PERSONAL

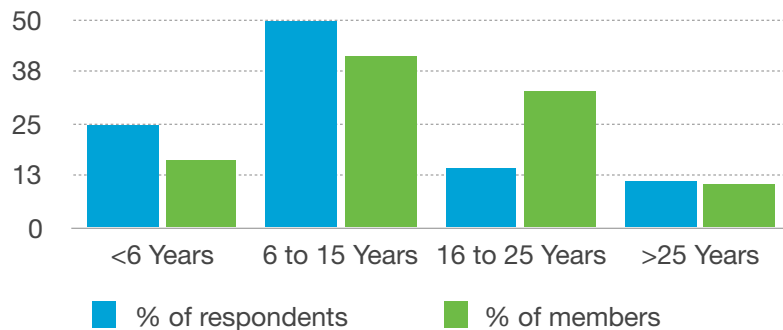
*Q1: "How long have you received a teacher's pension?"*

CHART 1: Years Receiving a Teacher Pension



Respondents in comparison to our membership were over representative of the under 6 and 6 to 15 years of retirement, and under representative of the 16 to 25 year retirees. The online survey facilitated engagement by those comfortable with and more frequent users of electronic devices. Thank you for the extra effort to submit print surveys!

CHART 2: Comparison of Respondents to Membership



## Connecting with STS Regina Chapter

Q2: "In what ways have you connected with the Regina Chapter?"

The majority of respondents relied upon the annual Newsletter, two this COVID year, and monthly announcements. Half as many used the STS Regina Facebook and Website. (Facebook is a closed group. You must be a Regina Chapter member, and you must request permission to join.)

One response stated no connection whatsoever and 4 did not reply; these 5 responses were grouped. Nine respondents selected all the options. Twenty-four chose one reply only, of which 21 chose Newsletter/Announcements. Eight chose just Newsletter and Facebook/Website.

Regarding the purchase of promotional items, pins have been available for some time. T-shirts and vests became available in 2020. The Regina Chapter 50th anniversary in 2021 may provide another opportunity to purchase items with the Regina Chapter logo

TABLE 1: Connecting with STS Regina Chapter

ACTIVITY	# OF REPETITIONS	% OF ANSWERS
Newsletter, Announcements	71	29
Gatherings: Assembly, PD, Social	53	22
Facebook, Website	35	14
Recreation: Art/Crafts, Games, Sports	24	10
Tours: In and Out of Province	21	8
Volunteer: Committee, Communicatons, Leadership, Service/Support	21	8
Purchased Promotional Items	17	7
No Connection or No Response	5	2

## II. EDUCATION

***A Regina Chapter aim is "to encourage members to maintain a continuing and supportive interest in education."***

Q3. "How do you maintain an interest in or support public education?"

Respondents could give one or more answers or not reply to the question. The report is based on percentage of answers. Responses are grouped with similar answers. Broad categories of strategies emerged and are summarized in a chart following the table. The broad categories to maintain an interest in or support education include: 1. personal (family, socializing, volunteer and paid work); 2. media (public and professional sources); 3. political (voting and advocacy); 4. financial (scholarship and donation), and 5. no response.

Two members indicated they did not or did little to maintain an interest in education, and 26 members did not reply. While no response might mean they couldn't identify an action when completing the survey, no answer and doing nothing or little to maintain an interest were combined and represent 17% of the responses.

Table 2 will be posted on the STS Regina Website under Advocacy: Survey Responses, Maintain an Interest in Education. Take a look! Perhaps you will find another avenue to explore, or to enhance your interest in education.

Personal connections represent 52% of the responses. This outcome is not surprising given the nature of our former employment, return to education related employment, continued professional and personal connections, and the communication skills we have developed throughout our careers in education.

TABLE 2: Maintaining an interest in or supporting education.

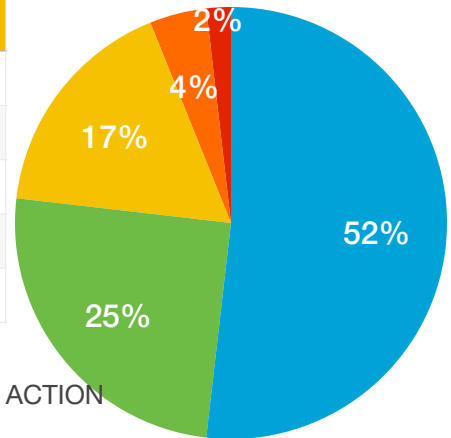
ACTIVITY	REPETITIONS
Blank(26), Don't(1), Not doing too much(1);	28
Read, listen, watch education related news(21), internet news(1); Lots of things(1); Follow school board Chair Facebook(1);	24
Talk with practicing teachers(20);	20
From family: own(1), children(4), grandchildren(8), relative(1), others' family(3), and immigrant family(1);	18
Read STF Bulletin(12); Support STF endeavours(2), STF Tell Them Tuesdays(1), McDowell Foundation(1); Volunteer at STF Councils(1);	17
Talk about education with friends/former colleagues/retired teachers(6) and public(2); Social media(1), Facebook(1); Member of an organization with a focus on education(3);	14
Volunteer at a school(9); Judge elementary science and history fair projects(1); Make learning materials(2); Visit classrooms(1); Keep up with local school happenings(1);	14
Substitute(9); Online teach(1); Tutor(3);	13
Vote(2); Discuss aims during political campaigns(2); Follow politics(1); Emails to Premier and Minister of Ed re safety during COVID(1); Advocacy for education in province(1)	7
Continue to work in education in another capacity(1); Work in Adult Basic Education(1); Serve on STF committee(1); Help new teachers with their plans(1); Professional reading, assessment and curriculum content(1), Board member(1), serve on school board committee(1);	7
STS and Chapter Newsletter/communiques(3); Encourage resolutions to the Chapter re education(1); Part of Regina Chapter(1);	5
Endowed a scholarship beginning in 2000(1); Give a scholarship in Education at UofR(1); Donate to the McDowell Foundation(1).	3

TABLE 3: Similar types of responses

TYPE	SUBGROUP	SIMILAR TYPE OF RESPONSES
PERSONAL	Family/Friends	Talk with practicing teachers, families, friends/retired teachers/public; Social media; Sorority; Regina Chapter;
	Paid	Substitute; Tutor; Work in related field; Board and committee work [possibly but not necessarily paid];
	Volunteer	Volunteer in schools; Judge fairs; Make materials; Visit classrooms.
MEDIA	Professional	STF Bulletin; STS newsletters; Encourage resolutions to the Chapter; Professional reading;
	Public	News (online, print, radio, television)

TABLE 4/CHART 3: Types of engagement in education

TYPES OF ENGAGEMENT	REPETITIONS
PERSONAL	87
MEDIA	41
NO RESPONSE and DON'T MAINTAIN AN INTEREST	28
POLITICAL	7
FINANCIAL	3



- PERSONAL CONNECTIONS
- NO RESPONSE and DON'T MAINTAIN AN INTEREST
- MEDIA
- POLITICAL ACTION
- FINANCIAL

**Encouraging a Continuing and Supportive Interest in Education**

Q2: What should the Regina Chapter do to encourage members' continuing support and interest in education?

Eighty-eight percent of respondents thought the Regina Chapter should encourage its members to be informed about current education issues. Over half the respondents thought the Chapter should encourage its members to: support STF initiatives, inform other members, and inform non-members. (One respondent made a plea: "TOC in SD71,BC" for Teachers on Call in BC).

Some members indicated they felt more confident in conversations about education when they were well informed. Two thirds of respondents supported sharing links to STF, STS, and other relevant sites as sources of current information. (See page 14, Table 11.) The STS Regina Website and emailed Newsletters and announcements provide the sites for such links. However, there are 732 members who request the Newsletter in print, 90 of whom receive a personal phone call when announcements are sent electronically. The phoning is an important Chapter service to ensure those members who are electronically challenged or who would like a short phone visit continue to feel connected to their Chapter, albeit without the added resources.

TABLE 5: Regina Chapter should encourage members to:

ACTION	RESPONSES	% OF RESPONDENTS
Be informed about current education issues	80	88
Inform other members about current education issues	55	61
Advocate for STF identified initiatives	53	59
Inform non-members about current education issues	50	55
None of the above	0	
No answer	2	2

### Discussion of Comments Regarding Education

Comments from other sections of the Survey contained references to education. These comments are reported in Table 6 by the section of the survey in which they appeared. Table 7 shows the similar comments grouped whereby three themes emerged: support for teachers in the pandemic, priorities for education in Regina, and education funding and policy. These themes offer potential for a Chapter advocacy project related to education.

1. **SUPPORT THOSE PRESENTLY TEACHING IN THE PANDEMIC** : Some respondents expressed the need to support teachers now during the COVID-19 pandemic. There are some avenues to explore: a) The STF Tell Them Tuesdays called for correspondence with school divisions regarding teaching conditions during the pandemic; b) The McDowell Foundation for Research into Teaching made a special call for donations to support pandemic related research. Two interim research reports are: COVID-19 and Student Mental Health, and COVID-19 and the Impact on Refugee Students. (See the January 20, 2021 issue of the Saskatchewan Bulletin or the McDowell Foundation Website for details.)
2. **PRIORITIES FOR EDUCATION IN REGINA**: Respondents identified education among their priorities for Regina in their comments when it was not an option offered. Inclusive education in inner city communities, community literacy, preschool care and education, quality public education, and a city that supports education were promoted. As superannuated teachers, we are very familiar with the difference a good start in language and literacy can make to a student's experience of and benefit from school. What programs in Regina currently support community literacy and how? How do those programs compare with best practice? How might we, through advocacy, enhance or complement existing services in Regina? These are a few of the questions to consider.
3. **EDUCATION FUNDING AND EDUCATION POLICY**: Requests for information, knowledge of current teacher conditions such as registration regulations, and a better understanding of government processes and policies were stated as ways to help members converse effectively with others about education. Greater knowledge could support directed advocacy with Government regarding education funding and policy. This is another area where the STF has previously called upon its members and superannuates to advocate to political parties and to the Government for increased funding of public education to address increasingly complex student needs and numbers in classrooms and now online.

TABLE 6: Comments regarding education

**Q3. Maintaining an interest in or support for public education**

Education is still one of my major concerns, especially pre-school care and education. I do not believe in subsidizing parents to pay for private day care. Funds should be used to integrate early childhood care with K-12 publicly funded education;

Always interested in what is happening for SK education, and often confused as to how the Government plans for and supports education in this province;

**Q5. Priorities or visions for the city of Regina and area**

Quality Public Education;

To advocate for smaller class sizes(1), improved student teacher ratio(1);

For Regina to become a vibrant, safe, inclusive city that supports....education...;

To emphasize the importance of adequately funding education;

Support teachers during COVID teaching. Some Boards have become very dictatorial;

Safety for educators and students during the pandemic;

Properly vented schools for all city divisions;

Visit classrooms whenever possible. Greater opportunity for parents and grandparents to visit classrooms;

Inclusive education in inner city communities;

Helping the university understand public education;

Emphasis on improved basics and a raise for teachers. We need to keep good teachers and instead many are not lasting;

**Q6. Regina Chapter community advocacy efforts should prioritize**

Community Literacy initiatives that include anti poverty issues, access to free print materials for pre school children and their parents, and equitable quality community playgrounds to promote language and foster community spirit;

Education priorities;

**Q7. What might encourage you to engage in advocacy for education in our community?**

Be in touch with and support the active teachers of this province;

Not every STF initiative is one with which I may agree. Having information about issues helps;

I am interested in being informed when I advocate to non members continually about education related issues;

Good ideas that will improve education in Saskatchewan;

Keep members informed about changes to current teaching: ex new government system to become authorized to teach each year;

I advocate for education through the political system;

**Q9/10. Comments**

Let's not worry about just our needs. Let's seek ways to advocate for those presently teaching. Talk to teachers during this COVID situation. How can we help them, advocate for them. Let's support those presently teaching.

TABLE 7: Education related themes

THEME	RELATED COMMENTS
<b>Support Teachers During the Pandemic</b>	Safety for educators and students during the pandemic; Support teachers during COVID teaching. Some Boards have become very dictatorial; Properly vented schools for all city divisions; Be in touch with and support the active teachers of this province; Let’s not worry about just our needs. Let’s seek ways to advocate for those presently teaching. Talk to teachers during this COVID situation. How can we help them, advocate for them. Let’s support those presently teaching;
<b>Regina and Area Education</b>	For Regina to become a vibrant, safe, inclusive city that supports .... education...; Education priorities; Inclusive education in inner city communities; Community Literacy initiatives that include anti poverty issues, access to free print materials for pre school children and their parents and equitable quality community playgrounds to promote language and foster community spirit; Education is still one of my major concerns, especially pre-school care and education. I do not believe in subsidizing parents to pay for private day care. Funds should be used to integrate early childhood care with K-12 publicly funded education;
<b>Education Funding AND</b>	To emphasize the importance of adequately funding education; To advocate for smaller class sizes; improved student teacher ratio; Emphasis on improved basics and a raise for teachers. We need to keep good teachers and instead many are not lasting;
<b>Education Policy</b>	Always interested in what is happening for SK education, and often confused as to how the Government plans for and supports education in this province; I advocate for education through the political system; Helping the university understand public education; Not every STF initiative is one with which I may agree. Having information about issues helps; I am interested in being informed when I advocate to non members continually about education related issues; Good ideas that will improve education in Saskatchewan; Keep members informed about changes to current teaching: ex new government system to become authorized to teach each year.

**III. VISION/PRIORITY FOR REGINA AND AREA**

***A Regina Chapter aim is “to encourage superannuates to maintain an active interest in community and public affairs: local, provincial and national.”***  
*Q3. “What is your priority or vision for the city of Regina and area?”*

The scope of this aim is very broad. It offers both opportunity and risk of being over-whelmed. The Advocacy Committee chose to focus locally on community affairs in Regina and area.

Respondents to the survey answered one open-ended and one forced choice question, each question soliciting the respondent’s vision or priority for Regina. Comparison of the responses to these two questions indicated congruence in the themes identified as important.

Descriptive responses to the open-ended question gave information about what those surveyed thought most important. Submissions that repeatedly used words and phrases such as inclusive

be inclusive, place where all can access, helping the disadvantaged, and supporting low income children, were categorized under the theme of *Anti-poverty/Inclusiveness*. Phrases such as recreational facilities, enhanced program offerings, focus on recreation activities, city with recreation, the promotion of wellness, promotion of healthy lifestyles, focus on future senior and health care, were grouped together under *Recreation/Health/Wellness*. Responses such as be safe, safe, respectful, supportive, a place that is respectful of all its citizens, a safe environment in which to live, a clean safe city, and safety for seniors, were grouped under *Safety*.

All responses were eventually categorized into six major themes: 1) Anti-poverty/Inclusiveness, 2) Age-friendly, 3) Recreation/Health/Wellness, 4) Environment/GreenPractices, 5) Safety and 6) Liveability. The descriptors used by the respondents clearly revealed the inter-relatedness of the identified themes and a few comments are repeated more than one theme (ex. a green inclusive city). Liveability surfaced as an over-arching concept, related to all themes.

TABLE 8: Respondent identified priorities for Regina and area
<b>ANTI-POVERTY/INCLUSIVENESS</b>
Be inclusive; Inclusive; A green inclusive city;
Place where all can access; Helping the disadvantaged; An inclusive community which embraces opportunities to support those in need; Ensuring community is one that looks after the needs of all its citizens, regardless of age;
Inclusive city that supports arts and culture, sports, education and business; An involved community with many opportunities for all; To be an active, caring community—-welcoming to all;
Supporting low income children to be involved with sports;
Recreation activities reasonably priced for the general population;
Reconciliation;
Deal with homelessness;
Affordable housing; Affordability for seniors;
<b>AGE-FRIENDLY</b>
Work toward Regina as an age-friendly city
<b>RECREATION/HEALTH/WELLNESS</b>
Promoting sports for children,
City with recreation; recreational activities available; enhanced program offerings;
Promote love of the outdoors and activities which promote this;
Advocate for Seniors benefits within the province and city - leisure activities (including Prov. Parks) at low, reduced or no cost to seniors;
Activities for Seniors; focus on recreation activities available specifically for seniors; Become an active member in lots of activities;
Focus on future senior and health care; Promotion of wellness; Promotion of healthy lifestyles; Take part in discussions by being informed about senior care and its needs as applies to all;
Recreational facilities; Improved infrastructure, recreation specifically for seniors such as pickleball courts, both indoor and outdoor; Maintain recreational facilities or improve without a great impact on taxes; Recreational facilities maintained, such as walking paths, bike paths, golf courses.



TABLE 8: Respondent identified priorities for Regina and area (continued-2)

ENVIRONMENT/GREEN PRACTICES
Progressive environmental action;
Make all decisions with climate change in mind;
Lowering the carbon footprint;
Focus on cleaning up our environment; Make it environmentally safe; A meaningful recycling program;
A growing, vibrant community that is environmentally sustainable; Being a leader on things like environment, sustainability;
A green, inclusive city; Keeping it as Green as possible;
Educate one another on sustainability and environmental issues;
One item, not normally something that is on the radar is the quality and quantity of the water supply. If the province proceeds with the \$4 billion plus initiative to irrigate farmland from the South Saskatchewan, Regina must advocate for a pipeline from Lake Diefenbaker to the Buffalo Pound treatment plant to replace the ditch we currently use. Water quality in Regina is markedly poorer than in communities like Saskatoon and the Wakaw-Humboldt-Melfort areas that are served by pipelines from the Saskatchewan River;
SAFETY
Residents are respectful and supportive of all others;
A place where all can access and feel safe;
A place that is respectful of all its citizens;
A safe environment to live; Clean safe city; A safe clean city;
Right now change some COVID rules to allow small family gatherings;
Safety for Seniors;
Safe; Safety; Safe; Be safe.
LIVEABILITY
Regina to become a vibrant, safe, inclusive city that supports arts and culture, sports, education and business; Preservation of Regina Heritage;
Initiatives that encourage the support and development of walkable communities that include easy access to a variety of amenities including green spaces, groceries, restaurants, pharmacies; A pleasant place to live, services and walking paths in all neighbourhoods; Grocery stores for inner city;
A safe clean city that focuses on accessing our parks for aesthetics, physical activity and social gatherings; Attention to green spaces; Preservation of green spaces (particularly Wascana Centre);
Maintain and improve cooperation as cities and neighbourhoods grow and change;
Revitalize city centre; Promote the downtown area of the city; Keeping the downtown area alive and well; Making it a an interesting area to live/shop/dine/walk/find entertainment venues; The Capital Pointe development was an initiative that would have revitalized the downtown core; Hopefully city planners are continuing to encourage similar developments;

## NO PRIORITY

I no longer live in Regina; N/A;

I don't really have one; Not sure; No definite answer;

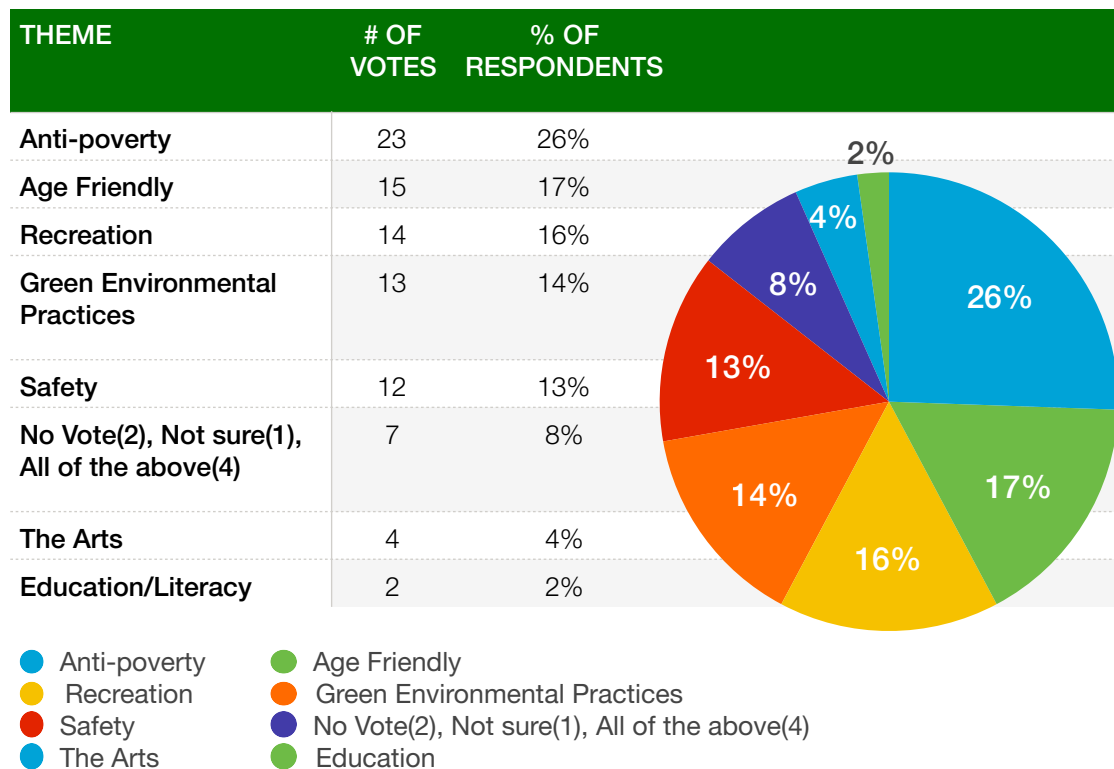
All the above; All of these in a holistic approach as much as possible; Age-Friendly, anti-poverty, green environmental practices and safety, for recreation walking needs no special equipment and the Arts depends on interest; All the above within reason; I agree with all the items.

No response (2).

### Community Priorities

Q6: What should Regina Chapter prioritize for advocacy in our community?

TABLE 9/CHART 5: Priority for Regina Chapter community advocacy



Of the themes in the forced choice, Anti-poverty concerns received greatest support, followed in order by Age Friendly improvements, Recreation, Green Environmental Practices, and Safety. Prioritization of the Arts was infrequent and is encapsulated above in the theme, Liveability. Two respondents wrote education or community literacy as their priorities, four respondents wrote all of the above and did not chose a priority. Two respondents did not vote or comment.

The Advocacy Committee recognizes in hindsight that we should not have permitted other comments on this supposedly forced choice question! However, we are grateful that respondents identified advocacy for education and community literacy also as priorities for Regina and area. We wonder how many others might have made a similar choice.

## Discussion of Comments Regarding Priorities For Regina and Area

Grouping similar survey responses provided an indication of areas to which the Regina Chapter might direct advocacy efforts. Some possibilities follow:

1. *Anti-poverty* strategies tie closely to education, a fundamental value held by retired teachers. Possibilities were reported in the preceding section on Education. The pandemic experience in Canada and here in Saskatchewan, demonstrates the urgent need for changes in long term care homes and affordable senior housing. Supporting the concept of a guaranteed liveable income is an option. With an Indigenous-identity population of over 8% of the total Regina population, there may be an opportunity also to contribute to reconciliation while recognizing reconciliation is much broader than an anti-poverty initiative.
2. Regarding the concept of *Age Friendly*, the Saskatchewan Seniors Mechanism (SSM) oversees in Saskatchewan, the global Age-Friendly (AF) program initiated and supported by the World Health Organization. February 2018, volunteers formed Age-Friendly Regina, a committee with which SSM liaises. In August 2020, the City of Regina agreed in principle with the Age-Friendly Regina mandate and is exploring becoming an AF Community. (Go to the Age-Friendly SK website to see reports of the AF Regina Community Survey and Age Well Guide.) How might our Chapter and members support Age-Friendly Regina initiatives?
3. *Recreation* related comments directed our attention to accessibility and affordability for both older adults and disadvantaged youth. What older adult related recreational programs are currently available? Are the costs reasonable and how do they compare to adult costs? Are there opportunities to defray those costs and related expenses? Similarly, what financial and accessibility supports are available for disadvantaged youth? Perhaps disadvantaged youth recreation needs belongs with anti-poverty initiatives? Can we facilitate bringing would-be users together with existing programs and funding? Are there gaps? Does Regina need more recreation programs, or facilities, or both? So many questions! There is a lot to learn to understand the opportunities and needs, in order to better target any advocacy. The City of Regina and the Regina Age-Friendly Steering Committee are considering these questions. How might the Regina Chapter support their work and communication of their findings?
4. *Environment/GreenPractices* and *Safety* are both essential elements to be considered and incorporated in every advocacy project and all Chapter initiatives. Recognition of the essential nature of Green Practices and Safety should be incorporated in Regina Chapter Policy and should provide guidance regarding implementation. In Regina and area:
  1. Advocacy regarding *Environment/GreenPractices* could support City of Regina and local corporate and business green projects and urge further initiatives. Submissions to the City would be directed to planning departments as well as to elected officials. Advocacy could support local environmental organizations such as Nature Conservancy Canada (NCC) Saskatchewan Regina area conservation projects, and EnviroCollective as it lobbies for green initiatives. The Chapter could promote individual action by members to practice, or support Green initiatives, or both.
  2. Advocacy regarding *Safety* requires a better understanding of members' concepts of safety. Is safety pandemic related? This concern arose in comments related to those presently teaching. Is safety clean air and water related to our environment? One

respondent drew attention to Regina’s need for a quality water supply. (See NCC SK Buffalo Pound Project.) Regina green spaces and walkways related comments were grouped under Liveability. Is safety the ability to walk the city streets and parks 24/7 and in all seasons? Is safety attending to risks such as removing scatter rugs we have on our floors whether we live independently or in a retirement home?

#### IV. ADVOCACY

**Advocacy is taking action that recommends, supports or defends a cause, or pleads on behalf of others. Collectively, superannuated teachers can be a powerful voice.**

*Q7. “ What might encourage you to engage in advocacy for education or public affairs in our community?”*

Table 10 displays comments about what might encourage respondents to engage in advocacy in our community. Half the respondents (46) did not reply. The groupings of comments made answer the questions: what do respondents want to know, how should the project be organized, and why would members want to become involved, also, what is the thinking about meetings and what are the personal barriers to participating in advocacy.

Table 10: Ways to encourage engagement in advocacy

ANSWERS	RESPONSES
WHAT?	<p>Hearing from others; Knowledgeable speakers who sincerely motivate others to make a difference; Speakers succinct messaging;</p> <p>More information (10); Being informed of the issues; Being aware of current issues;</p> <p>I am interested in being informed when I advocate to non members continually about education related issues;</p>
WHY?	<p>Not every STF initiative is one with which I may agree. Having information about issues helps;</p> <p>If I heard of a need that I believe in, I would put my energy into supporting and advocating for that;</p> <p>If I consider my STS community communication messages to be well-articulated and succinct; then the groups' articulation would impress me;</p> <p>Be in touch with and support the active teachers of this province;</p> <p>Personal values/beliefs strengthened by the participation of many members;</p> <p>When I feel strongly about injustices to people, I will voice my opinion;</p> <p>Only if specific topic is of interest; Something I am really interested in; Volunteer on sustainability issues; If I heard of a need that I believe in, I would put my energy into supporting and advocating for that;</p> <p>It feels better to keep active;</p> <p>Believing that anyone might listen...;</p>

Table 10: Ways to encourage engagement in advocacy (continued-2)

ANSWERS	RESPONSES
HOW?	<p>Organized and effective; Meaningful agenda;                      Specific &amp; clear action &amp; goals; Clear guidelines for taking actions(2); More knowledge on what needs to be done;                      Regular communications, information; Provide membership with ongoing updates regarding issues;                      Awareness of specific issues, access to questionnaires, response templates; Letter writing campaign;                      Being asked; Being invited to become involved; If someone asks or needs help, I would consider; Request and direction from leaders;                      More information about possibilities; Create activities that align with one or two targeted areas of advocacy;                      Will look at Newsletter; Making sure that Advocacy Committee initiatives and surveys are part of the [Chapter] publications; Provide information about advocacy events;</p>
MEETINGS?	<p>Participation in regular meetings of the Regina Chapter. Possibly an invitation to a meeting(s) on a controversial issue;                      Staying involved in the Chapter both at the leadership level and if not there in the future, by attending meetings, assemblies, any advocacy sessions, reading the newsletters, etc;                      Being involved with a welcoming group of people;                      Speaker evenings;                      Zoom; mini-Zoom sessions on specific topics;                      Discussion Sessions outlining issues that we would use our voice to support;                      Have the Chapter Assemblies provide info regarding initiatives to help members be informed;                      Public gathering (post-COVID);</p>
BARRIERS?	<p>I feel I am involved in the community; I give a scholarship in Education at UofR; A room at the College Avenue Campus is named after my husband and me; I'm a board member for GDI (Gabriel Dumont Institute);                      I am 94 years of age, so very limited in ability in this regard; At 94, I can no longer "do" things.                      I don't need to be encouraged; I advocate for education through the political system;                      Full retirement; No involvement ; Not at his time;                      I no longer live in Regina; I am away for a good portion of the year when not in pandemic; N/A;                      I'll pass along any comments to Helen Sukovieff;                      Don't know; No comment; ??; ???; Uncertain; Not sure; Not sure how I can help;                      I'm not interested in planning initiatives.</p>

Respondents would like information and are open to different acts of advocacy. They want to be made aware of what they should advocate for, why they should be concerned about specific issues, and how they can best go about making their opinions known. There also appears to be a need or desire to be part of an organization like the STS and STS Regina Chapter. However, respondents have expectations about how advocacy initiatives would be organized and communicated efficiently and effectively.

*Q8 “ How might the Regina Chapter Advocacy Committee encourage members to be informed about and advocate for educational and community initiatives?”*

Two thirds of respondents favoured an information and related questions format to help formulate their own communication compared to just over a third who preferred the provision of draft letters. Personalized communication is rich compared to a form letter; variety enables a nuance or a story that might better catch attention and cause action. Two thirds of respondents also supported accessibility of links to STF, STS, and to other organizations and initiatives relevant to a Regina Chapter advocacy project.

*Q9 “ How might you become involved in planning Regina Chapter advocacy initiatives?”*

Ten percent of respondents, i.e. nine members, volunteered to become part of the Advocacy Committee! Two have declined planning, one has not responded to email, and one phone is out of service. Five new members participated in a Committee meeting by Zoom when preliminary survey results were shared. These members are Donna Koch, Susan Moore, Ron Reinhart, Sejal Thakker, and Verda Petry. The expanded Committee will be considering what to recommend to the Regina Chapter Executive regarding the many potential projects.

If you are interested in becoming involved with planning advocacy initiatives, please talk with any of the Committee members or contact Shirley Humphries at [stsreginaadvocacy@gmail.com](mailto:stsreginaadvocacy@gmail.com) or Doug Still at [stsregina@sasktel.net](mailto:stsregina@sasktel.net) .

## **V. COMMENTS**

### *Q10. Comments or Questions*

General comments are reported in Table 12. If you have comments regarding this report or ideas regarding related potential projects, please let the Advocacy Committee know by email at [stsreginaadvocacy@gmail.com](mailto:stsreginaadvocacy@gmail.com) or by talking with a Committee member.

## **SUMMARY AND APPRECIATION**

Spurred on by the desire to lobby the provincial Government for greater pension security, Regina teacher superannuates organized in December 1971. The formation of the Superannuated Teachers of Saskatchewan provincial organization soon followed.

Superannuates' aims for organizing were broadly stated and continue to serve the Regina Chapter well. For fifty years, the Chapter has brought members together to socialize and learn, and, yes, to keep an eye on our pension plans. With today's technology, social media, diverse community services, and all season travel, options in retirement are plentiful. Superannuates are no longer reliant upon the Chapter. This 50th anniversary offers an opportunity to ask, "In what ways might the Chapter serve going forward?"

This Survey focused on Regina and area, and explored two Chapter aims: encouraging members to take a continuing interest (1) in education, and (2) in community and public affairs. While providing ongoing support for member recreation, well-being, and safety, it appears there is a readiness to facilitate advocacy or to advocate also for others to address poverty in Regina and to improve community liveability. Watch for news regarding the Advocacy Committee recommendations to the Regina Chapter Executive to be made in March.

TABLE 12: Comments

Keep your activities nonpartisan. Governments change. Our profession should remain a profession. We are not a union;

Nicely done. Hope you get a thousand responses;

I appreciate what our board and other members do on our behalf;

Great idea to send this out;

Keep up the good work;

Thank you;

Thank you for all of the work you do on behalf of superannuated teachers and our community;

I fail to see where information from this survey will take us. From observations since I have been a member of the Regina Chapter, members might be more interested in activities like Bridge, Mah Jongg, tours, guest speakers providing interesting topics like scams and other topic one has to be aware of, presentations on health topics, 55 Alive safe driving, discussions on ageism - living in one's home as opposed to large retirement residences, volunteerism to occupy one's time to help others;

Best wishes;

Thank you for taking the time and initiative to survey members in identifying their needs/concerns;

Thank you for your dedication toward improvements in all aspects of education for young and old alike;

Keep up the good work

Thanks to all the members who research and put together the information bulletins and form letters sent out by the Regina Chapter;

Too busy for my own good but want to thank you for what you are doing. I hope some people will come forward to help. Your Committee is doing a good job of raising issues we should be aware of...;

Thanks for taking the initiative to send out this survey!

The authors of this report are members of the STS Regina Chapter Advocacy Committee: Starla Grebinski, Sheila McKague, Joan Sabo, and Dr. Shirley Humphries, with support from Donna Bauer and Simone Verville. Special thanks to David Cawood for member distribution by years of retirement, Laurel Siddons regarding number of Newsletters distributed, and President Doug Still and Amber McLeod for facilitating print surveys.

***Thank you for your participation and your comments throughout the survey. We appreciate your encouragement. We rely upon your interest and engagement.***