

Students Nova Scotia	Board of Directors	students 
	<i>Meeting Minutes</i>	

Meeting Name:	Board Meeting		
Meeting Date:	July 18-19, 2014		
Meeting Time:	Various.		
Venue:	Cape Breton University	City:	Sydney
Attendees			
Primary and Secondary Delegates:	James Patriquin (President), Scott Byrne (VP College Affairs/Kingstec NSCCSA), Jacqueline Skiptunis (partial-DSU), Liam Murphy (ASU), Gorba Bhandari (SMUSA), Sarah Hines (VP Administration/CBUSU), Brandon Hamilton (StFXSU), Ramz Aziz (DSU), Callie Lathem (ASU), Alicia Silliker (VP University Affairs).		
Other attendees:	Jonathan Williams (Executive Director), Kayti Baur (Equity Officer), Amy Brierley, Matthew Latimer.		
Absent:	Alexander Elderkin (regrets – Kingstec NSCCSA), Vishwa Patel (DAGS), Alicia Cox (regrets – ASTSU), Benjamin Gunn-Doerge (regrets – StFXSU), Brandon Ellis (CBUSU), Katie Flynn (regrets – ASTSU).		
Quorum (50% of Members represented?): YES			

- 1) Call to Order
- 2) Roll Call (0:30 on recording 1)
- 3) Approval of **amended agenda** (1:35 on recording 1)

DISCUSSION OF WHETHER TO RECORD FULL MEETING. LATER DECISION NOT TO MINUTE FULL MEETING DUE TO RECORDING DIFFICULTIES AND MEETING LENGTH (>10 HOURS). ALL DECISION-ITEMS WERE STILL MINUTED.

Agenda approved **by general consent**

- 4) Approval of the Minutes (5:22 on recording 1)
 - a. March 9, 2014
 - b. May 16, 2014
 - c. June 7, 2014

Minutes **approved by general consent**

(PRESENTATION ON EMPLOYMENT REPORT FOR REMAINDER OF RECORDING 1).

- 5) Amendments to Governing Policies respecting Officer Roles (0:54 on recording 2)

Overview: The Board of Directors has indicated that it would like to make amendments to the Officer positions as outlined in the Governing Policies, assuming that changes to the organization's By-laws are approved. The Board of Directors and Executive Director are proposing Governing Policies amendments to address these concerns and others. The organization will assume that if the Officer roles change in the Bylaws then those changes can be made automatically to all further Policy Manual documents in terms of retitling.

Decision Items: (1) Whether to replace the current Officer positions (Chair, Vice-Chair, Treasurer) with a President, Vice President Administration, Vice President College Affairs and Vice President University Affairs; (2) whether to accept that two representatives of the same student union may hold officer positions in the case of the VP College Affairs; (3) whether to formalize which officer takes on the responsibilities of the President in their absence; (4) whether the proposed VP College Affairs and VP University Affairs responsibilities are appropriate; (5) whether the officer honoraria should be amended as proposed to maintain the total budget allocation towards officer honoraria.

Attachments: Governing Policies with proposed amendments recorded in track changes.

Motion passes by general consent.

- 6) Amendments to Operations Policies respecting Officer Roles (9:00 on recording 2)

Overview: The Board of Directors has indicated that it would like to make amendments to the Officer positions as outlined in the Governing Policies, assuming that changes to the organization's By-laws are approved. This change does create some confusion around article 31, in terms of who takes on the role of Vice Chair.

Decision Items: That the Vice President Administration take the role of the Vice Chair in Article 31 of the Operations Policies.

Attachments: Operations Policies with proposed amendments recorded in track changes.

Motion passes by general consent.

7) Position Paper on Accommodations for Students with Disabilities (10:15 on recording 2)

Overview: The Draft Position Paper was made available on June 19 at <http://studentsns.ca/research/public-drafts/> for feedback from students and other stakeholders. StudentsNS has collected feedback and will be presenting a final policy resolution to the Board for approval.

Decision items: To approve the StudentsNS Position Paper on Accommodations for Students with Disabilities.

Attachments: Public draft. The final policy resolution will be presented to the Board during discussion.

Whereas StudentsNS holds the following Principles:

Principle 1: For students with disabilities, accommodations are human rights, not privileges.

Principle 2: Students should be aware of and informed of their legal rights as citizens with disabilities.

Principle 3: The post-secondary education system should prioritize inclusivity as a principle goal.

Principle 4: Persons with disabilities offer talents and perspectives that enrich Nova Scotia communities socially, economically and culturally, and must be supported and included for our communities to realize their full potential.

Principle 5: Government and institutions share responsibility for providing supports to students with disabilities.

Principle 6: Increased participation in the workforce is of critical importance for persons with disabilities as this enables them to be independent and self-sufficient citizens who feel they are contributing to society.

Principle 7: Self-advocacy skills are critically important for persons with disabilities and post-secondary education policies should support the development of these skills.

Principle 8: Successful accommodations address student, faculty and institutional needs.

Principle 9: Students may attend post-secondary education for diverse reasons based on their personal lived experiences and life goals.

Principle 10: Disability Services should facilitate persons with disabilities participation in the workforce.

Principle 11: A high-quality post-secondary education should be challenging, but all reasonable efforts should be made to mitigate threats to students' health and recognize the diversity in how individuals learn.

Principle 12: Nova Scotia students must be empowered to actively participate in setting their post-secondary system's direction via engagement through their representative student

bodies, within their post-secondary institutions, and through the broader democratic process.

Principle 13: Every qualified Nova Scotia resident who wishes to pursue post-secondary education should be able to do so, irrespective of their financial situation, socioeconomic or ethnic background, physical, psychological or mental disability, age, sexual orientation, geographic location, or any other factor other than qualification.

Principle 14: Disability Services is a necessary equity resource that aids in the prevention of discrimination against students with disabilities and enables them to complete their studies.

Principle 15: Creating healthy environments and other prevention initiatives, delivering effective crisis-response, and supporting full recovery from crises are equally important elements in a holistic approach to student wellness.

Principle 16: Proactive programming is as important as crisis-oriented solutions.

Principle 17: When implemented correctly, academic accommodations do not compromise academic integrity.

Principle 18: All students should be treated with respect and dignity, and a student's differences should not negatively impact how faculty/ staff to treat them.

Principle 19: The cost of post-secondary education in Nova Scotia should not cause undue hardship upon any student, restrict their ability to pursue the career path they choose, or make them financially unable to live in the community that they choose.

Principle 20: All Nova Scotians must have access to information, including medical testing, necessary to make informed choices about their physical and mental health.

Principle 21: Policies, programs, and services in post-secondary education should meet student expectations to help prepare them for lifelong success, including in their citizenship, careers, and personal wellbeing.

Whereas StudentsNS has identified the following Concerns:

Concern 1: There is no standard definition of disability used for disability resources in post-secondary education across the country, putting some out-of-province students with disabilities at a severe disadvantage in comparison to other students.

Concern 2: The current system prevents students with severely disabling but recoverable or temporary illnesses from accessing supports, even temporarily, from Disability Services, Post Secondary Disability Services and the Federal Government because it requires that the disability be 'permanent'.

Concern 3: Many students cannot access post-secondary support systems because medical professionals are often reluctant to classify mental illnesses such as depression and anxiety as 'permanent'.

Concern 4: Some post-secondary institutions do not have a policy that formally addresses accommodations or the rights of students with disabilities.

Concern 5: Current Disability/Accommodation policies present accommodations as a service as opposed to a human right.

Concern 6: Accommodation policies, and more specifically disability policies, often do not formally identify the populations that they serve, which allows for loopholes that may be disadvantageous for students.

Concern 7: Saint Francis Xavier University's Disability Services Office is responsible for coordinating so many exam invigilations that other aspects of disability support may be suffering.

Concern 8: Many incoming students are not aware that the process of receiving support services during post-secondary education is substantially different from high school.

Concern 9: Students often do not understand how to disclose need for accommodation without disclosing their diagnosis.

Concern 10: Poor communication between students with accommodation needs and faculty at the beginning of the semester results in greater difficulty achieving accommodations later.

Concern 11: Disability Services' programming does not aim to increase the self-advocacy skills of students with disabilities.

Concern 12: Many students are not equipped with the skills or confidence to discuss their needs and effectively self-advocate.

Concern 15: Disability Services' mandate has a very narrow scope, limiting their influence on the post-secondary environment and increasing cultural accessibility.

Concern 16: Disability Services Offices do not help prepare students to transition to the labour force either by providing work skills training, or information about the accommodations available in the workplace.

Concern 17: Disability Services Facilitators are unfamiliar with medical deferral policy and the impacts of deferrals and withdrawals on Student Financial Assistance.

Concern 18: There is no formalized way for students to disagree with Disability Services Offices' decisions regarding their academic accommodations.

Concern 19: Disability Services only addresses the academic portion of the post-secondary experience, even though its mandate is to make the post-secondary environment more accessible to students with disabilities in general.

Concern 20: Post-secondary institutions and government do little to no outreach to ensure that students understand what Disability Services is or why registering with Disability Services could be beneficial.

Concern 21: Many students are unaware that mental illnesses are recognized disabilities.

Concern 22: Students temporarily leaving school for medical reasons are not informed of the services available to them on campus before leaving or when returning.

Concern 23: Post-secondary institutions have failed to recognize Disability Services as a health and wellness service.

Concern 24: Improving campus accessibility is often presented as a crisis reduction issue rather than a human rights imperative.

Concern 25: Post-secondary faculty, students, and environments are not inclusive, accessible, accepting, or informed of disability or disability issues.

Concern 26: The cultural stigma associated with having a disability causes many students to avoid Disability Services and not seek supports that they are entitled to and may need.

Concern 27: The number of students registered with Disability Services has increased dramatically without matching funding or additional staff and as a result it is more difficult for students to obtain the support they need.

Concern 28: Post Secondary Disability Services does not mandate nor track the division of the Nova Scotia Community College's Memorandum of Understanding money between discretionary/staff funds, nor how much each campus actually receives.

Concern 29: The current distribution of funding provided by the Labour Market Agreement for Persons with Disabilities via Post-Secondary Disability Services does not align with current usage rates at each school causing disadvantages for students at particular institutions.

Concern 30: Provincially, Disability Services service uptake at universities has risen 109% in ten years, but Provincial financial support has not compensated for this and offices have not been provided with increased staffing or additional technology.

Concern 31: Post-secondary institution faculty and staff too frequently hold stigmatizing attitudes toward individuals with disabilities, particularly those with invisible or episodic issues.

Concern 32: Faculty are not systematically educated on disabilities or how to work with students with disabilities, which can result in discriminatory behavior.

Concern 33: Students with disabilities taking reduced course loads face additional costs to complete their program of studies.

Concern 34: The parental and student contribution assumptions within the Canada Student Loan and Nova Scotia Student Assistance Programs fail to consider important family financial priorities including registered retirement savings, registered education savings for other children, and registered disability savings for any family member.

Concern 35: The upfront cost of psycho-educational testing represents a significant barrier for students with limited financial resources, who as a result also cannot access disability related financial and academic supports.

Concern 36: The Federal Government reimburses only a portion of the cost of psycho-education assessments, resulting in students paying significant amounts to acquire federally mandated supports.

Concern 37: The students assistance appeals process can be an invasive and emotionally challenging experience that may be unhealthy for individuals with wellness-related grounds for appeal.

Concern 38: The Debt Cap program disfavours students with disabilities who are more likely to pursue a reduced course-load.

Concern 39: The full-time classification for students with disabilities taking reduced course loads is not applied with respect to scholarship and bursary opportunities, limiting students with disabilities' access to financial assistance.

Concern 40: The financial support programs available to students with disabilities do not adequately take daily living costs into account.

Concern 41: Disability Services is meant to be career-oriented rather than focused on education for education's sake, although it should support both.

Be It Resolved that StudentsNS makes the following Recommendations:

ACCOMMODATION POLICIES:

Recommendation 1: All post-secondary institutions in Nova Scotia should have written policy formally addressing accommodations and the rights of students with disabilities within their anti-discrimination policy, framing accommodations within the broader lens of preventing discrimination, as opposed to services a select group of students may access.

Recommendation 2: Post-secondary institutions must be mindful of the language used within policies, ensuring they are not using outdated or discriminatory terminology.

Recommendation 3: Post-secondary institutions should include the Nova Scotia Human Rights Act definition of disability within their written accommodation policy.

Recommendation 4: Disability Services Offices should allow students suffering from severe but impermanent impairments to access disability supports during the semesters they are affected if they can produce medical documentation of impairment similar to permanent disabilities.

Recommendation 5: The Disability Services and Registrar's Offices should work together to create a formalized appeals process for students who are unable to obtain requested accommodations.

Recommendation 6: Post-secondary institutions must establish policy regulations and/or guidelines to ensure any student who is removed from school for medical reasons, or is granted a medical deferral, receives information about Disability Services.

Recommendation 7: Disability Services Offices should allow 'extended timeline' accommodations when requested by a medical professional, especially in cases of episodic illness.

Recommendation 8: All Nova Scotia post-secondary institutions should develop long-term strategies to achieve the full realization of Universal Design.

Recommendation 9: The Nova Scotia Community College should create an avenue for students who are admitted under Special Admissions and do not require course modifications to transition to full diploma programs.

1.3 INSTITUTIONAL COLLABORATION

Recommendation 10: Nova Scotia post-secondary institutions should share assistive technology resources and allow students from across the province to access these supports when needed.

Recommendation 11: Institutions should collaborate with the province to increase the availability of accessible materials (e.g. textbooks) to post secondary students.

1.4 INSTITUTION PRACTICES

Recommendation 12: Institutions should ensure that the disability-related information included in course syllabi explicitly states that mental health and episodic illnesses fall under the heading of 'disability'.

Recommendation 13: Information on how students experiencing disabling, recoverable illnesses can access supports should be included within accommodations policy and in course syllabi.

Recommendation 14: Post-secondary institutions should create working groups with students, Disability Services staff and Academic Advising to ensure students with disabilities' advising needs are being met, and that services are not being duplicated.

Recommendation 15: Post-secondary institutions should view Disability Services Offices as increasing student health and wellness, and include them in the development of wellness initiatives on campus.

Recommendation 16: Post-secondary institutions should ensure that students with disabilities taking 40% course loads are eligible as full-time students for institutional scholarships.

Recommendation 17: Post-secondary institutions and their student organizations should run Summer Orientation Programs aimed at students with disabilities just before or in tandem with the standard orientation week.

Recommendation 18: Post-secondary institutions must continue to improve the accessibility of older campus structures and adopt a system to inform students with mobility issues of any unusual disruptions (e.g. broken elevators).

2.0 DISABILITY SERVICES OFFICES PRACTICES

Recommendation 19: Disability Services Offices should work with students without medical documentation to the best of their ability while awaiting updated testing and/or medical documentation.

Recommendation 20: Outreach and advocacy must be made a primary role of Disability Services on campus.

Recommendation 21: Training should be provided to Disability Services staff to familiarize them with the medical deferral and withdrawal policies at their institution as well as the impacts of deferrals or withdrawals on student financial assistance eligibility.

Recommendation 22: Disability Services Offices should undertake targeted programming to develop students' self-advocacy skills.

Recommendation 23: Disability Services Offices should require that students and faculty directly discuss accommodations via student-faculty agreements before implementing them, particularly when requesting in-class, schedule or point allocation modifications.

3.0 PSDS

Recommendation 24: The Provincial Government should lobby the Federal Government to adopt a formal, broadly inclusive definition of disability as it relates to post-secondary education, ensuring that all post-secondary students with equivalent diagnoses are able to access provincial supports for students with disabilities.

3.1 FUNDING

Recommendation 25: Post-Secondary Disability Services must keep track of how the Nova Scotia Community College divides its Memorandum of Understanding funding between staffing and discretionary spending, and how these funds are distributed across the province.

Recommendation 26: The Province and post-secondary institutions must increase funding for Disability Services Offices to reflect the increased service uptake.

Recommendation 27: Post-Secondary Disability Services should provide funding for an additional Disability Services staff member throughout the school year at institutions with a 110:1 or greater student-to-staff ratio.

Recommendation 28: Post-Secondary Disability Services should utilize special project funding to aid in the creation of a testing center at Saint Francis Xavier University.

Recommendation 29: Post-Secondary Disability Services should increase Saint Francis Xavier University's base funding to match the provincial average per student.

Recommendation 30: The Department of Labour and Advanced Education should create a special grant for post-secondary institutions to improve Disability Services systems or frameworks.

3.2 PROGRAMMING

Recommendation 31: Post-Secondary Disability Services should develop a disability-related training webinar in partnership with the National Educational Association of Disabled Students and post-secondary institution representatives.

Recommendation 32: Post-Secondary Disability Services should provide workforce information and workshops to support students with disabilities during job placements, increase their knowledge of accommodations available in the workplace, and increase self-advocacy skills.

3.3 STUDENT FINANCIAL ASSISTANCE

Recommendation 33: The Provincial Government should allow students with temporary disabilities to access disability-related grants and other forms of Student Assistance.

Recommendation 34: The Provincial Government should lobby the Federal Government to allow students with temporary disabilities to access Federal disability-related grants and other forms of Student Assistance.

Recommendation 35: When assessing student assistance applications, the Nova Scotia Student Assistance Program's calculation of expected resources should give consideration to additional student and/or family costs, including registered disability savings plans (RDSP).

Recommendation 36: The Province should introduce a mechanism to cover the full up-front cost of psycho-educational assessments.

Recommendation 37: Post-Secondary Disability Services should accept psycho-educational assessments that are more than five years old if they are accompanied by a recent statement from a medical professional, and encourage the Federal government to do the same.

Recommendation 38: The Nova Scotia Student Assistance Program should allow students with disabilities, permanent or otherwise, one additional semester without successfully completing a full-time course-load before entering suspending eligibility.

Recommendation 39: The Nova Scotia Student Assistance Program should allow the Repayment Assistance Plan to apply retroactively for eligible graduates who failed to apply for the program because they were unaware of its existence or who were not previously diagnosed with a disability.

Recommendation 40: The Province should provide additional funding to students with disabilities whose financial needs exceed the value of the Goods and Services Grant.

Recommendation 41: The Nova Scotia Student Assistance Program should advise students receiving grants for students with disabilities that they may appeal for additional reasonable living costs.

**Motion moved by SMUSA to approve the Position Paper.
ASU seconds.**

Motion passes unanimously.

8) Position Paper on Employment (13:30 on recording 2)

Overview: The Draft Position Paper was made available on June 19 at <http://studentsns.ca/research/public-drafts/> for feedback from students and other stakeholders. StudentsNS has collected feedback and will be presenting a final policy resolution to the Board for approval.

Decision items: To approve the StudentsNS Position Paper on Employment.

Attachments: Public draft. The final policy resolution will be presented to the Board during discussion.

WHEREAS StudentsNS holds the following PRINCIPLES:

Students and youth should be compensated fairly for their labour.

The Province has a responsibility to assist students to successfully transition to the labour market.

Interns should enjoy the same basic legal rights as all other workers.

Unpaid experiential learning in the workplace may be acceptable in the context of a program providing students with academic credit or a certification.

Attachment to the labour market and remuneration commensurate with skills and knowledge are fundamental to many students' and graduates' decisions to settle in Nova Scotia in the long-term.

Good quality employment is individually subjective, but can be generally defined as meaningful, challenging, and providing fair compensation relative to an employee's skills.

Any claims by a program, institution, or government about a particular certification directly transitioning to a job should be supported by empirical evidence.

Institutions have a responsibility to provide students with the information needed to have a realistic and reasonably accurate understanding of their job prospects when investing in a post-secondary education.

While graduate placement and employment rates are important, the quality of Nova Scotia post-secondary education does not hinge on its ability to directly transition into jobs, but on its ability to prepare students to be adaptable and versatile learners with a plurality of skills.

Policies, programs, and services in post-secondary education should meet student expectations to help prepare them for lifelong success, including in their citizenship, careers, and personal wellbeing.

Employers must play a critical role in developing a skilled and successful workforce.

The development of core competencies, including critical thinking, literacy and teamwork, is important not only for students' careers, but for their personal well-being.

AND WHEREAS StudentsNS has identified the following CONCERNS:

Since the 2008/09 recession, 18-35 year-old Nova Scotians have lost more jobs than they have gained.

Since the 2008/09 recession, a greatly disproportionate share of jobs created in Nova Scotia have gone to individuals over 25 years of age.

Given current labour market conditions and costs, it is difficult, if not impossible, for many students to self-finance their education with employment income.

Nova Scotia undergraduates continue to graduate with the second highest student debt levels in all of Canada.

Significant hours of paid employment while studying may compromise students' learning and academic performance.

Nova Scotia has experienced 28 consecutive years of net negative interprovincial migration.

Some Canadian employers engage in illegal and/or exploitative practices with interns.

Unpaid internships aggravate inequality by conferring competitive labour market advantages to individuals who can afford to participate in a period of unpaid work.

Precarious employment arrangements – including unemployment, involuntary part-time employment, temporary and contract employment, underemployment (based on credentials),

and low wage/low benefit employment – are prevalent in Nova Scotia’s youth labour market.

Common indicators used to describe Canada’s labour market strength, the unemployment and employment rates, fail to capture the full extent of precarious work.

Between 2000 and 2010, Canadian post-secondary graduates have experienced a 4% decrease in the annual earnings premium relative to the earnings of a high school graduate, although the OECD as a whole experienced an overall increase of 6% over the same period.

Student career and employment services at Nova Scotia’s post secondary institutions suffer from inadequate funding and coordination.

The notion that the university is a centre for job training and meeting labour market demands may have negative effects on the quality of education, academic freedom, and the diversity of programs offered.

Only a minority of Nova Scotia post-secondary students have access to experiential learning opportunities.

Several Nova Scotia post-secondary institutions do not maintain usable electronic human resources records pertaining to the students they employ.

The pay ratio between the highest paid employee and lowest paid 10% of employees exceeds an eight-to-one ratio at most public post-secondary institutions in Nova Scotia.

The impact and effectiveness of Provincial youth employment programs is unclear, despite over \$100 million in targeted government spending.

Some government employment programs targeting youth place too little emphasis on connecting people to actual jobs.

Youth employment programs and services offered or funded by government are poorly coordinated and difficult to navigate.

Wages for students employed through the Province of Nova Scotia’s Student Employment Program decline each year relative to inflation.

Youth entrepreneurship programs and services offered or funded by government are poorly coordinated and difficult to navigate.

BE IT RESOLVED THAT StudentsNS makes the following RECOMMENDATIONS:

In cooperation with students and youth, relevant partners in the private and not-for-profit sectors, and post-secondary institutions, the Province of Nova Scotia should immediately develop and implement a comprehensive Youth Attraction and Retention Strategy.

The Province should establish a single, easily navigable online resource for youth employment program information as well as a centralized intake and advisement system for youth seeking government-funded services (ideally telephone or web-based).

The Province should continue to offer a full range of programs and services to help Nova Scotia youth from all backgrounds to build skills and achieve attachment to the labour market.

New or expanded incentive programs encouraging private employers to hire students and youth, including the Graduate to Opportunities Program, should be carefully designed to ensure new incremental youth job creation.

The Province of Nova Scotia should favour increased spending on programs and services that connect students and youth to actual jobs, including wage subsidies and/or tax breaks to employers hiring students, youth, or recent graduates.

The Province should attach specific provisions for the hiring of students, youth, and recent graduates to all investments and/or loans made with private businesses.

The Province of Nova Scotia should review its hiring, new employee training, and other human resource policies to develop a human resource strategy to create specific opportunities for youth to enter the public service and generally minimize barriers to youth employment.

The Province should invest in comprehensive immigrant settlement assistance resources through post-secondary campuses and/or Immigrant Settlement and Integration Services.

As part of the Youth Retention and Attraction Strategy, the Province of Nova Scotia should commission a comprehensive qualitative study of interprovincial migrants to and from Nova Scotia exploring the factors influencing their relocation decisions.

The Province of Nova Scotia should index wages to inflation for those employed through its wage subsidy programs, including the Student Employment Program, relative to the year each program was introduced.

The Province of Nova Scotia should fund the implementation and annual administration of the Nova Scotia Youth Employer Award program.

The Province of Nova Scotia should strengthen and enforce existing labour laws to eliminate the exploitation of unpaid labourers, excepting the case of pre-approved internships associated with academic programs.

Students engaged in unpaid experiential learning experiences within the context of their programs should be eligible for student assistance.

The Province of Nova Scotia should provide additional funding to universities and colleges through a targeted funding envelope to create and/or expand the student career and employment-related services programs available on all campuses.

All of Nova Scotia's post-secondary institutions should be funded to make experiential learning opportunities available to students across all academic departments.

Post-secondary institutions should establish alternative tools allowing more comprehensive reporting on student achievement, capturing a broader broader range of extracurricular activities and requiring significant commitment and self-reflection on the part of the student.

Post-secondary institutions should publish clearly defined learning outcomes and corresponding graduating student competencies for all program and course offerings.

Since graduates of career-focused academic programs may be required to engage in unpaid experiential learning (i.e. internship, residency, etc.) prior to achieving professional accreditation, post secondary institutions should make every effort to incorporate experiential learning into their program requirements to ensure that students maintain eligibility for government-based student financial assistance.

Post-secondary institutions should develop and offer optional programming on entrepreneurship and social entrepreneurship for students in non-business faculties.

Nova Scotia's post secondary institutions should maintain and regularly publish statistics on the students employed by the institution and the wages and benefits paid to these students.

Nova Scotia's public post secondary institutions should obtain Wagemark certification, certifying that their highest paid employee does not earn more than eight times the wages of their lowest paid 10% of their workforce.

Nova Scotia's private employers must commit to hiring more students and youth, compensating them fairly, and supporting their individual success within their respective organizations.

**Motion moved by ASU to approve the Position Paper.
CBUSU seconds.**

ASU: In favour.

CBUSU: In favour.

DSU: Abstains

Kingstec NSCCSA: In favour.

StFXSU: In favour.

SMUSA: In favour.

DSU required to explain abstention. Fundamental disagreements with a number of the recommendations and the spirit of the report itself, as well as the rationale behind the report.

Noted that no feedback was received to recommend changes or improvements to the report prior to the Board Meeting.

9) Approval of preliminary Annual Plan – DEFERRED.

Overview: The Annual Plan identifies Goals, activities and measures of success for the financial year. It is among the most important documents for communicating the will of the Board of Directors and the Membership to StudentsNS staff.

Decision Items: To approve a preliminary 2014-15 Annual Plan in the expectation that the final Plan will be reintroduced for approval at the subsequent meeting of the Board of Directors.

Attachments: The Board has already received briefing notes from staff to help prepare for the Annual Planning Retreat.

REPORTS (18:00 on recording 2)

Reports of the Officers

- President
- Vice President Administration

Reports of the Staff (18:30 on recording 2)

- Executive Director

Reports of the Members (22:00 on recording 2)

- ASU
- CBUSU
- DSU
- Kingstec NSCCSA
- SFXUSU
- SMUSA

OTHER BUSINESS

ADJOURNMENT