

THE TIME IS 
NOW

2016 AFT-OREGON CONVENTION SUMMARY





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2016 AFT-OREGON CONVENTION COMMITTEE REPORTS

Constitution

No changes or amendments were made at the AFT-Oregon convention to the constitution.

Bylaws

No changes or amendments were made at the AFT-Oregon convention to the bylaws.

Resolutions

(Have been edited to reflect committee changes only)

Resolution No. 2016-1

Committee Recommends Adoption as Amended

An Adjunct Faculty Bill of Rights

Adjunct faculty, commonly known as non-tenure track faculty, part-time faculty or contingent faculty, occupy a unique and important role in higher education. Adjunct faculty perform a full set of activities in the classroom, the same as continuous or tenure-track faculty (hereafter referred to as job-secure faculty) ~~full-time faculty~~, and often have similar academic and professional qualifications to ~~full-time job-secure~~ faculty. The ~~only~~ most salient difference is ~~often their employment status,~~ not their credentials, but their lack of job security.

The trend toward using more adjunct faculty has grown over the years to the point where adjunct faculty now outnumber ~~full-time job-secure~~ faculty in the academy. When ~~used~~ treated in the right an equitable way, Adjunct faculty can enhance the educational ~~quality~~ students experience, ~~such as through the use of adjunct faculty with~~ through their unique skill and experience contributions relevant to the classes they teach. Unfortunately, ~~adjunct faculty are often used for the wrong reason. Since they are generally paid significantly less than full-time job-secure faculty, adjunct faculty are often seen mainly as a cost-cutting mechanism, rather than being utilized for the unique value they provide. Adjunct faculty may work at multiple institutions, trying to piece together a full-time job out of multiple part-time jobs. University and college administrators have increasingly used adjunct faculty as a cost-cutting mechanism, paying lower wages and little providing few to no benefits compared to full-time job-secure faculty.~~

Given the precarious nature of their job assignments and because they are generally paid significantly less than job-secure faculty, adjunct faculty may work at multiple institutions, trying to piece together a full-time job out of multiple part-time jobs. They also frequently lack the opportunity to contribute to college or university governance. As such, employment as an

adjunct faculty member may result in negative material, emotional and professional consequences.

Therefore, any solutions which profess to solve the challenges that exist for adjunct faculty should acknowledge the following key rights and principles:

Whereas, adjunct faculty provide a unique, important, and irreplaceable contribution to ~~system of~~ higher education, often providing their students with a combination of academic and professional expertise that no other class of employees can provide; and

Whereas, adjunct faculty are a distinct and specialized class of employees who are not simply academic workers who have yet to be included in a tenure system; and

Whereas, there are multiple, key functions that adjunct faculty perform and goals ~~that adjunct faculty perform~~ they attain; now

Therefore Be It Resolved, that AFT-Oregon will work to achieve:

- Pay equity for adjunct faculty, including compensation for office hours, class preparation, research, and service to the institution; and
- Equitable access to healthcare and other employee benefits for adjunct faculty; and
- Adequate compensation for cancelled course assignments for adjunct faculty; and
- Access to unemployment compensation including summer term for adjunct faculty who receive summer term assignments that are subsequently cancelled; and
- Development of standards and provide Adequate notice of job assignments for adjunct faculty in order to prioritize and schedule multiple assignments in advance; and
- Job security for adjunct faculty, including long-term appointments or certificates of continuing employment with full academic freedom and the presumption of rehiring since contingent faculty should have the necessary job security to plan their employment on a long-term basis; and
- ~~Preferential~~ Fair and inclusive consideration of assignments for adjunct faculty to continue instructing in specific courses previously developed by that faculty member; and
- Exclusive intellectual property for adjunct faculty for all teaching materials and research, unless they are contracted and paid specifically for specific tasks-development of that material; and
- Opportunities for advancement for adjuncts into continuous appointments with academic freedom; and
- ~~Standards for notice of teaching appointments for adjunct faculty~~; and
- Recognition of the status of adjunct faculty based on the cumulative workload ~~of~~ completed by a faculty member among for all public employers, including full benefits based on the total workload among all employers across institutions; and
- A fair and inclusive assessment of teaching and other professional abilities and qualifications that is equitable with assessment processes for other types of faculty; and
- An environment free of bullying, ~~that treats~~ where adjunct faculty are treated with the same respect as any other faculty member, ~~fully included~~ with full inclusion in their

campus communities, ~~and have~~ access to the necessary facilities and resources to do their jobs effectively; and

- Representation in the governing body of their institution for adjunct faculty, with full participation in the shared governance process and appropriate compensation for service to the institution; and

Therefore Be it Resolved, that AFT-OR will work to achieve that AFT-OR Executive Council will draft and action plan to address these issues and bring it to the AFT-OR Convention to 2017 for consideration.

Be it Finally Resolved, that this declaration is merely a list of basic rights and principles to be expected and demanded by adjunct faculty as the basis for establishing the fair treatment that they and all faculty deserve, and it should not be construed as a complete list of all rights and principles that apply to adjunct faculty.

Resolution No. 2016-2

Committee Recommends Adoption as Amended

Improving State Revenue by Supporting Initiative Petition 28

Whereas, the needs of Oregonians are greater than the revenue generated by the state which impacts the ability of state-run agencies, including our schools, colleges and universities, to provide high-quality services; and

Whereas, Oregon has the 3rd largest class sizes in the nation as of 2013 with one of the shortest school years due to a funding level that is \$2 billion lower than the Quality Education Model^[1]; and

Whereas, in 2014, 35,000 eligible students in low-income families were unable to attend Head Start due to lack of funding; and

Whereas, there are 160,000 people on the Oregon Health Plan that don't have access to mental health services; and

Whereas, Oregon is ranked 50th in the nation for corporate tax rate with only 7% of state revenue to come from corporations; and

Whereas, the A Better Oregon coalition is working to get IP28 on the November ballot which is an increase in the corporate tax rate for large and out-of-state corporations; and

Whereas, the passage of IP28 will transform the system of corporate taxation in our state and enable our state to more adequately fund education, senior, and healthcare services; now

Therefore Be It Resolved, that AFT-Oregon supports efforts to have corporations pay their fair share of taxes; and

Therefore Be It Further Resolved, that AFT-Oregon encourages members to participate in signature gathering efforts for petitions that increase state revenue on the ballot; and

Therefore Be It Further Resolved, that AFT-Oregon fully supports IP28 as a fair way to raise revenue and support needed services in the state;

Be it Finally Resolved, that AFT-Oregon calls on their state affiliates to support this Initiative.

Resolution No. 2016-3

Committee Recommends Adoption as Amended

Mandatory Implicit Bias and Anti-Oppression Training for All School Staff in Oregon

Whereas, students from marginalized groups experience disparate educational outcomes that result, in part, from a lack of training and awareness for educators and school professionals around cultural competency, oppressive behaviors, and ingrained biases; and

Whereas, 92% of Lesbian, Gay, Bisexual and Transgender (LGBT) youth report being bullied with 64% claiming that they feel unsafe at school [1]; and

Whereas, 60% of students with disabilities report being regularly bullied at school, which results in negative educational outcomes [2]; and

Whereas, 21.9% of juveniles live below the poverty threshold in Oregon; youth experiencing poverty are more likely to dropout; and the incidence of institutionalization among high school dropouts was more than 63 times higher than that of four-year college graduates [3]; and

Whereas, minority ethnic groups experience disparate educational outcomes, for example elevated dropout rates for Hmong, Cambodian, and Laotian students, despite overall high completion among all Asian students [4]; and

Whereas, the majority of today's immigrants (nonnative born) suffer from trauma induced from war and/or economic despair, face cultural and linguistic barriers; 80% of immigrants who migrate to the West Coast are Hispanic and Asian natives; studies show that, nationally, people from these groups between the ages of 15-17 are 20% more likely to drop out of school than other immigrant groups, and 17% more likely to drop out than native-born American students [5]; and

Whereas, Among LGBT youth, transgender and gender nonconforming youth have the highest dropout and attempted suicide rates, with more than 50% attempting suicide before their 20th birthday [6]; and

Whereas, 50% of transgender and gender nonconforming youth report avoiding school on a regular basis, resulting in lifelong negative consequences such as having a life expectancy that is less than half of someone who is not transgender or gender nonconforming [7]; and

Whereas, in Oregon schools exclusionary disciplinary action, which is associated with negative educational outcomes, is used over 3 times more frequently against Black students than white students, 1.3-2 times more frequently against Hispanic/Latino students than for white students, and 1.4-2.4 times more frequently against Native American students than white students [8,9,10,11,12,13]; and

Whereas, the State of Oregon has made efforts to increase the recruitment and retention of culturally diverse teachers but thus far has not mandated implicit bias and anti-oppression training for school staff [14]; and

Whereas, implicit bias and anti-oppression training have been shown to effectively reduce oppressive behaviors that result from implicit biases [15,16]; and

Whereas, there are organizations in Oregon that are capable of providing such training, such as the Oregon State University Social Change Programs, the Oregon Mediation Association, and the Office of Equity and Human Rights; now

Therefore Be It Resolved, that AFT-Oregon and its affiliated locals will press for mandatory implicit bias and anti-oppression training for all school staff (teachers, administrators, and paraprofessionals) individuals employed and those providing other services in an educational setting in Oregon; and

Be It Further Resolved, that either through legislative efforts or bargained contracts, AFT-Oregon aims to achieve this training in all Oregon schools by the year 2020.

[1] LGBT Bullying Statistics 2015. <http://nobullying.com/lgbt-bullying-statistics/>

[2] Bullying and Harrasment of Students with Disabilities <http://www.pacer.org/bullying/resources/students-with-disabilities/>

[3] Juvenile Offenders and Victims: 2014 National Report. <http://www.ojjdp.gov/ojstatbb/nr2014/downloads/NR2014.pdf>

[4] Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities. American Psychological Association. <https://www.apa.org/ed/resources/racial-disparities.pdf>

[5] Vernez, G., Abrahamse, A., & Quigley, D. D. (1996). How Immigrants Fare in U.S. Education. Retrieved March 6, 2016, from http://www.rand.org/pubs/monograph_reports/MR718.html

[6] Youth Suicide Prevention Program 2011 http://www.yspp.org/about_suicide/statistics.htm

[7] New York Civil Liberties Report 2014 http://www.nyclu.org/files/publications/dignityforall_final_201508.pdf

[8] Burke, A. & Nishioka, V. 2013. Suspension and Expulsion Patterns in Six Oregon Schools. U.S. Department of Education. <http://files.eric.ed.gov/fulltext/ED544799.pdf>

[9] Portland Public Schools, 2015, Board of Education Informational Report. http://www.pps.k12.or.us/files/board/02-10-15_Final_Packet.pdf

[10] Ferguson, R. F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban Education, 38*(4), 460-507.

[11] Dungca, N. 2014. Portland schools superintendent criticizes Metropolitan Learning Center parents over complaints about principal. *The Oregonian*.

http://www.oregonlive.com/portland/index.ssf/2014/05/portland_schools_superintenden_5.html

[12] Hammond, B. 2012. Teacher who led Portland teachers union on leave after using N-word, touching a student in class. *The Oregonian*.

http://www.oregonlive.com/portland/index.ssf/2012/04/teacher_who_led_portland_assoc.html

[13] 2015 Oregon Teacher Equity Report. <http://www.ode.state.or.us/superintendent/priorities/2015-final-educator-equity-report.7.10.15.pdf>

[14] 2015 Oregon Teacher Equity Report. <http://www.ode.state.or.us/superintendent/priorities/2015-final-educator-equity-report.7.10.15.pdf>

[15] Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of experimental social psychology, 48*(6), 1267-1278.

[16] Kawakami, K., Dovidio, J. F., & van Kamp, S. (2005). Kicking the habit: Effects of nonstereotypic association training and correction processes on hiring decisions. *Journal of Experimental Social Psychology, 41*(1), 68-7.

Resolution No. 2016-4

Committee Recommends Adoption as Amended

Work Shouldn't Hurt

Whereas, Oregon ~~school districts~~ employers have an obligation to provide a safe working environment to their ~~staff~~ employees; and

Whereas, Oregon's history of underfunding schools has caused many districts to delay needed safety improvements and modernization of equipment; and

Whereas, current Occupational Safety and Health Administration (OSHA) regulations only require school districts to report fatalities, amputations, inpatient hospitalizations, or eye loss of ~~staff members~~ employees; and

Whereas, Students are entering general educational classrooms without needed counseling and support and as result thereof, instances of student initiated violence has been increasing ~~as students with behavioral targets in their Individualized Education Plans (IEP) enter general education classrooms without needed counseling and support;~~ and

Whereas, Districts have been slow to respond to student caused injuries suffered by ~~educational assistants~~ employees; and

Whereas, There is a perception that being assaulted by students is just "part of the job" of an educational assistant; now

Therefore Be It Resolved, that AFT-Oregon supports legislation to strengthen employer requirements to provide safe working conditions; and

Therefore Be It Resolved, that AFT-Oregon will participate in a campaign with fellow education unions and organizations in the state to engage members in ways to limit incidences of violence that affect employees and fellow students; and

Therefore Be It ~~Further~~ Resolved, that AFT-Oregon advocates for requirements that employers, particularly school districts, must report all injuries to OSHA; and

Be it Further Resolved, that AFT-Oregon advocate for increased funding for necessary counseling and support for students; and

Be It Finally Resolved, that this resolution be suitably edited for forwarding to the conventions of our state affiliates.

Resolution No. 2016-5

Committee Recommends Adoption as Amended

Campaign Promoting Education as a Public Good

Whereas, it is known by all members of AFT that education is a public good; and

Whereas, there is a lack of public understanding of how quality education improves the entire society, and in turn each individual; and

Whereas, the understanding of education as a public good directly impacts all those who have chosen education as a career; and

Whereas, there is decreasing funding for K-12, ~~and~~ higher education, and the different forms of free public education including correctional facilities, career and technical education,

and alternative public schools at the state level; and

Whereas, we AFT-OR have has a role as educators to show the people of our state that electing officials who understand this concept can change funding priorities; and

Whereas, free public education and the union movement in America, in the 20th century, have helped working people expand into a vibrant middle class so vital to democracy; now

Therefore Be It Resolved, that AFT-Oregon will invest in a public education campaign to explain the concept of education as a public good, how education is currently funded, how it has been funded in the past, and what the people can do to effect change; and

Be It Further Resolved, that AFT-Oregon will create a working group to address how best to achieve these goals, including identifying and reaching out to like-minded groups, and report back to the AFT-Oregon Executive Council; and

Be It Finally Resolved, that AFT-Oregon will propose a similar resolution at the national level to move the conversation to a broader audience.

Resolution No. 2016-6

Committee Recommends Adoption as Amended

Lobby to Remove the Congressional Block on Funding for Gun Violence Research

Whereas, the number of deaths from gun violence in the United States is 25.2 times greater than those in other developed nations, and 49.0 times greater in the United States for people aged 15-24 [1]; and

Whereas, in 2012 alone, firearms killed over 30,000 people in the United States, ~~including there were 11,208 deaths from gun homicides in the United States,~~ comprising 69.5% of all homicides that year [2]; and

Whereas, the number of non-fatal gun injuries has also increased over the past decade, which is often not considered when discussing the issue of gun violence [3]; and

Whereas, teachers and students are at risk of being victims of gun violence both inside and outside of school [4]; and

Whereas, despite the abnormally high number of gun deaths in the United States and the public support for various measures to control gun violence [5], no major government reforms have taken place to address any aspect of the problem; and

~~**Whereas,** progress to reduce gun violence each year is currently stymied by controversy about whether it is more important to address ownership of specific types of guns, mental health, the likelihood of specific groups of people to commit gun violence, or other issues [6,7]; and~~

Whereas, meaningful reform requires concrete knowledge about the root causes and solutions to this problem [8 & 6]; and

Whereas, there is currently a congressional block on funding for Centers for Disease Control research (~~the so-called~~ known as the Dickey Amendment) that would answer critical questions pertaining to solving the problem of gun violence in the United States [7,8,9]; and

Whereas, it has been estimated that the financial cost of gun violence to American tax payers is nearly \$230 billion a year [10]; now

Therefore Be it Resolved, that AFT-Oregon lobby the Oregon congressional delegation, and will pressure request AFT-National to lobby Congress to remove the congressional block on gun violence research; and

Be it Further Resolved, that the AFT-Oregon Executive Council will suitably edit and forward this resolution to the American Federation of Teachers and the Oregon AFL-CIO for action by those bodies; and

Be it Further Resolved, that the AFT-Oregon Executive Council will ~~report back on these communications and efforts at the 2017 AFT Oregon Convention~~ communicate quarterly with membership locals on this issue, including at the 2017 AFT-OR Convention until the congressional block has been removed.

[1] Grinshteyn, E., & Hemenway, D. (2015). Violent Death Rates: The US Compared with Other High-income OECD Countries, 2010. *The American journal of medicine*.

[2]Center for Disease Control and Prevention Fast Stats: Assault or Homicide.

<http://www.cdc.gov/nchs/fastats/homicide.htm>

[3]Jena, A. B., Sun, E. C., & Prasad, V. (2014). Does the declining lethality of gunshot injuries mask a rising epidemic of gun violence in the United States?. *Journal of general internal medicine*, 29(7), 1065-1069.

[4] Nekvasil, E. K., Cornell, D. G., & Huang, F. L. (2015). Prevalence and offense characteristics of multiple casualty homicides: are schools at higher risk than other locations?. *Psychology of violence*, 5(3), 236.

[5]Doherty, Carroll. (January 9, 2015). A public opinion trend that matters: Priorities for gun policy. Pew research.

<http://www.pewresearch.org/fact-tank/2015/01/09/a-public-opinion-trend-that-matters-priorities-for-gun-policy/>

[6] Elson, M., & Ferguson, C. J. (2013). Gun violence and media effects: challenges for science and public policy. *The British Journal of Psychiatry*, 203(5), 322-324

[7] Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M., ... & Romer, D. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), 17.

[8]Cohen, E. & Bonifield, J. (December 14, 2015). What Happened to the CDC's Courage on Guns? CNN.

<http://www.cnn.com/2015/12/14/health/cdc-frieden-gun-research/>

[9]Kodjak, Allison. (December 14, 2015). Congress Still Limits Health Research on Gun Violence. National Public Radio.

[10]<http://www.npr.org/sections/health-shots/2015/12/08/458952821/congress-still-limits-health-research-on-gun-violence>

Resolution No. 2016-7

Committee Recommends Adoption as Amended

Call for Renewed Commitment to Build a Culture of Organizing

Whereas, organizing new members is critical to the health and strength of our union;
and

Whereas, low member density combined with unfocused member engagement programs makes a union vulnerable to anti-worker attacks; and

Whereas, many agency-fee payers believe that they are already members of a union;
and

Whereas, many agency-fee payers would join their union if asked by a co-worker to become a member; and

Whereas, a current assessment of members is necessary to organize new members and assess support for future actions; and

Whereas, ~~L~~Locals lack a central digital storage system for all the data that is collected by activists during union events, and

Whereas, without an organizing plan, membership will slowly decline due to resignation or retirement of current employees; now

Therefore Be It Resolved, that AFT-Oregon provides guidance to ~~L~~Locals on crafting a strategic plan that includes an organizing committee, a worksite leader system, ~~1-on-1~~ individual conversations, and assessment tracking of members; and

~~**Therefore Be It Further Resolved**, that all Locals commit to having regular 1-on-1 individual organizing conversations with each agency fee payer and each member in their unit; and~~

~~**Therefore Be It Further Resolved**, that all Locals commit to reaching ninety percent (90%) membership density; and~~

~~**Therefore Be It Further Resolved**, that all Locals commit to recruiting at least ten percent (10%) of their members to become union activists; and~~

~~**Therefore Be It Further Resolved**, that all Locals commit to increasing member participation in union activities to thirty five percent (35%); and~~

Therefore Be it Further Resolved, that all locals commit to drafting their own organizing goals.

Therefore Be It Further Resolved, that AFT-Oregon will dedicate resources to implement a tracking database that ~~L~~Locals ~~can~~ may use to improve their member density; and

Be it Finally Resolved, that the activists and leaders in AFT-Oregon will ~~be accountable to one another to~~ commit to helping each other achieve these goals.

Resolution No. 2016-8

Committee Recommends Adoption as Amended

AFT Presidential Endorsement Process and Selection

Whereas, the members of the American Federation of Teachers play a critical and active role in our democracy; and

Whereas, AFT-Oregon, a state affiliate of the American Federation of Teachers, AFL-CIO, represents some 15,000 Oregon workers in K-12, community college and higher education in faculty and classified positions, and child care workers, in both public and private sectors. AFT-Oregon, in coalition with other unions and community groups, gives working people a voice in politics; and

Whereas, the 2016 presidential election, like any other presidential election, provides an opportunity to elect a president who shares our vision for America; and

Whereas, in July of 2015, AFT Executive Council, resolved, that the American Federation of Teachers endorses Hillary Clinton for president in the Democratic primary; and

Whereas, the State of Oregon Primary was still 10 months away in May 2016 and AFT-OR's locals' members felt that despite the outreach conducted by AFT to solicit input, ~~and~~ candidate interviews and surveys did not adequately reach AFT-Oregon members; and

Whereas, surveys are an insufficiently democratic method for determining the will of the membership; and

Whereas, AFT-OR locals' members felt isolated and left voiceless in both the process and selection of a presidential endorsement and its importance to the next presidential administration governance, leadership and policies which may affect education, solidarity and ~~middle class workers; and~~

Whereas, a national election presents an important opportunity for organizing and political education; now

Therefore Be It Resolved, that AFT commit to a more robust, open, inclusive and transparent presidential endorsement process for 2020 and subsequent elections; and

Therefore Be It Further Resolved, that in 2019, in advance of the 2020 Presidential election and endorsement process, AFT convenes a working group composed of AFT leaders and members from across the nation and across AFT's constituency groups to review the AFT presidential endorsement process and propose a new process to be implemented for the 2020 endorsement process; and

Therefore Be It Further Resolved, that the revised process include efforts to use the national election as an opportunity to strengthen our union through organizing and political education; and

Be It Finally Resolved, that this resolution be suitably edited and forwarded to the AFT convention.

Resolution No. 2016-9

Committee Recommends Adoption as Amended

Call for the Establishment of a Vetting Process for New Event Locations

Whereas, AFT-Oregon is a diverse group with members who have specific dietary or medical needs that a location must be able to accommodate; and

Whereas, the current process often depends on the assurances of the new location's management that they can accommodate all of our members; and

~~**Whereas**, the best way to understand the limitations of a new location is to hold an event at that location; and~~

~~**Whereas**, a small, one day event is easier for new locations to schedule around other events; and~~

~~**Whereas**, locals always have a need for targeted training opportunities for new activists; and~~

Whereas, Oregon has a small number of unionized facilities; now

Therefore Be It Resolved, that AFT-Oregon establishes a vetting process for new locations that ~~allows~~ solicits input from potential attendees with diverse needs; and

Therefore Be It Further Resolved, that any vetting process includes ~~scheduling a small scale event~~ a site visit for the purpose of allowing locals to provide feedback on the new location; and

Therefore Be It Further Resolved, that the AFT-Oregon vetting process for new locations is published for local Presidents; and

Be it Finally Resolved, that reports on future new locations of events be made available to local Presidents so they can provide guidance to the decision-making body.

Resolution No. 2016-10

Committee Recommends Adoption as Amended

Resolution to Hold AFT-Oregon Executive Council Accountable for Passed Resolutions

Whereas, resolutions are binding according to AFT-Oregon's Constitution and Bylaws; and

Whereas, the Executive Council voted to hold Convention at the non-unionized facility of Chinook Winds Casino and Resort despite a resolution previously passed directing AFT-Oregon to hold Convention at union facilities; and

Whereas, in 2014, a resolution was passed directing the AFT-Oregon Executive Council to bank at a credit union in lieu of the national Key Bank, and instead the AFT-Oregon Executive Council recently unanimously agreed to bank at the even less socially just Chase Bank; and

Whereas, based on the unanimous decisions by the AFT-Oregon Executive Council to vote against the wishes of the membership, there is a lack of accountability regarding resolutions passed by the membership of AFT-Oregon; and

Whereas, the AFT-Oregon Executive Council can only carry out the will of the membership if they are made aware of when their decisions should be guided by previously passed resolutions; and

Whereas, clear communication of the rationale leading to decisions made in violation of resolutions passed by the membership of AFT-Oregon is necessary to keeping decision-makers accountable; now

Therefore Be It Resolved, that all past resolutions will be made available digitally and searchable for every item of business before the AFT-Oregon Executive Council; and

Therefore Be It Further Resolved, that the President of AFT-Oregon will be responsible for accountability regarding resolutions passed by the AFT-Oregon Convention; and

Be It Further Resolved, that the President will be responsible for informing Executive Council members when decisions they take are impacted by resolutions passed by previous Conventions; and

Be it Finally ~~Further~~ Resolved, that when a decision is made that violates a resolution, there will be a roll call vote which will be recorded in the minutes and that the President of AFT-Oregon shall inform the ~~members~~ local Presidents via email before the decision takes effect to explain why a decision was reached contradicting the membership's wishes; and

Therefore Be It Finally Resolved, that after failing to follow resolutions and providing explanation to the locals, the AFT-Oregon Executive Council and President will seek guidance from the locals.

Resolution No. 2016-11

Committee Recommends Adoption as Amended

School Safety & Educational Opportunity for Lesbian, Gay, Bisexual, Transgender, & Questioning (LGBTQ) Students

Whereas, LGBTQ students, nationally and in Oregon, are targeted with physical violence and experience a hostile school environment more frequently than their non-LGBTQ peers, and face additional challenges that threaten their health, safety, and learning opportunities in schools; and

Whereas, LGBTQ students who are bullied, harassed, or experience a hostile, stigmatizing, or disrespectful environment are more likely to experience depression and anxiety, feel excluded from the school community, and experience lower academic achievement and stunted educational aspirations; and

Whereas, To ensure academic and developmental progress, all students deserve a safe, supportive school environment where they are treated equally and fairly, respected for who they are as a person, protected from discrimination based on real or perceived sexual orientation, gender identity, or gender expression, and have an opportunity to participate equally in all programs and activities; and

Whereas, Adverse health and educational consequences for transgender students are even greater than those for LGB students and, in a national report, 26 percent of transgender students were assaulted, (e.g., punched, kicked, or injured with a weapon) in school in the past year because of their gender expression; and

Whereas, LGBTQ students with intersecting marginalized identities (e.g., black gay males, LGBTQ students with disabilities) are at greater risk of negative emotional, health and educational achievement outcomes; and

Whereas, An individual's gender identity is a defining aspect of their sex, and the U.S. Department of Justice and the Equal Employment Opportunities Commission have clarified that discrimination on the basis of gender identity or gender nonconformity is literally sex discrimination; and

Whereas, The U.S. Department of Education has asserted a significant interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination, clarifying that Title IX prohibits sex discrimination including discrimination based on gender identity, gender-nonconformity and sex stereotyping, and that transgender students must have access to programs and facilities consistent with their gender identity; and

Whereas, Many jurisdictions have adopted policies or developed model guidance on Providing safe and welcoming learning environments for LGBTQ youth, including the Michigan State Board of Education Proposed *"Guidance on Safe and Supportive Learning Environments*

for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students” which specifically recommends:

- 1) Implement anti-bullying policies explicitly protecting LGBTQ students
- 2) Offer professional development opportunities on issues affecting LGBTQ students
- 3) Support for extra-curricular clubs such as Gay-Straight Alliances
- 4) Develop meaningful family engagement and support for families of LGBTQ students
- 5) Integrate respect for human rights including LGBTQ rights across the curriculum
- 6) Provide developmentally appropriate resources on LGBTQ issues (e.g. in libraries, faculty resources)
- 7) Collect and review data to identify disparities and barriers for LGBTQ students
- 8) Designate building level staff person who is conversant in issues relating to sexual orientation, gender identity and gender expression
- 9) Adopt specific policies for ensuring transgender students are treated in a manner consistent with their gender identity including: a) using chosen name and pronouns, b) changing name and gender in school records, c) ensuring student privacy and confidentiality in disclosing private student information, d) providing access to facilities and programs according to the student’s gender identity, e) implementing gender neutral dress codes, and f) reviewing all gender-based activities; and

Whereas, The American Federation of Teachers and its locals have played a critical and historic role in fighting discrimination on the basis of sexual orientation, gender identity, and gender expression, and have a long institutional history of leadership in securing better educational and working conditions and better lives for members of all groups facing stigma and pervasive discrimination; and

Now Therefore Be It Resolved, That AFT-Oregon and its locals support adoption, implementation and enforcement, at the district and state levels, of school and institutional policies which support the safety and educational achievement of LGBTQ students in K-12 as well as post-secondary education, which specifically ensure that transgender students have equal access consistent with their gender identity to sex-segregated facilities and programs, and which include adoption of all of the policy recommendations as expressed in the Michigan School Board of Education proposed *“Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students”*; and

Now Therefore Be It Further Resolved, That AFT-Oregon actively oppose the adoption, implementation or enforcement of policies or legislation at the district, state and federal levels that undermine the safety and education of LGBTQ students, or that limit transgender student access consistent with their gender identity to sex-segregated facilities or programs, or that otherwise discriminate against students or against educational or school-related staff, on the basis of sexual orientation, gender identity, or gender non-conformity; and

Now Therefore Be It Further Resolved, That AFT-Oregon and its locals support inclusion of items relating to gender identity, gender expression and sexual orientation in Oregon school data collection (e.g., Oregon Youth Risk Behavior Survey) to identify, track and address health and achievement gaps in these at-risk youth; and

Now Therefore Be It Further Resolved, That AFT-Oregon and its locals support

training for union members, staff and leadership, as well as all instructional staff, school-related personnel, and administrators at the school, district and state levels, to deepen understanding of LGBTQ issues and policy implementation to support LGBTQ students, including training specific to the needs of transgender and gender-nonconforming students; and

Now Therefore Be It Finally Resolved, That the AFT-Oregon will actively seek adoption of This resolution at the 2016 AFT National Convention.

CONVENTION ACTION

Constitution

No changes or amendments were made at the AFT-Oregon convention to the constitution.

Bylaws

No changes or amendments were made at the AFT-Oregon convention to the bylaws.

Resolutions Adopted by Convention

Resolution No. 2016-1

An Adjunct Faculty Bill of Rights

Adjunct faculty, commonly known as non-tenure track faculty, part-time faculty or contingent faculties, occupy a unique and important role in higher education. Adjunct faculty perform a full set of activities in the classroom, the same as continuous or tenure-track faculty (hereafter referred to as job-secure faculty), and often have similar academic and professional qualifications to job-secure faculty. The most salient difference is not their credentials, but their lack of job security.

The trend toward using more adjunct faculty has grown over the years to the point where adjunct faculty now outnumber job-secure faculty in the academy. When treated in an equitable way, adjunct faculty can enhance the education students' experience, through their unique contributions relevant to the classes they teach.

University and college administrators have increasingly used adjunct faculty as a cost-cutting mechanism, paying lower wages and providing few to no benefits compared to job-secure faculty.

Given the precarious nature of their job assignments and because they are generally paid significantly less than job-secure faculty, adjunct faculty may work at multiple institutions, trying to piece together a full-time job out of multiple part-time jobs. They also frequently lack the opportunity to contribute to college or university governance. As such, employment as an adjunct faculty member may result in negative material, emotional and professional consequences.

Therefore, any solutions which profess to solve the challenges that exist for adjunct faculty should acknowledge the following key rights and principles:

Whereas, adjunct faculty provide a unique, important, and irreplaceable contribution to higher education, often providing their students with a combination of academic and professional expertise that no other class of employees can provide; and

Whereas, adjunct faculty are a distinct and specialized class of employees who are not simply academic workers who have yet to be included in a tenure system; and

Whereas, there are multiple key functions that adjunct faculty perform and goals they attain; now

Therefore Be It Resolved, that AFT-Oregon will work to achieve:

- Pay equity for adjunct faculty, including compensation for office hours, class preparation, research, and service to the institution; and
- Equitable access to healthcare and other employee benefits for adjunct faculty; and
- Adequate compensation for cancelled course assignments for adjunct faculty; and
- Access to unemployment compensation including summer term for adjunct faculty who receive summer term assignments that are subsequently cancelled; and
- Development of standards and provide adequate notice of job assignments for adjunct faculty in order to prioritize and schedule multiple assignments in advance; and
- Job security for adjunct faculty, including long-term appointments or certificates of continuing employment with full academic freedom and the presumption of rehiring, since contingent faculty should have the necessary job security to plan their employment on a long-term basis; and
- Fair and inclusive consideration of assignments for adjunct faculty to continue instructing in specific courses previously developed by that faculty member; and
- Exclusive intellectual property for adjunct faculty for all teaching materials and research, unless they are contracted and paid specifically for development of that material; and
- Opportunities for advancement for adjuncts into continuous appointments with academic freedom; and
- Recognition of the status of adjunct faculty based on the cumulative workload completed by a faculty member for all public employers, including full benefits based on the total workload across institutions; and
- A fair and inclusive assessment of teaching and other professional abilities and qualifications that is equitable with assessment processes for other types of faculty; and
- An environment free of bullying, where adjunct faculty are treated with the same respect as any other faculty member, with full inclusion in their campus communities, and access to necessary facilities and resources to do their jobs effectively; and
- Representation in the governing body of their institution for adjunct faculty, with full participation in the shared governance process and appropriate compensation for service to the institution; and

Be It Further Resolved, that AFT-OR will work to achieve that the AFT-Oregon Executive Council will draft an action plan to address these issues and bring it to the AFT-Oregon Convention in 2017 for consideration; and

Be It Finally Resolved, that this declaration is merely a list of basic rights and principles to be expected and demanded by adjunct faculty as the basis for establishing the fair treatment that they and all faculty deserve, and it should not be construed as a complete list of all rights and principles that apply to adjunct faculty.

Resolution No. 2016-2

Improving State Revenue by Supporting Initiative Petition 28

Whereas, the needs of Oregonians are greater than the revenue generated by the state, which impacts the ability of state run agencies, including our schools, colleges and universities, to provide high-quality services; and

Whereas, Oregon has the 3rd largest class sizes in the nation as of 2013 with one of the shortest school years due to a funding level that is \$2 billion lower than the Quality Education Model^[1]; and

Whereas, in 2014, 35,000 eligible students in low-income families were unable to attend Head Start due to lack of funding; and

Whereas, there are 160,000 people on the Oregon Health Plan that don't have access to mental health services; and

Whereas, Oregon is ranked 50th in the nation for corporate tax rate with only 7% of state revenue to come from corporations; and

Whereas, the A Better Oregon coalition is working to get IP28 on the November ballot which is an increase in the corporate tax rate for large and out-of-state corporations; and

Whereas, the passage of IP28 will transform the system of corporate taxation in our state and enable our state to more adequately fund education, senior, and healthcare services; now

Therefore Be It Resolved, that AFT-Oregon supports efforts to have corporations pay their fair share of taxes; and

Be It Further Resolved, that AFT-Oregon encourages members to participate in signature gathering efforts for petitions that increase state revenue on the ballot; and

Be It Further Resolved, that AFT-Oregon fully supports IP28 as a fair way to raise revenue and support needed services in the state; and

Be It Finally Resolved, that AFT-Oregon call on their state affiliates to support this initiative.

[1] Quality Education Model Final Report August 2014 www.ode.state.or.us/superintendent/priorities/2014-qem-report-volume-i-final-corrected

Resolution No. 2016-3

Mandatory Implicit Bias and Anti-Oppression Training for All School Staff in Oregon

Whereas, students from marginalized groups experience disparate educational outcomes that result, in part, from a lack of training and awareness for educators and school professionals around cultural competency, oppressive behaviors, and ingrained biases; and

Whereas, 92% of Lesbian, Gay, Bisexual and Transgender (LGBT) youth report being bullied with 64% claiming that they feel unsafe at school [1]; and

Whereas, 60% of students with disabilities report being regularly bullied at school,

which results in negative educational outcomes [2]; and

Whereas, 21.9% of juveniles live below the poverty threshold in Oregon; youth experiencing poverty are more likely to dropout; and the incidence of institutionalization among high school dropouts was more than 63 times higher than that of four-year college graduates [3]; and

Whereas, minority ethnic groups experience disparate educational outcomes, for example, elevated dropout rates for Hmong, Cambodian, and Laotian students, despite overall high completion among all Asian students [4]; and

Whereas, the majority of today's immigrants (nonnative born) suffer from trauma induced from war and/or economic despair, and face cultural and linguistic barriers; 80% of immigrants who migrate to the West Coast are Hispanic and Asian natives; studies show that, nationally, people from these groups between the ages of 15-17 are 20% more likely to drop out of school than other immigrant groups, and 17% more likely to drop out than native-born American students [5]; and

Whereas, Among LGBT youth, transgender and gender nonconforming youth have the highest dropout and attempted suicide rates, with more than 50% attempting suicide before their 20th birthday [6]; and

Whereas, 50% of transgender and gender nonconforming youth report avoiding school on a regular basis, resulting in lifelong negative consequences such as having a life expectancy that is less than half of someone who is not transgender or gender nonconforming [7]; and

Whereas, in Oregon schools exclusionary disciplinary action, which is associated with negative educational outcomes, is used over 3 times more frequently against Black students than white students, 1.3-2 times more frequently against Hispanic/Latino students than for white students, and 1.4-2.4 times more frequently against Native American students than white students [8,9,10,11,12,13]; and

Whereas, the State of Oregon has made efforts to increase the recruitment and retention of culturally diverse teachers but thus far has not mandated implicit bias and anti-oppression training for school staff [14]; and

Whereas, implicit bias and anti-oppression training have been shown to effectively reduce oppressive behaviors that result from implicit biases [15,16]; and

Whereas, there are organizations in Oregon that are capable of providing such training, such as the Oregon State University Social Change Programs, the Oregon Mediation Association, and the Office of Equity and Human Rights; now

Therefore Be It Resolved, that AFT-Oregon and its affiliated locals will press for mandatory implicit bias and anti-oppression training for all individuals employed and those providing other services in an educational setting in Oregon; and

Be It Finally Resolved, that either through legislative efforts or bargained contracts, AFT-Oregon aims to achieve this training in all Oregon schools by the year 2020.

[1] LGBT Bullying Statistics 2015. <http://nobullying.com/lgbt-bullying-statistics/>

[2] Bullying and Harassment of Students with Disabilities <http://www.pacer.org/bullying/resources/students-with-disabilities/>

- [3] Juvenile Offenders and Victims: 2014 National Report. <http://www.ojjdp.gov/ojstatbb/nr2014/downloads/NR2014.pdf>
- [4] Ethnic and Racial Disparities in Education: Psychology's Contributions to Understanding and Reducing Disparities. American Psychological Association. <https://www.apa.org/ed/resources/racial-disparities.pdf>
- [5] Vernez, G., Abrahamse, A., & Quigley, D. D. (1996). How Immigrants Fare in U.S. Education. Retrieved March 6, 2016, from http://www.rand.org/pubs/monograph_reports/MR718.html
- [6] Youth Suicide Prevention Program 2011 http://www.yspp.org/about_suicide/statistics.htm
- [7] New York Civil Liberties Report 2014 http://www.nyclu.org/files/publications/dignityforall_final_201508.pdf
- [8] Burke, A. & Nishioka, V. 2013. Suspension and Expulsion Patterns in Six Oregon Schools. U.S. Department of Education. <http://files.eric.ed.gov/fulltext/ED544799.pdf>
- [9] Portland Public Schools, 2015, Board of Education Informational Report. http://www.pps.k12.or.us/files/board/02-10-15_Final_Packet.pdf
- [10] Ferguson, R. F. (2003). Teachers' perceptions and expectations and the Black-White test score gap. *Urban Education*, 38(4), 460-507.
- [11] Dungca, N. 2014. Portland schools superintendent criticizes Metropolitan Learning Center parents over complaints about principal. The Oregonian. http://www.oregonlive.com/portland/index.ssf/2014/05/portland_schools_superintenden_5.html
- [12] Hammond, B. 2012. Teacher who led Portland teachers union on leave after using N-word, touching a student in class. The Oregonian. http://www.oregonlive.com/portland/index.ssf/2012/04/teacher_who_led_portland_assoc.html
- [13] 2015 Oregon Teacher Equity Report. <http://www.ode.state.or.us/superintendent/priorities/2015-final-educator-equity-report.7.10.15.pdf>
- [14] 2015 Oregon Teacher Equity Report. <http://www.ode.state.or.us/superintendent/priorities/2015-final-educator-equity-report.7.10.15.pdf>
- [15] Devine, P. G., Forscher, P. S., Austin, A. J., & Cox, W. T. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of experimental social psychology*, 48(6), 1267-1278.
- [16] Kawakami, K., Dovidio, J. F., & van Kamp, S. (2005). Kicking the habit: Effects of nonstereotypic association training and correction processes on hiring decisions. *Journal of Experimental Social Psychology*, 41(1), 68-7.

Resolution No. 2016-4

Work Shouldn't Hurt

Whereas, Oregon employers have an obligation to provide a safe working environment to their employees; and

Whereas, Oregon's history of underfunding schools has caused many districts to delay needed safety improvements and modernization of equipment; and

Whereas, current Occupational Safety and Health Administration (OSHA) regulations only require school districts to report fatalities, amputations, inpatient hospitalizations, or eye loss of employees; and

Whereas, students are entering general educational classrooms without needed counseling and support and as result thereof, instances of student initiated violence have been increasing; and

Whereas, districts have been slow to respond to student caused injuries suffered by employees; and

Whereas, there is a perception that being assaulted by students is just "part of the job" of an educational assistant; now

Therefore Be It Resolved, that AFT-Oregon supports legislation to strengthen employer requirements to provide safe working conditions; and

Be It Further Resolved, that AFT-Oregon will participate in a campaign with fellow education unions and organizations in the state to engage members in ways to limit incidences of violence that affect employees and fellow students; and

Be It Further Resolved, that AFT-Oregon advocates for requirements that employers, particularly school districts, must report all injuries to OSHA; and

Be It Further Resolved, that AFT-Oregon advocate for increased funding for necessary counseling and support for students; and

Be It Finally Resolved, that this resolution be suitably edited for forwarding to the conventions of our state affiliates.

Resolution No. 2016-5

Campaign Promoting Education as a Public Good

Whereas, it is known by all members of AFT that education is a public good; and

Whereas, there is a lack of public understanding of how quality education improves the entire society, and in turn each individual; and

Whereas, the understanding of education as a public good directly impacts all those who have chosen education as a career; and

Whereas, there is decreasing funding for K-12, higher education, and the different forms of free public education including correctional facilities, career and technical education, and alternative public schools at the state level; and

Whereas, AFT-OR has a role as educators to show the people of our state that electing officials who understand this concept can change funding priorities; and

Whereas, free public education and the union movement in America, in the 20th century, have helped working people expand into a vibrant middle class so vital to democracy; now

Therefore Be It Resolved, that AFT-Oregon will invest in a public education campaign to explain the concept of education as a public good, how education is currently funded, how it has been funded in the past, and what the people can do to effect change; and

Be It Further Resolved, that AFT-Oregon will create a working group to address how best to achieve these goals, including identifying and reaching out to like-minded groups, and report back to the AFT-Oregon Executive Council; and

Be It Finally Resolved, that AFT-Oregon will propose a similar resolution at the national level to move the conversation to a broader audience.

Lobby to Remove the Congressional Block on Funding for Gun Violence Research

Whereas, the number of deaths from gun violence in the United States is 25.2 times greater than those in other developed nations, and 49.0 times greater in the United States for people aged 15-24 [1]; and

Whereas, in 2012 alone firearms killed over 30,000 people in the United States, including 11,208 deaths from gun homicides, comprising 69.5% of all homicides that year [2]; and

Whereas, the number of non-fatal gun injuries has also increased over the past decade, which is often not considered when discussing the issue of gun violence [3]; and

Whereas, teachers and students are at risk of being victims of gun violence both inside and outside of school [4]; and

Whereas, despite the abnormally high number of gun deaths in the United States and the public support for various measures to control gun violence [5], no major government reforms have taken place to address any aspect of the problem; and

Whereas, meaningful reform requires concrete knowledge about the root causes and solutions to this problem [6]; and

Whereas, there is currently a congressional block on funding for Centers for Disease Control research (known as the Dickey Amendment) that would answer critical questions pertaining to solving the problem of gun violence in the United States [7,8,9]; and

Whereas, it has been estimated that the financial cost of gun violence to American tax payers is nearly \$230 billion a year [10]; now

Therefore Be It Resolved, that AFT-Oregon lobby the Oregon congressional delegation, and will request AFT-National to lobby Congress to remove the congressional block on gun violence research; and

Be It Further Resolved, that the AFT-Oregon Executive Council will suitably edit and forward this resolution to the American Federation of Teachers and the Oregon AFL-CIO for action by those bodies; and

Be It Finally Resolved, that the AFT-Oregon Executive Council will communicate quarterly with locals on this issue, including at the 2017 AFT-Oregon Convention until the congressional block has been removed.

[1] Grinshteyn, E., & Hemenway, D. (2015). Violent Death Rates: The US Compared with Other High-income OECD Countries, 2010. *The American journal of medicine*.

[2] Center for Disease Control and Prevention Fast Stats: Assault or Homicide.
<http://www.cdc.gov/nchs/fastats/homicide.htm>

[3] Jena, A. B., Sun, E. C., & Prasad, V. (2014). Does the declining lethality of gunshot injuries mask a rising epidemic of gun violence in the United States?. *Journal of general internal medicine*, 29(7), 1065-1069.

[4] Nekvasil, E. K., Cornell, D. G., & Huang, F. L. (2015). Prevalence and offense characteristics of multiple casualty homicides: are schools at higher risk than other locations?. *Psychology of violence*, 5(3), 236.

[5] Doherty, Carroll. (January 9, 2015). A public opinion trend that matters: Priorities for gun policy. Pew research.
<http://www.pewresearch.org/fact-tank/2015/01/09/a-public-opinion-trend-that-matters-priorities-for-gun-policy/>

[6] Elson, M., & Ferguson, C. J. (2013). Gun violence and media effects: challenges for science and public policy. *The British Journal of Psychiatry*, 203(5), 322-324

[7] Bushman, B. J., Newman, K., Calvert, S. L., Downey, G., Dredze, M., Gottfredson, M., ... & Romer, D. (2016). Youth violence: What we know and what we need to know. *American Psychologist*, 71(1), 17.

[8]Cohen, E. & Bonifield, J. (December 14, 2015). What Happened to the CDC's Courage on Guns? CNN. <http://www.cnn.com/2015/12/14/health/cdc-frieden-gun-research/>

[9]Kodjak, Allison. (December 14, 2015). Congress Still Limits Health Research on Gun Violence. National Public Radio. [10]<http://www.npr.org/sections/health-shots/2015/12/08/458952821/congress-still-limits-health-research-on-gun-violence>

Resolution No. 2016-7

Call for Renewed Commitment to Build a Culture of Organizing

Whereas, organizing new members is critical to the health and strength of our union;
and

Whereas, low member density combined with unfocused member engagement programs makes a union vulnerable to anti-worker attacks; and

Whereas, many agency-fee payers believe that they are already members of a union;
and

Whereas, many agency-fee payers would join their union if asked by a co-worker to become a member; and

Whereas, a current assessment of members is necessary to organize new members and assess support for future actions; and

Whereas, Locals lack a central digital storage system for all the data that is collected by activists during union events, and

Whereas, without an organizing plan, membership will slowly decline due to resignation or retirement of current employees; now

Therefore Be It Resolved, that AFT-Oregon provides guidance to Locals on crafting a strategic plan that includes an organizing committee, a worksite leader system, individual conversations, and assessment tracking of members; and

Be It Further Resolved, that all Locals commit to drafting their own organizing Goals; and

Be It Further Resolved, that AFT-Oregon will dedicate resources to implement a tracking database that Locals may use to improve their member density; and

Be It Finally Resolved, that the activists and leaders in AFT-Oregon will commit to helping each other achieve these goals.

Resolution No. 2016-8

AFT Presidential Endorsement Process and Selection

Whereas, the members of the American Federation of Teachers play a critical and active role in our democracy; and

Whereas, AFT-Oregon, a state affiliate of the American Federation of Teachers, AFL-CIO, represents some 15,000 Oregon workers in K-12, community college and higher education in faculty and classified positions, and child care workers, in both public and private sectors. AFT-Oregon, in coalition with other unions and community groups, gives working people a voice in politics; and

Whereas, the 2016 presidential election, like any other presidential election, provides an opportunity to elect a president who shares our vision for America; and

Whereas, in July of 2015, AFT Executive Council resolved that the American Federation of Teachers endorses Hillary Clinton for president in the Democratic primary; and

Whereas, the State of Oregon Primary was still 10 months away in May 2016 and AFT-Oregon's locals' members felt that despite the outreach conducted by AFT to solicit input, candidate interviews and surveys did not adequately reach AFT-Oregon members; and

Whereas, surveys are an insufficiently democratic method for determining the will of the membership; and

Whereas, AFT-Oregon locals' members felt isolated and left voiceless in both the process and selection of a presidential endorsement and its importance to the next presidential administration governance, leadership and policies which may affect education, solidarity and workers; and

Whereas, a national election presents an important opportunity for organizing and political education; now

Therefore Be It Resolved, that AFT commit to a more robust, open, inclusive and transparent presidential endorsement process for 2020 and subsequent elections; and

Be It Further Resolved, that in 2019, in advance of the 2020 presidential election and endorsement process, AFT convenes a working group composed of AFT leaders and members from across the nation and across AFT's constituency groups to review the AFT presidential endorsement process and propose a new process to be implemented for the 2020 endorsement process; and

Be It Further Resolved, that the revised process include efforts to use the national election as an opportunity to strengthen our union through organizing and political education; and

Be It Finally Resolved, that this resolution be suitably edited and forwarded to the AFT convention.

Resolution No. 2016-9

Call for the Establishment of a Vetting Process for New Event Locations

Whereas, AFT-Oregon is a diverse group with members who have specific dietary or medical needs that a location must be able to accommodate; and

Whereas, the current process often depends on the assurances of the new location's management that they can accommodate all of our members; and

Whereas, Oregon has a small number of unionized facilities; now

Therefore Be It Resolved, that AFT-Oregon establishes a vetting process for new

locations that solicits input from potential attendees with diverse needs; and

Be It Further Resolved, that any vetting process includes a site visit for the purpose of Allowing locals to provide feedback on the new location; and

Be It Further Resolved, that the AFT-Oregon vetting process for new locations is published for local Presidents; and

Be It Finally Resolved, that reports on future new locations of events be made available to local Presidents so they can provide guidance to the decision-making body.

Resolution No. 2016-10

Resolution to Hold AFT-Oregon Executive Council Accountable for Passed Resolutions

Whereas, resolutions are binding according to AFT-Oregon's Constitution and Bylaws; and

Whereas, the Executive Council voted to hold Convention at the non-unionized facility of Chinook Winds Casino and Resort despite a resolution previously passed directing AFT-Oregon to hold Convention at union facilities; and

Whereas, in 2014, a resolution was passed directing the AFT-Oregon Executive Council to bank at a credit union in lieu of the national Key Bank, and instead the AFT-Oregon Executive Council recently unanimously agreed to bank at the even less socially just Chase Bank; and

Whereas, based on the unanimous decisions by the AFT-Oregon Executive Council to vote against the wishes of the membership, there is a lack of accountability regarding resolutions passed by the membership of AFT-Oregon; and

Whereas, the AFT-Oregon Executive Council can only carry out the will of the membership if they are made aware of when their decisions should be guided by previously passed resolutions; and

Whereas, clear communication of the rationale leading to decisions made in violation of resolutions passed by the membership of AFT-Oregon is necessary to keeping decision-makers accountable; now

Therefore Be It Resolved, that all past resolutions will be made available digitally and searchable for every item of business before the AFT-Oregon Executive Council; and

Be It Further Resolved, that the President of AFT-Oregon will be responsible for accountability regarding resolutions passed by the AFT-Oregon Convention; and

Be It Further Resolved, that the President will be responsible for informing Executive Council members when decisions they take are impacted by resolutions passed by previous Conventions; and

Be It Further Resolved, that when a decision is made that violates a resolution, there will be a roll call vote which will be recorded in the minutes and that the President of AFT-Oregon shall inform the local Presidents via email before the decision takes effect to explain why a decision was reached contradicting the membership's wishes; and

Be It Finally Resolved, that after failing to follow resolutions and providing explanation to the locals, the AFT-Oregon Executive Council and President will seek guidance from the locals.

School Safety and Educational Opportunity for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students

Whereas, LGBTQ students, nationally and in Oregon, are targeted with physical violence and experience a hostile school environment more frequently than their non-LGBTQ peers, and face additional challenges that threaten their health, safety, and learning opportunities in schools; and

Whereas, LGBTQ students who are bullied, harassed, or experience a hostile, stigmatizing, or disrespectful environment are more likely to experience depression and anxiety, feel excluded from the school community, and experience lower academic achievement and stunted educational aspirations; and

Whereas, to ensure academic and developmental progress, all students deserve a safe, supportive school environment where they are treated equally and fairly, respected for who they are as a person, protected from discrimination based on real or perceived sexual orientation, gender identity, or gender expression, and have an opportunity to participate equally in all programs and activities; and

Whereas, adverse health and educational consequences for transgender students are even greater than those for LGB students and, in a national report, 26 percent of transgender students were assaulted, (e.g., punched, kicked, or injured with a weapon) in school in the past year because of their gender expression; and

Whereas, LGBTQ students with intersecting marginalized identities (e.g., black gay males, LGBTQ students with disabilities) are at greater risk of negative emotional, health and educational achievement outcomes; and

Whereas, an individual's gender identity is a defining aspect of their sex, and the U.S. Department of Justice and the Equal Employment Opportunities Commission have clarified that discrimination on the basis of gender identity or gender nonconformity is literally sex discrimination; and

Whereas, The U.S. Department of Education has asserted a significant interest in ensuring that all students, including transgender students, have the opportunity to learn in an environment free of sex discrimination, clarifying that Title IX prohibits sex discrimination including discrimination based on gender identity, gender-nonconformity and sex stereotyping, and that transgender students must have access to programs and facilities consistent with their gender identity; and

Whereas, many jurisdictions have adopted policies or developed model guidance on providing safe and welcoming learning environments for LGBTQ youth, including the Michigan State Board of Education Proposed *"Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students"* which specifically recommends:

- 1) Implement anti-bullying policies explicitly protecting LGBTQ students
- 2) Offer professional development opportunities on issues affecting LGBTQ students
- 3) Support for extra-curricular clubs such as Gay-Straight Alliances
- 4) Develop meaningful family engagement and support for families of LGBTQ students

- 5) Integrate respect for human rights including LGBTQ rights across the curriculum
- 6) Provide developmentally appropriate resources on LGBTQ issues (e.g. in libraries, faculty resources)
- 7) Collect and review data to identify disparities and barriers for LGBTQ students
- 8) Designate building level staff person who is conversant in issues relating to sexual orientation, gender identity and gender expression
- 9) Adopt specific policies for ensuring transgender students are treated in a manner consistent with their gender identity including: a) using chosen name and pronouns, b) changing name and gender in school records, c) ensuring student privacy and confidentiality in disclosing private student information, d) providing access to facilities and programs according to the student's gender identity, e) implementing gender neutral dress codes, and f) reviewing all gender-based activities; and

Whereas, The American Federation of Teachers and its locals have played a critical and historic role in fighting discrimination on the basis of sexual orientation, gender identity, and gender expression, and have a long institutional history of leadership in securing better educational and working conditions and better lives for members of all groups facing stigma and pervasive discrimination; now

Therefore Be It Resolved, that AFT-Oregon and its locals support adoption, implementation and enforcement, at the district and state levels, of school and institutional policies which support the safety and educational achievement of LGBTQ students in K-12 as well as post-secondary education, which specifically ensure that transgender students have equal access consistent with their gender identity to sex-segregated facilities and programs, and which include adoption of all of the policy recommendations as expressed in the Michigan School Board of Education proposed "*Guidance on Safe and Supportive Learning Environments for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students*"; and

Be It Further Resolved, that AFT-Oregon actively oppose the adoption, implementation or enforcement of policies or legislation at the district, state and federal levels that undermine the safety and education of LGBTQ students, or that limit transgender student access consistent with their gender identity to sex-segregated facilities or programs, or that otherwise discriminate against students or against educational or school-related staff, on the basis of sexual orientation, gender identity, or gender non-conformity; and

Be It Further Resolved, that AFT-Oregon and its locals support inclusion of items relating to gender identity, gender expression and sexual orientation in Oregon school data collection (e.g., Oregon Youth Risk Behavior Survey) to identify, track and address health and achievement gaps in these at-risk youth; and

Be It Further Resolved, that AFT-Oregon and its locals support training for union members, staff and leadership, as well as all instructional staff, school-related personnel, and administrators at the school, district and state levels, to deepen understanding of LGBTQ issues and policy implementation to support LGBTQ students, including training specific to the needs of transgender and gender-nonconforming students; and

Be It Finally Resolved, that the AFT-Oregon will actively seek adoption of this resolution at the 2016 AFT National Convention.

Resolution No. 2016-12

(Submitted as Special Order of Business)

Resolution in Support of Sacred Heart Medical Center Employees

We, the members of the American Federation of Teachers Oregon stand with the caregivers at Sacred Heart who have joined together as a union in order to be able to better advocate for their patients and themselves. They have selected SEIU Local 49 as their Union Representative.

Whereas, we stand with our cousins to provide quality health care and safe staffing to provide family wage jobs, affordable health care and respect on the job; now

Therefore Be It Resolved, that we resolve as members of the community served by Sacred Heart Medical Center to call on the leadership of Sacred Heart to expeditiously reach an agreeable union contract with the caregivers who have formed a union as a part of SEIU.

Resolution No. 2016-13

(Submitted as Special Order of Business)

Resolution for a More Inclusive Presidential Endorsement Process

Whereas, AFT-Oregon has passed Resolution # 2016-8 to reevaluate and create a more inclusive endorsement process for presidential endorsements; and

Whereas, AFT-Oregon Resolution # 2016-8 will be submitted to the 2016 AFT National Convention for consideration; and

Whereas, the delegation of the AFT-Oregon 2016 Convention cannot reach out to its membership within the time given; and

Whereas, the delegation of the AFT-Oregon 2016 Convention must act according to its own resolutions; and

Whereas, AFT-Oregon strives to make our presidential endorsement process more representative at all levels; and

Whereas, AFT must allow the development and implementation of endorsement processes at state and Local levels; and

Whereas, AFT must maintain clear and open communication with state federations with regard to presidential endorsement decisions; and

Whereas, the state federations and the membership within Locals ought to hold AFT accountable to uphold state decisions in presidential endorsements; now

Therefore Be It Resolved, AFT will allow due time for state affiliates to develop and implement a democratic process for sending binding recommendations to AFT regarding presidential endorsements; and

Be It Further Resolved, that AFT-OR will publish this resolution and Resolution # 2016-8 in a press release calling for similar action from AFT affiliated bodies across the country; and

Be It Finally Resolved, that this resolution be suitably edited and forwarded to the 2016 AFT National Convention.

Resolution No. 2016-14

(Submitted as Special Order of Business)

Resolution to Translate Member Documents

Whereas, AFT-Oregon membership is made up of a population with diverse backgrounds, not all of whom read or speak English as a first language; and

Whereas, AFT-Oregon wants to promote racial justice and increase inclusion; and

Whereas, access to AFT-Oregon documents in an accessible language empowers members to participate in the decision making process; and

Whereas, we recognize a potential need for supplemental explanation and context for those reading translated legal documents; now

Therefore Be It Resolved, that AFT-Oregon translate and publish member documents and the AFT-Oregon website in Spanish; and

Be It Further Resolved, that when requested by a local, AFT-Oregon provide translation of member documents in other languages; and

Be It Further Resolved, that along with the translated documents, additional document(s) will accompany the suite of translated materials for the purpose of aiding comprehension for those unfamiliar with legal vernacular; and

Be It Finally Resolved, that AFT-Oregon will support locals in translating their own documents, and will assist them in translation when they do not have access to translation services.

AFT-Oregon Elections Summary

Delegates to 2016 AFT Convention Results

Local Number	Local	Member Name	Votes Received
3544	GTFE	Dana Rognlie	1058
3922	PCCFCE	Elisabeth Garcia Davidson	1949
2277	PCCFFAP	Heidi Edwards	2643
2277	PCCFFAP	Mary Sykora	1553
6069	CGE	Kevin Weitemier	1508
3571	PSUFA	Jim Thayer	1530
3544	GTFE	Jon LaRochelle	1187

Runoff Election of Delegate to AFT 2016 Convention Results

Local Number	Local	Member Name	Votes Received
3922	PCCFCE	Elisabeth Garcia Davidson	3345
2277	PCCFFAP	Heidi Edwards	8315

2016 Awards Recipients

John Connor Memorial Award

- Shirlee Geiger, Local 2277 (PCCFFAP)

Treasurer's Award

- Danielle Smith, Local 3662 (SFCE)

Political Action Award

- Gold Award: Local 2278 (WOUFT):
- Silver Award: Local 3190 (SWOCCFT)
- Bronze: Local 2277 (PCCFFAP), Local 6200 (AAP) and Local 2417 (LCCEF)

Anniversary

- 25 years: Local 4754 (UECGCC)
- 40 years: Local 3544 (GTFF)
- 40 years: Local 3662 (SFCE)

Scholarships

Carl J. Megel:

- Ayla Bussel, daughter of Bob Bussel, Local 3209 UAUO.

Albert Shanker

- Angelia Smith, daughter of Ed DeGrauw, Local 2277 PCCFFAP.

Shirley J. Gold:

- Michele Catena member of both Local 111 PFSP and Local 6069 CGE.

Communication Awards

Best Website

- Local 6069 (CGE) and
- Local 3209 (UAUO)

Membership Awards

Numerical Growth

- Local 111 (PFSP)
- Local 3209 (UAUO) and
- Local 3571 (PSUFA)

Percentage Awards

- Local 111 (PFSP)
- Local 3209 (UAUO) and
- Local 3571 (PSUFA)

100% Voluntary Membership

- Local 3432 (WVCCF)
- Local 3662 (SFCE)

AFT-Oregon Executive Council

(Terms are two years effective July 1, 2015.

All terms expire June 30, 2017.)

David Rives

President

Belinda Reagan

Executive Vice-President

Devin Hunter

Secretary

Jeff Grider

Treasurer

Jaime Rodriguez

Vice President of Political Action

Vice-Presidents

Brianna Bertoglio

Shaun Cain

Michele Catena

Kelly Cowan

Michael Dreiling

Elisabeth Garcia Davidson

Bernadette Kapocias

Joe Lowndes

Kris Osterloh

Mary Sykora

Liaisons

Louise Currin

(President, Local 8035R, AFT-Oregon Retirees)

Tim Stoelb

(President, Local 6732, OSEA)

Dawnette McCloud

(President, Local 5017, OFNHP)

Katy Cooper

(President, Local 5905 ONA)

AFT-Oregon

10228 SW Capitol Hwy

Portland, OR 97219

Affiliated with

American Federation of Teachers

Oregon AFL-CIO

