

**WALTER BERGMAN HUMAN RIGHTS AWARD
AFT MICHIGAN SECRETARY TREASURER LOIS J. LOFTON-DONIVER**

- WHEREAS:** Lois J. Lofton-Doniver is the first African-American to serve as the elected Secretary-Treasurer of AFT Michigan, elected in 2001 and serving until her retirement in 2014; and
- WHEREAS:** Lois is one of eleven children and was born on the lower eastside of Detroit, Michigan. She attended Detroit Public Schools and earned a Bachelor's of Science in Educable Mentally Impairment (EMI) and a Masters plus ten hours in Education Sociology from Wayne State University; and
- WHEREAS:** Lois was employed as an EMI teacher for eleven years and a Learning Disability Consultant for twelve years with Detroit Public Schools (DPS). She was appointed in 1998 as the Assistant to the President (Rollie Hopgood) of the State Federation for education issues and professional development. AFT Michigan, under her leadership, has notable professional development and community outreach programs recognized at the local, state and national level. Lois is also the author and chair of the "Rollie Hopgood Future Teacher Scholarship"; and
- WHEREAS:** Lois witnessed the unjust treatment her sister with special needs received when she was removed from the family home; and the suffering of her parents being forced to sign away their parental rights to the State of Michigan in order to assure their five year old daughter would receive necessary medical treatment and physical therapy; and
- WHEREAS:** From that experience Lois started her journey advocating for equality for special education in a general education domain. As a fourth year teacher she organized a parent group and started a writing campaign to stop the segregation of special education students being housed in portable units on the playground of Guest K-8 School. The campaign ended with DPS moving special education classrooms into the main building and Lois being transferred. The campaign also attracted the attention of Detroit Federation of Teachers (DFT) Executive Vice President, Carol Thomas and Administrative Assistant, Ted Madison. They encouraged Lois to become an activist working through the union for special education and political action in order to achieve positive legislation to support the federal Individual Disability Education Act (IDEA); and
- WHEREAS:** At the DFT, Lois chaired the first two-day district wide union sponsored Professional Development Conference offering fifty workshops. She served her union as Vice-President, Election Committee Acting Chair, Committee On Political Education (COPE) Chair, negotiating team member, executive secretary for the Labor, DPS and Wayne State University Teacher Center, and Political Action (PAC) Fund Raising chair before moving over to AFT Michigan; and
- WHEREAS:** Lois has been a Democratic Precinct Delegate for twenty-eight years; she also served as corresponding secretary for the Fourteenth Congressional District, voting poll coordinator for literature distribution on Election Day and a driver getting senior citizens to the polls; and

WHEREAS: Lois is famous in her community for her annual “Halloween Politics and Treats.” Every year she distributes political literature on current issues and candidates, encourages adults to vote, and gives appetizing treats to all who visits her home for Halloween; and

WHEREAS: Lois is a tireless worker for those individuals who are victims of social injustice and economic disadvantage. She makes it her mission when traveling outside of Michigan to provide a meal to a street person daily in whatever city she is visiting. Lois also volunteers to help homeless women return to the workforce by role playing and instructing the ladies about proper attire for a job interview and even providing new clothing when necessary for the interviews. She conducts an annual new coat collection for children and adults, works at several churches’ soup kitchens serving hot meals, provides workshops for being an effective parent, and tutors young adults in preparation for taking the GED assessment and other academic subjects; and

WHEREAS: Lois Lofton-Doniver is a dedicated activist for the labor movement and human and civil rights causes, and in addition to her own union, has worked with other organizations such as the Coalition of Black Trade Unionists, Coalition of Labor Union Women, A. Philip Randolph Institute, Michigan Coalition for Human Rights, American Association of University Women, United Auto Workers Women Education Committee, Michigan Parent and Teacher Association, and the Michigan League for Human Services; and
NOW THEREFORE BE IT FINALLY

RESOLVED: AFT Michigan congratulates Lois on her retirement, thanks her for her decades of service to others, and rightfully honors her as the 2014 recipient of the Walter Bergman Human Rights Award.

Submitted by:

Human Rights Committee (May 12, 2014)

ADVOCATING FOR NON-PARTISAN REDISTRICTING IN THE STATE OF MICHIGAN

- WHEREAS:** Fairly drawn congressional and state legislative districts are critical to having a well-functioning democracy; and
- WHEREAS:** Allowing the party in power to gerrymander congressional and state legislative districts that will be in effect for the next ten years interfering with the intent of the democratic process; and
- WHEREAS:** Michigan is one of five states that sent a U.S. House delegation to the 113th Congress where a majority of the members of the delegation were not of the political party that received the most votes in the state's U.S. House elections; and
- WHEREAS:** Competitive elections lead to higher voter turnout, which ought to be a goal in any democracy; and **NOW THEREFORE BE IT**
- RESOLVED:** That AFT Michigan will take a leadership role in coordinating a statewide campaign to amend the Michigan Constitution to enact a non-partisan decennial congressional and state legislative redistricting process; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** That AFT Michigan will work with the goal to have such a system in place and functioning by the time of the redistricting that will occur as a result of the 2020 census; and **NOW THEREFORE BE IT FINALLY**
- RESOLVED:** That AFT Michigan will widely seek support in this process not just from the Michigan AFL-CIO and other unions, but also from other non-partisan, and partisan groups spanning the political spectrum.

Submitted by:

Michigan State University Graduate Employees Union Local #6196

Revised and recommended by the Resolutions & Legislative Committee (May 6, 2014)

SUPPORT U.S. POSTAL WORKERS – BOYCOTT STAPLES

- WHEREAS:** The U.S. Postal Service has a no-bid, sweetheart deal with the big-box chain Staples to operate postal counters in more than 80 stores and four states; and
- WHEREAS:** The U.S. Postal Service has plans to expand this operation to more than 1,500 Staples stores across the United States including Staples locations in Michigan; and
- WHEREAS:** These postal counters are staffed by low-wage, high-turnover employees with little training and no credentials to handle U.S. mail; and
- WHEREAS:** Consumers are increasingly concerned about identity theft at large retail chains and privatizing the handling of U.S. mail will jeopardize the sanctity and security of the mail; and
- WHEREAS:** The U.S. Postal Service and Staples are refusing to staff the postal counters with unionized, uniformed U.S. Postal Service employees, who have the training and experience to properly handle U.S. mail, and who have sworn an oath to uphold the highest standards of public service; and
- WHEREAS:** Non-union “postal” jobs at Staples will inevitably replace living-wage, union jobs of U.S. Postal Service employees; and
- WHEREAS:** Some members of Congress would close U.S. Post Offices if a privately operated postal counter is within the same geographic area; and
- WHEREAS:** Instead of offering lower quality service and selling off public assets, the U.S. Postal Service can and should use its unmatched nationwide network of people and facilities to better serve the public with expanded hours and new services, such as low-cost banking, which could aid millions of low-income consumers; and
- WHEREAS:** Michigan educators care about public service, protecting good-paying jobs and maintaining universal, affordable mail services for the U.S. public; and
- WHEREAS:** AFT Michigan opposes privatization of public services in schools, colleges and universities and other public institutions; and
- WHEREAS:** AFT Michigan and postal employees are fighting a common battle against privatization; and
- WHEREAS:** Many Michigan educators frequently purchase school supplies, office supplies, and other products sold at Staples Stores; and **NOW THEREFORE BE IT**
- RESOLVED:** That AFT Michigan supports the American Postal Workers Union (APWU) in its efforts to protect good-paying jobs and its insistence on the highest possible standards of customer service; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** AFT Michigan opposes efforts by the U.S. Postal Service to privatize operations and to sell off valuable public assets; and **NOW THEREFORE BE IT FURTHER**

RESOLVED: That members of AFT Michigan, along with friends, colleagues and family members, are urged to **no longer shop at Staples stores** until further notice; and **NOW THEREFORE BE IT FURTHER**

RESOLVED: That AFT Michigan will submit and advocate at the upcoming national American Federation of Teachers convention to be held this July in Los Angeles, California for a **boycott of Staples** to begin during the back-to-school period this summer; and **NOW THEREFORE BE IT FINALLY**

RESOLVED: That this **call to boycott Staples** will be communicated immediately to members of AFT Michigan to our local unions, and to our sister unions and to the news media.

Submitted by:

Resolutions & Legislative Committee (May 6, 2014)

opeiu42aflcio/km

ADVOCATING FOR CAREER TECHNICAL EDUCATION

- WHEREAS:** Global competitiveness has awakened the need for business and education to work hand-in-hand to address the skills gap among American workers. Career Technical Education (CTE) is helping our nation meet this very real and immediate challenge as well as supporting economic development and student achievement. "Experts project 47 million job openings in the decade ending 2018. About one-third will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE."¹; and
- WHEREAS:** AFT Michigan believes that high-quality career and technical education (CTE) programs are an important opportunity to provide students and adults with the technical and academic skills that will equip them for direct entry into the workforce and prepare them for higher and continuing education. CTE programs of study impart critical academic, technical and employability skills and offer students a pathway from secondary to post secondary to a career requiring high skills and providing high wages. These programs also help students master the STEM skills and competencies that have value in just about any career; and
- WHEREAS:** This cannot be accomplished by secondary and postsecondary educational institutions alone. Successful CTE programs require the input and support of business, community agencies, and labor unions from all sectors. Building these linkages between CTE, business leaders and employers can impact the availability of work-based learning opportunities for a broader array of students and supply business with highly qualified, well-educated applicants for all occupations; and
- WHEREAS:** Within Michigan there are two primary sources of fiscal support for CTE programs. The Perkins Act is the primary federal legislation that provides funding for secondary and postsecondary CTE programs. The other is State Aid Vocational Added Cost funding for secondary CTE programs; and **NOW THEREFORE BE IT**
- RESOLVED:** That AFT Michigan advocates that state aid funding be increased to the 2003-2004 level of \$30,000,000 plus an additional increase based on the higher technological/ higher cost equipment of current CTE programs; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** AFT Michigan will work with AFT for the reauthorization of the Perkins Act to include:
Increased funding for targeted programs: A reauthorized Perkins Act should maintain a targeted funding formula. Current funding priorities have become diffuse and need to be refocused. Given the double whammy of state and local budget cuts, this is particularly critical. Too many CTE schools and programs lack the resources and supports for the equipment, hands-on experiences, curriculum development, internships, externships and professional development needed to keep pace with an ever-changing technological world due to a lack of federal, state and local funding. Current post-sequestration funding for CTE programs is \$1.071 billion. This number needs to be increased.

¹ Georgetown Center on Education and the Workforce via Harvard's Pathway to Prosperity report, p. 29
<http://cew.georgetown.edu/>

In addition, in a time of limited resources, a reauthorized Perkins Act must ensure that funds are not swallowed up by state and district bureaucracies, but instead are directed to those secondary and postsecondary institutions that provide high-quality CTE programs.

Finally, modeling Perkins on Race to the Top or other competitive grant programs will not advance high-quality CTE programs for all students. Providing a competition at a time when states are in financial distress—and when programs serving the neediest students and adults are being cut—simply makes no sense. If the Perkins program is altered from a targeted formula to a competitive grant program, it will mean that no matter how much money is provided, it will benefit only some of the many who need CTE programs.

Development of high-quality programs: A reauthorized Perkins Act should focus on the development of high-quality programs of study—that is the structured sequence of academic and career and technical education courses that lead to a postsecondary-level credential. It should also focus on curriculum development, and on strengthening connections between high schools and postsecondary systems; and

Increased accountability: The Perkins Act's current accountability system needs to be revamped, with an eye toward providing fewer, more meaningful measures than those currently used. At the secondary level, the focus should be on measures such as high school graduation and career and technical certification. At the postsecondary level, the attainment of credentials and placement in appropriate jobs are especially important. It is critical that labor-market data be used in accountability systems, as this will ensure that CTE programs are preparing students for actual jobs; and

Program alignment: A reauthorized Perkins Act should ensure the coordination of various government programs that support different components of CTE. Particular attention should be paid to ensuring that programs and funding provided by the Department of Education (Perkins funding and College Work-Study funding) and by the Department of Labor are coordinated and focused on providing high-quality career and technical education; and

Research: In order to maintain the recent momentum toward high-quality career and technical education that serves all students, the federal government should support rigorous research on existing CTE programs; and **NOW THEREFORE BE IT FURTHER**

RESOLVED: That AFT Michigan brings together career and technical education advocate to urge the state to direct local school districts to fund the implementation of these programs, including funding career guidance and career development activities for students and shall advocate for high-quality "programs of study," curriculum development, and stronger connections between secondary and postsecondary systems; and **NOW THEREFORE BE IT FINALLY**

RESOLVED: That AFT Michigan will advocate that CTE programs:

- Ensure that the instructional shifts being made as part of the Common Core implementation include CTE programs and educators.
- Employ teaching strategies and curricula that integrate career and technical subjects, as well as core academic subjects, and STEM in students' programs of study.

- Have as their foundation partnerships among districts, higher education, businesses, community institutions and labor unions from all sectors of the economy.
- Coordinate career and technical programs and sequences between secondary and postsecondary educational institutions.
- Provide educators with high-quality professional development that is embedded in their workplace, focused on the real issues they confront in their work, and sustained over a period of time.
- Train guidance counselors to help identify students who are candidates for CTE programs, ensure these students get all their courses, and help them navigate CTE requirements (e.g., work-based learning, industry certification, technical endorsement affixed to the diploma).
- Create public-private partnerships bringing together multiple stakeholders—government and civil society, secondary and postsecondary educational institutions, business and labor—in one common effort to develop and disseminate the high-quality career and technical education that none of these constituencies can produce on its own.
- Incorporate appropriate technology - the same technology used in the work place.
- Provide paid internships and other project and work-based opportunities for students.
- Use high-quality performance assessments of technical skills - industry assessments that provide a state/nationally recognized certificate, if possible.
- Support Career Technical Student Organizations and other leadership development opportunities.

Submitted by:

Hamtramck Federation of Teachers Local #1052

Revised and Recommended by the Resolutions & Legislative Committee (May 6, 2014)

ENHANCE OUR POWER: JOIN THE LEAGUE OF EXTRAORDINARY EDUCATORS

- WHEREAS:** Public PreK -16 education continues to be weakened by Governor Snyder and Republican legislators through funding cuts, the elimination of the right of teachers to bargain over job security, and evaluation systems, the continuation of support staff privatization as a prohibited subject of bargaining, the slashing of pensions, and the forced significant employee payments for health care, among other issues; and
- WHEREAS:** Governor Snyder and Republican legislators have given a 1.8 billion dollar tax break to corporations on the backs of education, low income families and senior citizens; and
- WHEREAS:** Governor Snyder and Republican legislators have undercut educator voice with Right to Work (for less) and the elimination of payroll deduction of dues for K-12 employees; and
- WHEREAS:** We as educators have formed a bond with our students that goes far beyond classroom issues. We care about our students and we are the leaders in decision making to improve public education; and
- WHEREAS:** Our efforts to fight back against the attacks on public PreK-16 education and educator voice and fight forward to enhance public educator and worker rights would be greatly enhanced by the establishment of a large core of members committed to take actions; and
- WHEREAS:** We have an ability to build such a core by talking one-on-one with other educators; and
NOW THEREFORE BE IT
- RESOLVED:** That we go on record committed to organizing the League of Extraordinary Educators; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** That each person at this convention makes a commitment to take actions to advance public PreK-16 education and educator voice by becoming a member of the League by completing the form today; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** We will commit to a one-on-one campaign to ask our coworkers to become League members; and **NOW THEREFORE BE IT FINALLY**
- RESOLVED:** We go on record with the goal of attaining 500 members in the League by the end of December 2014.

Submitted by:

Detroit Federation of Paraprofessionals Local #2350
Detroit Federation of Teachers Local #231
Hemlock Federation of Teachers Local #3509
Taylor Federation of Teachers Local #1085
Warren Woods Federation of Paraprofessionals Local #4706

Revised and Recommended by the Resolutions & Legislative Committee (May 6, 2014)

GALVANIZE THE LABOR MOVEMENT IN MICHIGAN

- WHEREAS:** Unions are a crucial part of any social justice movements; and
- WHEREAS:** Achieving our goals of a fair and equitable society in which every person receives support to reach their potential from early childhood through retirement requires a broad and energized social justice movement; and
- WHEREAS:** The American Federation of Teachers, AFT Michigan, and our locals have a proud tradition of active participation in the AFL-CIO, including being one of the only unions to require affiliation at all levels; and
- WHEREAS:** If we do not unify the Michigan labor movement by reuniting all unions and forging alliances with community partners, then we will continue losing ground to the anti-worker forces dedicated to eliminating the labor movement, public education and the values we stand for; and
- WHEREAS:** We are stronger together than we are as individuals, stronger as a statewide union than a collection of locals; and stronger as a broader movement than as a single union; and
- WHEREAS:** We as educators are perfectly positioned to play a key role in rebuilding our movement; and
- WHEREAS:** A unified labor movement is imperative to overturning Right-to-Work (for less); and
NOW THEREFORE BE IT FINALLY
- RESOLVED:** That we rededicate ourselves as a statewide union to making the slogan “We Are One” a reality in our unions and communities by:
- Taking on leadership roles in our Central Labor Councils and the Michigan AFL-CIO, including reaching out to engage other affiliates;
 - Identifying ourselves publicly as part of the AFL-CIO, AFT and AFT Michigan, and making sure that all materials we produce also reflect our affiliations with the larger labor movement;
 - Proactively building solidarity with other AFT locals;
 - Building strong community connections through our Central Labor Councils; and
 - Doing whatever else it takes to rebuild a strong labor movement in our state.

Submitted by:

Resolutions & Legislative Committee (May 6, 2014)

END HIGH STAKES STANDARDIZED TESTING

- WHEREAS:** Thousands of school boards and other organizations across the country are taking a stand against the over use of testing to make high stakes decisions about education; and
- WHEREAS:** Most of these tests are provided by for-profit companies concerned primarily about their bottom line rather than the education of students; and
- WHEREAS:** Our nation's future well-being relies on a high quality public education system that prepares all students for post-secondary education, careers, citizenship and lifelong learning, and strengthens the nation's social and economic well-being; and
- WHEREAS:** Our nation's school systems have been spending increasing amounts of time, money, and energy on high stakes standardized testing, in which student performance on standardized tests is used to make major decisions affecting individual students, educators, and schools; and
- WHEREAS:** The overreliance on high stakes standardized testing in our states and federal accountability systems is undermining the educational quality and equity in public schools by preventing educators' efforts to focus on the broad range of learning experiences that promote innovation, creativity, problem solving, collaboration, communication, critical thinking, and deep subject-matter knowledge that will allow students to thrive in a democracy and global economy; and
- WHEREAS:** It is widely recognized that standardized testing is an inadequate and often unreliable measure of both student learning and educator effectiveness; and
- WHEREAS:** The overemphasis on standardized testing has caused considerable collateral damage in too many schools, including narrowing the curriculum, teaching to the test, reducing love of learning, pushing students out of school, driving excellent teachers out of the profession, and undermining school climate; and
- WHEREAS:** High-stakes standardized testing has negative effects on students from all backgrounds, and especially on low-income students, English language learners, children of color, and those with disabilities; and
- WHEREAS:** The culture and structure of the systems in which students learn must change in order to foster engaging school experiences that promote joy in learning, depth of thought, and breadth of knowledge for students; and **NOW THEREFORE BE IT**
- RESOLVED:** AFT Michigan calls on the governor, state legislature, state education board and administrators, and to develop a system based on multiple forms of assessment which does not require extensive standardized testing, but more accurately reflects the broad range of student learning, and is used to support students and improve schools; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** That AFT Michigan calls for the governor, state legislature, state education board and administrators to use testing as an assessment of student learning and not a basis to make high stakes and often punitive decisions; and **NOW THEREFORE BE IT FURTHER**

RESOLVED: That AFT Michigan work with the Michigan Education Justice Coalition and other community partners to educate students, parents, and communities about the impact of high stakes testing; and **NOW THEREFORE BE IT FINALLY**

RESOLVED: That AFT Michigan advocates for the responsible use of student assessments, where they do not limit curriculums and impede on instructional times, or are used as justification to push out students, fire educators or close schools.

Submitted by:

Resolutions & Legislative Committee (May 6, 2014)

opeiu42aflcio/km

RACE & EQUITY IN EDUCATION

- WHEREAS:** We know some of the most critical factors to effectively promote student success are quality teachers and staff, smaller class sizes, well-rounded curriculum, access to quality after-school programs, parental involvement, environments conducive to learning meaningful professional development and training, and adequate funding; and
- WHEREAS:** The cost of failing to ensure educational success are far-reaching, the unfavorable impact is reflected in future employment prospects, poverty and incarceration rates, as well as limited capacity to contribute in the world community; and
- WHEREAS:** Systemic racial disparities create an environment of unequal opportunities for educational success; and
- WHEREAS:** Policies, practices and stereotypes work against students of color to impinge on their opportunity for achieving educational success consequentially negatively impacting lifetime employment, financial and civic engagement opportunities; and
- WHEREAS:** New Detroit's Metropolitan Detroit Race Equity Report highlights that we are far from achieving racial equity in this region, and while we've made tremendous social and racial progress since May 17, 1954, Brown vs. Board of Education decision and even more since Milliken vs. Bradley 40 years ago, we still face continuing inequities, such as:
- Underfunded inner-city schools where more and more students every day are losing access to music, art, athletics, libraries, nurses, counselors, and other vital programs and staff;
 - School districts are closings, like those in Buena Vista Township, Highland Park, Inkster, Muskegon Heights and Ypsilanti where school systems have been community hubs for many years. Such closures are occurring primarily in neighborhoods where low-income, African-American and Latino families reside;
 - Student loan interest rates and public disinvestment in higher education are creating crippling debt for our young people and their families, and threatening access to college particularly in underrepresented groups;
- WHEREAS:** Recent policies of the Republican controlled state legislature and Governor Snyder, including funding disparities, Emergency Managers, and cuts to revenue sharing have exacerbated these racial inequalities; and
- WHEREAS:** The United States Supreme Court has upheld the ban on using affirmative action in higher education to address the effects of long-term discrimination; and
- WHEREAS:** We need to understand the consequences of these embedded racial inequities, how disparities are produced and how they can be eliminated to ensure that all students have the same opportunity for educational success; and **NOW THEREFORE BE IT**

RESOLVED: That AFT Michigan will commit to ensuring that the topic of inequitable funding that disproportionately affects low income, African American, Latino, and other underrepresented groups, will be discussed at each Legislative Education Action Day (LEAD), formerly known as Lobby Day; and **NOW THEREFORE BE IT**

RESOLVED: AFT MI will encourage each local to commit to a day of action that addresses race, equity, and justice that will be led by their respective community engagement committees; and **NOW THEREFORE BE IT FINALLY**

RESOLVED: That AFT Michigan will commit to no less than two teach-ins per year on race.

Whereases Submitted by:

Human Rights Committee (May 12, 2014)

RELIEVE THE DEBT BURDEN ON MICHIGAN'S STUDENTS

- WHEREAS:** Between 2008-09 and 2011-12, cost of tuition in Michigan's public universities and Community Colleges has risen 19% and 21% respectively, while state appropriations have fallen 23% from 2008-09 to 2013-14; and
- WHEREAS:** Rising costs have made it difficult for most working families to send their children to college without student financial aid and increasingly a large share of student aid actually takes the form of student loans; and
- WHEREAS:** Student debt in this country now equals \$1.2 trillion, more than the combined total of U.S. non-mortgage debt; and
- WHEREAS:** In Michigan, among the graduating class of college seniors in 2012, 62% had student debt with an average loan balance of \$28,400; and
- WHEREAS:** Student loans, unlike a mortgage loan or credit card debt, cannot be discharged in bankruptcy but will impact students for years, even decades, after they graduate, negatively affecting their ability to purchase homes or cars; and
- WHEREAS:** Much of the federal money available for non-loan student aid is being funneled into for-profit colleges that have dismal graduation rates and very high default rates on student loans but report growing profits for shareholders; and
- WHEREAS:** Lobbyists working for the for-profit colleges and universities have been successful in persuading lawmakers and policymakers that tax revenues funding Pell Grants are income streams for Wall Street investors; and
- WHEREAS:** This diversion of resources has fundamentally contributed to the growth of student debt levels to truly frightening dimensions; and
- WHEREAS:** These trends outlined above, that have economic consequences exceeding those of the housing crash of 2008, need to be halted and reversed. The current model is unsustainable in a truly democratic society; and **NOW THEREFORE BE IT**
- RESOLVED:** That AFT Michigan Higher Education locals will support a sustained data collecting effort to identify, track, and publicly disseminate information on the level of student debt in our institutions; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** To work with student groups, college and university boards, philanthropists, legislators, stakeholders, and interested parties in an effort to reduce student loan levels while growing access to higher education by increasing state and federal support for higher education; and **NOW THEREFORE BE IT FURTHER**
- RESOLVED:** To pursue creative ways to reduce student debt levels, including recent models that advocate for extending free public education to the first two years of college (grades 13 and 14); and **NOW THEREFORE BE IT FURTHER**

RESOLVED: To educate our members, students, and communities about the success Wall Street financiers have had in diverting for their profits public resources that should have been available to support student access to higher education; and **NOW THEREFORE BE IT FURTHER**

RESOLVED: To remind ourselves and our fellow citizens that democracy is most effectively nourished by robust institutions of public education; that working students and their families should not be dependent on Sallie Mae, or banks, or employers to fund their education; and **NOW THEREFORE BE IT FINALLY**

RESOLVED: To pursue the elimination of student debt, to lobby for public policies that ensure that banks and financial institutions that have profited from student debt, as well as the for-profit institutions that have used public revenues to fund corporate profits, are constrained from doing so in the future.

Submitted by:

Henry Ford Community College Adjunct Faculty Organization Local #337 and Wayne State University Union of Part Time Faculty Local #477

Revised and Recommended by the Resolutions & Legislative Committee (May 6, 2014)