



**CLASSROOM LAW PROJECT**

**PRESENTS**

# **ELECTION 2022: ENVISIONING OREGON'S FUTURE**

## **Section 1: Electing Oregon's Governor**

# Electing Oregon's Governor

## Essential Questions:

- How do we hire a governor in Oregon?
- What does it take to be governor?
- What do we know about the candidates for governor?

## Objectives:

Students will:

- read and understand a primary source document – the Oregon Constitution, Article V
- analyze the constitutional tasks of governor
- consider other qualifications of a governor
- list the actions and experiences that would make the candidates excellent office holders
- analyze campaign ads from three gubernatorial candidates

## Vocabulary:

constitution

legislative

executive

judicial

suffrage

primary election

general election

non affiliated voter

major political party

incumbent

## Activity 1.1

# Primary Source Examination: The Oregon Constitution

### Overview of Lesson:

Students will engage directly with the Oregon Constitution to understand the basic requirements of the office. This lesson serves as a foundation to the following lessons about the role of the governor and current candidates.

### Suggested Opener:

Pre-Assessment: [KWLQ](#) (Know, Want to know, Learned, Questions we still have)- What do students know, want to know about the Oregon constitution.

### Inquiry:

As students examine [The Oregon Constitution](#), have them answer the following either in writing or orally, individually or in groups, according to teacher choice.

#### Overview

1. Which is longer, the US or the Oregon constitution? Why do you think that would be?
2. How do the two constitutions differ in terms of the organization by topics? Reasons?

#### Electors

3. Looking at Article II, Sections 1 and 2, who has the right to vote in Oregon and who doesn't?

#### Distribution of Powers

4. According to Article III, what are the overall powers of each branch of government in OR?

#### Quorum

5. Article IV Section 12 requires what portion of the Legislature to be in attendance to conduct business? What are the benefits and drawbacks of this requirement?

#### Governor

6. According to Article V, who is eligible to run for Oregon governor and who is not?
7. What are the duties of the Oregon governor?
8. How does the governor's veto power differ from a president's?

#### Campaign Finance

9. Looking at Article II, Section 22, is there a limit on how much an individual can donate to a candidate who is running for office in the individual's district? How do you feel about that?

#### Militia

10. According to Article X, what is the Governor's role regarding the state militia?

#### Catastrophic Disasters

11. Reading Article X-A, Section 1, was the Governor's response to the COVID pandemic within her constitutional powers according to your interpretation of this section? Explain.

### Closure:

Discuss: What surprised you about the state constitution? Return to the KWLQ and add the Learned and Questions section.

### Adaptation:

You can also focus on one portion of the constitution, like just the electors and governor portions rather than the whole document.

## Activity 1.2

# Becoming a Voter in Oregon

### Opener:

Student warm up/quick write prompt: In May, 2022, Oregon held a primary election. Here are the [official turnout statistics](#). Looking at the summary (first page) What do the statistics show you? What are your initial impressions? Why do you think some people don't vote?

### Definitions:

- **political party:** A political party is made up of individuals who organize to win elections, operate government, and influence public policy.
- **primary election:** a process by which voters can indicate their preference for their party's candidate, or a candidate in general, in an upcoming general election, local election, or by-election.
- **general election:** an election usually held at regular intervals in which candidates are elected in all or most constituencies of a nation or state
- **unaffiliated voter:** is a voter who does not align themselves with a political party.
- **major political party:** a political party with enough electoral strength to periodically gain control of the government or to effectively oppose the party in power.

### Eligibility:

Students: Are you eligible? Did you already register? [Here's](#) where you can do that on the Secretary of State's website if you are 16 years old:

<https://sos.oregon.gov/voting/Pages/registration.aspx?lang=en>

### Political Parties:

Only party members can vote in Oregon's *primary elections*, which decide the candidates who will be on the ballot for the *general election*. Not every voter is a party member. Some are *unaffiliated voters*. They will not be able to vote for preferred candidates in a primary election, but can vote for any candidate in the general election.

There are 3 parties that qualify as '*major political parties*' in Oregon. You can find their party platforms here:

[Oregon Republican Party Platform](#)

[Democratic Party of Oregon Platform and Legislative Priorities](#)

[Independent Party of Oregon](#)

## Activity 1.3

# The Role of Governor: What does it take to be a good Governor?

### Overview of Lesson:

In this lesson, students go beyond the constitutional requirements for governor and contemplate the character traits and qualities of a person who should lead the state. Students can do a “Help Wanted” activity making a job recruitment ad for Oregon Governor based on the qualities they think are most important.

### Opener:

Take a look at [all the individuals](#) who have served as Oregon’s governor. What do you notice about them?

### Lesson Procedures:

1. Show take a look at what a state governor’s role is. You can use this [illustrated video](#) overview of the role of office, generalized for the country and then identify how OR is distinct based on what the class learned in the first lesson when they examined the Oregon Constitution. Alternatively, you can use this [brief article](#) from a few years ago.
2. Have students read the [opinion piece](#) about the benefits of being a governor.
3. Students break into groups and brainstorm a list of qualities or character traits of a good leader. They list these characteristics on lap boards or poster paper and share them with the class. Then show the *Qualities of a Good Governor* worksheet, which provides for a discussion of leadership qualities. Following that, groups can supplement their drawings.

### Assessment:

Students create a “**Help Wanted**” ad for students to recruit a new governor based on the character traits they deem most important.

As groups present their ads to the class, have students try to imagine the difference in characteristics it takes to win an election versus those it takes to govern well. Bring this up again in the future lesson on the difference between a primary election and the general. This is where candidates are switching from winning over their own party members to the swing voters.

# What Is the Job of the Governor of a State?

by Dr. Kelly S. Meier; Updated June 30, 2018

*The Houston Chronicle*

When disaster strikes or there is a budget shortfall that threatens state operations, the governor of the state is called into action. A governor of a state is the point person for all state matters. Elected by the people, the main role of the governor is to protect and serve. Leadership, political savvy, and relationship building are the main qualities a governor needs.

**Job Description:** A governor serves as the chief executive officer of a state. Everyday job duties include oversight of the state executive leaders, policy review, as well as big picture budget management. Executive orders are enacted by a governor when a natural disaster strikes or an issue impacting the safety and security of the state occurs. A governor has the main responsibility of communicating with the President when Federal assistance is needed for a state emergency.

Serving as the main spokesperson for the state, the governor provides information to citizens and direction, in the event of a crisis. A main job duty of a governor is to work with the legislature to ensure that the needs of the state are met through oversight hearings, new laws and the establishment of long-term goals and priorities.

When the legislature and the governor are at odds, working collaboratively can be difficult, if not impossible.

**Education Requirements:** There isn't one academic major required to become a governor and some governors have never gone to college. In 2016, the top four degrees held by sitting governors included political science, business, economics and English. Almost half of the governors had law degrees. Other requirements like U.S. citizenship, state residency, and minimum age vary by state.

Going to college and getting involved in politics, at an early age, is a good first step. Maintaining a clean slate and getting involved at lower political levels will help pave the way to a political future. Most governors begin early on in the political system and have a proven track record of advocating for citizens and asserting change.

**Industry:** In 2016, the Council of State Governments published a salary report that indicated a wide range of compensation for governors, by state.



On the low end, the governor of Maine earned \$70,000. The next lowest salary was \$90,000 earned by the governor of Colorado. The highest salary was \$190,823, earned by the governor of Pennsylvania, followed by \$187,500, awarded to the governor of Tennessee.

**Years of Experience:** Experience as a politician is usually required to become a governor. While it is possible to run for governor, without previous political experience, demonstrating the ability to manage and lead is the norm, to be considered by the voters.

**Job Growth Trend:** There will always be a need for governors. Job openings vary, based upon the term limits established by individual states. New Hampshire and Vermont restrict governors to two-year term limits. Governors in all other states are confined to a four-year term limit. Rules about successive terms vary by state.

# Why Being Governor Is the Best Job in Politics

*Serving in the Senate or a presidential cabinet is considered a step up for governors. Except among governors themselves.*

Jan. 10, 2022 • Alan Greenblatt Governing: The Future of States and Localities Webpage

<https://www.governing.com/now/why-being-governor-is-the-best-job-in-politics>

Tommy Thompson was elected four times as governor of Wisconsin. He cut his last term short to join the Bush administration – a decision he came to regret.

In 2006, Thompson addressed a meeting of the National Governors Association, an organization he'd once chaired. By that time, he was serving as secretary of Health and Human Services and used the occasion to lament his career choice. "When you're a governor, you can wake up in the morning and you can have an idea and have somebody working on it by 11 o'clock," he said. "In Washington, I get the same idea and then have to vet it with 67,000 people who all sincerely believe they're smarter than you."

More recent governors have made similar calculations. New Hampshire Gov. Chris Sununu was considered the GOP's top recruiting pick for the Senate in 2022, but in November he announced he'd much rather stay in Concord. "I'd rather push myself 120 miles an hour delivering wins for New Hampshire than to slow down (and) end up on Capitol Hill debating partisan politics without results," Sununu said.

His next-door neighbor, Phil Scott of Vermont, made the same call less than a week later. After Democratic Sen. Patrick Leahy announced his retirement, Gov. Scott the same day emphasized that he wouldn't switch course and seek the Senate seat.

Scott enjoys the highest approval rating of any governor, at 79 percent, per Morning Consult polling. Sununu isn't far behind, at 67 percent. But even for less successful governors, it's clear that their jobs beat just about anything on offer in Washington.

"Without question it's the best job, precisely because you could get things done," says Christine Todd Whitman, a former New Jersey governor who served alongside Thompson in President George W. Bush's Cabinet.

Bush himself told Rick Perry, his successor as Texas governor, that being governor was "the greatest job in the world." Bush later called Perry to report that his opinion had not changed after spending 18 months in the White House.

Governors set the agenda for their states. When they propose budgets, the legislature accepts more than two-thirds of their desired changes in spending and revenue, according to *The Power of American*

*Governors*, a book by political scientists Thad Kousser and Justin Phillips. When they make policy proposals in their State of the State addresses, they get what they want, either intact or in compromise versions, nearly 60 percent of the time.

"The ability to propose and enact an agenda is one of the more satisfying parts of being governor," says former Ohio Gov. Robert Taft. "Governors, more so than a president even, can set the agenda in a way that's lasting."

There are currently 13 former governors serving in the Senate. Blame term limits, which plague most governors but not senators. Democrat Tom Carper of Delaware said a decade ago, "My worst day as governor was better than my best day as a United States senator."

Angus King, a former Maine governor, likes to tell a story about joining the Senate. After he'd served a while, Mitch McConnell, the Republican leader, came up to greet him on the Senate floor, welcoming him to the body and asking which job he preferred. King, an independent who caucuses with Democrats, had to admit he liked being governor better.

He asked McConnell why he brought it up. "I ask all the former governors," McConnell told him. "If they say they preferred being in the Senate, they'll lie about anything."

## The Power of the Office

There was a time when being governor was an exercise in frustration in many states. In the early days of the republic, Americans were wary of investing too much power in individuals, which is why the Articles of Confederation didn't create the presidency.

At the state level, governors were given little formal power, dividing it among separately elected individuals, boards and commissions. After his state's constitutional convention, one North Carolina delegate said that the governor had been given just enough power "to sign the receipt for his salary."

In recent decades, states such as Maryland and South Carolina have largely consolidated their executive branches, placing more power directly in the hands of governors. The formal powers of the job still vary considerably by state, but there aren't any where the

governor is not the most potent political actor.

In part, that's because of the perception of power. Within a state capitol, a speaker or senate president may hold roughly equivalent power, but outside the capitol practically no one has heard of them. The governor, by contrast, makes news everywhere he goes. (Currently, just nine of the sitting governors are women, which ties the all-time high.)

"If something needed selling, we'd be traveling the state," Taft says. "For legislators, it's hard for them to get their act together on a common front on all the issues."

But governors also command real power. They generally have a personal staff numbering in the dozens and lead tens of thousands of state employees. Governors have a say in all the operations of a state – higher education, prisons, roads and all the rest. "You're responsible for everything," Whitman says.

As Tommy Thompson suggested, a governor's priorities can quickly be converted into action, often without requiring legislative approval. "It's not only the bully pulpit, it's also the fear of the governor calling the state agencies and saying 'Why aren't you on this?'" says former Illinois Gov. Jim Edgar.

Governors know they're going to get credit or blame for all kinds of things that they may or may not be able to control, from the economy to the weather. When disasters strike, they are expected to respond, showing that someone is in charge and acting as consolors to those who are suffering. Even some GOP legislators who have opposed Democratic Gov. Andy Beshear on just about everything have praised his handling of deadly tornadoes that pummeled western Kentucky last month.

Over the past two years, governors have been viewed by the public as the chief responders to the COVID-19 pandemic. "Dealing with taxes and spending and state employees, those are all things you sign up for," says Arizona Gov. Doug Ducey, a Republican. "You also realize that crises and natural disasters are part of the job."

### **Why It Beats Washington**

Taft, the former Ohio governor, is part of one of the great political dynasties in American history. His namesake father and grandfather were both senators. His great-grandfather, William Howard Taft, served as both president and Supreme Court chief justice. He notes that his grandfather, Robert A. Taft, left a lasting imprint on the nation's labor laws with the 1947 Taft-Hartley Act.

But Taft says that the growth of the federal bureaucracy and, especially, increased partisan polarization have depleted the influence of individual senators. Even the students in Taft's course on Congress at the University of Dayton can't role-play their way to solutions on a contentious issue such as, say, immigration.

"They tried to get me to run for the Senate," says Edgar, the former Illinois governor. "I thought, why do I want to be part of a group of 100 people who talk a lot, but it may be years before you see anything get done?"

Whitman can still rattle off a long list of specific accomplishments two decades later – cutting taxes, changing curriculum standards and passing a billion-dollar bond issue to preserve open space. Years after she left office, she recalls, a woman approached her at Newark airport to thank her for changing the welfare system, which allowed her to get training and get a job. "That kind of satisfaction is extraordinary," Whitman says.

Most of the work of being governor involves dealing with bread-and-butter issues, such as pensions and the budget. But governors, given the size of their megaphones, can make a difference on matters they may never have run on. Edgar and his wife Brenda, for example, championed adoption, taking Illinois from last to first in the nation in number of adoptions during his eight years in office.

As governor of Missouri during the 1970s, Christopher Bond led a campaign to keep an important collection of drawings by 19th-century artist George Caleb Bingham – so identified with the state that he was known in his day as "the Missouri Artist" – intact and in the state.

Schoolchildren across the state raised \$50,000, which helped Bond shame adults into putting up the rest. "We agreed that these drawings were an important heritage and that selling them would be a scandal," Bond said when the drawings were exhibited in St. Louis in 2015. "We didn't want a scandal."

No governor ever gets everything right, Whitman says. "The hardest thing for me to learn is you can't please everybody, no matter what." But the ability to offer and implement solutions to all the problems that might come up in a state are a large part of the satisfaction of the job.

That's why Tommy Thompson told a later Wisconsin governor, Scott Walker, he should resist any offer to join the Trump administration, not once but "a thousand times."



# The Qualities of a Good Governor

## 1. Consider the Qualities of a good leader:

Qualities / Characteristics	Skills / Abilities
<p><b>A Leader can</b></p> <ul style="list-style-type: none"> <li>• Assume responsibility</li> <li>• Take initiative</li> </ul> <p><b>A Leader is</b></p> <ul style="list-style-type: none"> <li>▪ Achievement-oriented</li> <li>▪ Adaptable to situations</li> <li>▪ Alert to social environment</li> <li>▪ Assertive</li> <li>▪ Competent</li> <li>▪ Cooperative</li> <li>▪ Courageous (risk-taker)</li> <li>▪ Decisive (good judgment)</li> <li>▪ Dedicated (committed)</li> <li>▪ Dependable</li> <li>▪ Energetic (high activity level)</li> <li>▪ Enthusiastic</li> <li>▪ Honest (high integrity)</li> <li>▪ Optimistic</li> <li>▪ Persistent</li> <li>▪ Self-confident</li> <li>▪ Tolerant of stress or anxiety (resilient)</li> <li>▪ Welcoming of ideas and people</li> </ul>	<p><b>A Leader can</b></p> <ul style="list-style-type: none"> <li>• Communicate well</li> <li>• Listen openly to others</li> <li>• Resolve conflict</li> </ul> <p><b>A Leader is</b></p> <ul style="list-style-type: none"> <li>▪ Broad-minded (seeks diversity)</li> <li>▪ Clever (intelligent)</li> <li>▪ Sees the Big Picture</li> <li>▪ Creative and imaginative</li> <li>▪ Diplomatic and tactful</li> <li>▪ Outgoing and personable</li> <li>▪ Fair-minded</li> <li>▪ Forward-looking</li> <li>▪ Knowledgeable about their team</li> <li>▪ Motivational</li> <li>▪ Persuasive</li> <li>▪ Socially skilled</li> <li>▪ Technically skilled</li> <li>▪ A good speaker</li> </ul>

## 2. Rank the Qualities/Characteristics of a leader into your top 5 requirements for a Governor of Oregon:

## 3. Rank the above Skills/Abilities of a leader into your top 5 requirements for a Governor of Oregon:

## 4. Make a comparison of your own:

A good governor is more like a \_\_\_\_\_ than a \_\_\_\_\_.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

# Help Wanted!

**Directions:**

- Design a recruitment advertisement in a newspaper for the position of Governor of Oregon to be hired by the people of Oregon. Be sure to include: minimum qualifications from the Constitution, desired traits and experience, incentives to entice a person to apply. Make sure to consider the layout of the text and add graphics and color.

## Activity 1.4

# Oregon's 2022 Gubernatorial Candidates

### Opener:

Examining the primary results:

- Have students study the graphs of the May 2022 primary [results](#).
- Have them generate questions then discuss.

### Instruction:

As students read through these various materials of three candidates for Oregon governor, have them consider matching the qualities/skills they read about to the lists they've already made. In addition, how do they think each candidate will match up to the Oregon constitutional requirements for governor?

### Assessments:

First, the **Strengths/Weaknesses/Opportunities/Challenges Analysis** gives students an opportunity to analyze and use the information they read in the biographical data. It is best to assign one of the candidates to each student so that they must research whichever one they are assigned rather than having to pick one. Bring them back together either as a whole class or you can jigsaw this so every student eventually learns about all three candidates.

Then, the **Issues** worksheet below for students to consider these issues and what they think would be important for Oregonians in each one. For example, Measure 114 on gun safety or responding to climate change. This could also be jigsawed so students don't each have to do all the research but can learn about multiple issues.

Lastly, have students examine three of the **tv ads** used by the three candidates, looking for direct and implied messaging and the overall effectiveness of each video.

### Closure and Extension Options:

1. Students write 5 questions for the candidates to answer at a future debate.
2. Hold a mock election then compare your class results to the state results after voting day.
3. Compare different tallying methods to see how results would change using different systems. Here's an overview:  
<https://www.ncsl.org/research/elections-and-campaigns/alternative-voting-systems.aspx>
4. Experiment with ranked choice voting using something innocuous like ice cream flavors:  
<https://www.rcv123.org/>

## Republican Primary Winner: Christine Drazan

Her campaign website [About Page](#) introduces her like this:

Christine Drazan has always been a fighter. Growing up in rural Southern Oregon, her family was hit hard by the decline of the state's timber industry and natural resource economy. Her parents, like many in the community, overcame lengthy stints of unavoidable unemployment compounded by serious health challenges. Things were not always easy, but in a family steadied by faith and purpose, Christine embraced a strong work ethic, a commitment to service and a love for Oregon.

Determined to ensure that Oregon families would not be left behind the way hers was, Christine made a decision to do all she could to serve others. For her, this meant working in the state legislature, where so many decisions that impact Oregonians are made. She quickly worked her way up to become Chief of Staff to the Republican Speaker of the House. Her career later turned to working to support small businesses and the preservation of Oregon's history and culture.



In addition to her professional career, Christine is a devoted mother of three who cares deeply about improving the quality of education in our schools and investing in our kids. She has served as a member of her school district's budget committee and was elected to the board of her local parent teacher association. She believes keeping parents involved in their kids' education and daily lives is critical to their success. She has personally volunteered in the classroom and launched extracurricular programs to strengthen civics education and develop student leaders.

As Christine continued to balance her career and raise her family, she found that her frustration with the political leadership in Salem only deepened under a decade of one-party rule. So, when the opportunity came to represent her community in the legislature, she decided to run for office herself. She campaigned on a promise to stand up to the status quo and to put the interests of everyday Oregonians ahead of the special interests in the Capitol. Just nine months after her victory, Republicans would elect her to lead their ranks.

As the Republican Leader, she took on the entrenched politicians and powerful special interests that control our state government. Christine fought to reopen schools and to end Governor Brown's emergency orders that shut down Oregon's economy. When Kate Brown and Tina Kotek tried to dramatically raise energy and gas prices on Oregon's families and businesses, Christine led Republicans in walking out of the building to put a stop to it. When they wanted billions of dollars in new taxes, Christine stood up for Oregonians time and again by voting no. And when Kate Brown and Tina Kotek cheered while Portland burned, Christine condemned the violent rioters and defended law enforcement.

Now, Christine is ready to continue the fight by bringing fresh leadership and real change to the Governor's office. As our next Governor, she will continue to challenge the status quo in Salem, to fight for what is best for working families and to restore some common sense to our State Capitol.

Christine and her husband Dan live in rural Clackamas County with their three children. She is a graduate of Eagle Point High School and George Fox University.

Click here for her [Issue Priorities](#)

## Facts About Christine Drazan

- Drazan earned a bachelor's degree in communications from George Fox University and worked as chief of staff for Oregon House Speaker Mark Simmons (R).
- Drazan also worked as political coordinator for the Oregon Restaurant and Lodging Association from 2006 to 2011 and as executive director of the Cultural Advocacy Coalition from 2011 to 2018.
- Drazan (Republican Party) was a member of the Oregon House of Representatives, representing District 39. She assumed office in 2019. She left office on January 31, 2022.
- Drazan was elected to serve as state House minority leader in 2019. She stepped down as House Minority Leader on November 30, 2021.

*From Ballotpedia*

### Ratings

Humane Voters Oregon	38%
National Federation of Independent Business - Oregon	80%
Oregon State Public Interest Research Group	55%
American Conservative Union (ACU)	62%
Climate Cabinet Action	38%
Oregon League of Conservation Voters	25%
National Rifle Association (NRA)	92%
Oregon Firearms Federation	92%
Oregon Stand for Children	40%

*From Vote Smart: <https://justfacts.votesmart.org/>*

Click here for [Listed Endorsements](#) from her website.

## Democratic Primary Winner: Tina Kotek



From the [Meet Tina](#) page of her website:

Through my professional experience as an advocate for those in need, and serving in the State House where I've proudly led as Speaker, I have carried the value of service instilled in me by my parents to get real results for Oregonians.

My grandparents came from Eastern Europe in the early part of the last century to find opportunity and a better life. My parents were proud first-generation Americans. They were able to provide me and my siblings with a stable and supportive upbringing because my dad had the benefit of a college degree he had earned by going to night school courtesy of the GI Bill, making him the first person in his family to go to college. My parents believed

in hard work, being informed citizens, and encouraging their children to follow their dreams.

I moved to Oregon from the East Coast in 1987, and found a place where I could truly be myself. I fell in love with the beauty of the state and the openness of the people. I eventually finished my undergraduate degree at the University of Oregon, graduating without student debt because of a Pell grant, work study assistance, and affordable tuition.

I also came out as a lesbian in my early twenties and it was liberating. While it wasn't always easy, each experience coming out to others strengthened my resilience. For me, coming out became a personal responsibility to undermine hatred and bigotry. But it was bigger than me as an individual, so while getting my graduate degree, I fought for and won domestic partnership rights for faculty and students at the University of Washington.

When I returned to Oregon after graduation, I took a job at the Oregon Food Bank. I was attracted to their mission to end hunger, not just feed people. And because I was raised as a person of faith with a belief in the inherent value of everyone, I knew I had found my calling as an advocate for others. I listened and learned and fought for ways to reduce food insecurity – like a strong minimum wage, housing assistance, and access to health insurance. I continued my advocacy for children when I joined Children First for Oregon as their policy director.

My experience working at nonprofits on behalf of Oregon's most vulnerable led me to run for public office and serve in the Oregon Legislature. In my first term, I rewrote the state's poverty program for low-income families while also playing a key role in making historic progress for the LGBTQ+ community by passing statewide protections and access to benefits.

In 2013, I was honored to be elected by my peers to be the Speaker of the House. In nearly a decade leading the Oregon House, I am proud of the progress we have made together. From expanding economic security for more families, combating climate change, and working hard to get us through an unprecedented pandemic, my time in the legislature has been dedicated to fighting for Oregonians.

Together, we have changed Oregon for the better. But it will take real leadership to confront the challenges we now face — from the pandemic to the homelessness crisis to climate change.

I will be a leader who puts people first, who prioritizes justice and equity, who brings people together and inspires all of us to reach for a better future.

Our communities need proven leadership that they can depend on. We need a Governor who is ready to get to work on day one, a Governor who knows that actions speak louder than words.

That's why I'm running for Governor.

There's more to be done to build a future of opportunity and justice for every Oregonian. By working together we can reckon with the legacies of injustice and inequality to build a great future for our state.

I will be a leader who puts people first, who prioritizes justice and equity, who brings people together, and inspires all of us to reach for a better future.

I hope you'll join me.

Tina and her wife Aimee have been together for 17 years. They live in North Portland with their two dogs.

Click here for her [Priorities](#)

## Facts about Tina Kotek

- Kotek earned a B.S. in religious studies from the University of Oregon in 1990 and an M.A. in international studies from the University of Washington in 1998.
- Her professional experience includes working as a policy director for Children First for Oregon.
- Kotek (Democratic Party) was a member of the Oregon House of Representatives, representing District 44. She assumed office in 2007. She left office on January 21, 2022.
- Kotek resigned from the state House on January 21, 2022, to focus on her gubernatorial campaign.
- Kotek previously served as House Speaker from 2013-2022. Kotek previously served as co-speaker pro tempore in 2011 and House Democratic leader in 2012. Prior to her election in 2006, Kotek ran unsuccessfully for the Oregon State House of Representatives in 2004.

*From Ballotpedia*

## Ratings

Oregon Farm Bureau	42%
Humane Voters Oregon	50%
Oregon Humane Society	100%
Associated Oregon Industries	25%
National Federation of Independent Business - Oregon	17%
Oregon State Chamber of Commerce	0%
Oregon State Public Interest Research Group	100%
American Civil Liberties Union of Oregon	100%
American Conservative Union (ACU)	5%
Oregon Anti-Crime Alliance	87%
Oregon Education Association	100%
Racial Equity Report Working Group	100%
Climate Cabinet Action	88%
Oregon League of Conservation Voters	95%
National Rifle Association (NRA)	0%
National Rifle Association Political Victory Fund	F
Oregon Firearms Federation	0%
American Federation of Teachers-Oregon	81%
Oregon AFL-CIO	100%
Oregon AFSCME Council 75	82%
Service Employees International Union (SEIU) - Local 503	100%
Oregon Stand for Children	100%

*From Vote Smart: <https://justfacts.votesmart.org/>*

Click here for [Listed Endorsements](#) from her website.



## Non-Affiliated Candidate: Betsy Johnson

From the [Meet Betsy](#) page of her campaign website

Betsy Johnson is running for governor as an independent leader loyal only to the people of Oregon. She believes only the people – not our broken political system – can rescue our state.

Born in Bend, but raised in Redmond, Betsy developed her deep connection to Oregon's land and people through her family. Her parents gave their property at the headwaters of the Metolius to the United States Forest Service. As Betsy says, her parents loved the land so much, they gave it away to protect it. Her father Sam served in the Oregon House, and her mother Becky served on the State Board of Higher Education and many other community organizations. Betsy graduated from Oregon Episcopal School in 1969 and earned her undergraduate degree from Carleton College. Betsy worked for the Multnomah courts while earning a law degree attending night classes at Lewis & Clark College.



Betsy's father taught both of his daughters to fly airplanes, fueling their lifelong passion. Betsy's sister became an aerobatic pilot, flying competitions all over the world. Betsy herself represented the United States in the world helicopter championships in Vitebsk, USSR in 1978. She founded her own aviation business that flew helicopters, including many of the flights over Mount St. Helens after the 1980 eruption. Her company also performed mountain rescue missions and worked on movie projects, including flying Benji the dog into the wilderness to be filmed in heroic action. Betsy was asked to manage the Aeronautics Division of the State Department of Transportation. In 1999, as Director of Legislative Affairs for the Oregon Pilots Association, she helped pass legislation creating the Oregon Department of Aviation.

Betsy served in the Oregon House and Senate for more than 20 years, retiring as Chair of the Joint Ways and Means Committee last year to run for governor. She has a well-earned reputation as a fierce advocate for her constituents, a fearless crusader for fiscal accountability, and as a no-nonsense maverick willing to buck convention to find bipartisan solutions. She's always been known as an independent minded, pro-jobs leader proudly serving the working people of the northwest coast. Betsy has described herself as "an equal opportunity pisser-offer." In her 2018 re-election, Betsy not only earned the Democratic Party nomination, but also the Republican and Independent Party nominations through write-in votes. She finished with 82% percent of the support from voters in her district.

In addition to serving in the legislature, Betsy has served on the boards of numerous local, regional, and national organizations, including the Oregon Health Sciences University (OHSU) Foundation, Doernbecher Children's Hospital, Oregon Public Broadcasting (OPB) Foundation, and the High Desert Museum in Bend. She is currently on the Board of Visitors of Northwestern School of Law and serves as President of the Samuel S. Johnson Foundation, named for her late father. Betsy and her husband John Helm have been married 35 years and have worked side by side in both business and public service. They live in Scappoose.

While Betsy has given up her party affiliation, her bedrock values have not changed. She deeply believes in taking the best ideas from both parties to forge common sense solutions for everyone. Her top [Issues](#).

## Facts about Betsy Johnson

- Johnson earned her B.A. in history from Carleton College in 1973 and her J.D. from Lewis and Clark College in 1977.
- Her professional experience includes being a commercial pilot, serving as the former director of the Federal Reserve Bank of San Francisco, owning Transwestern Helicopters Incorporated from 1978 to 1993, and working as a manager for the Aeronautics Division of the Oregon Department of Transportation from 1993 to 1998.
- Johnson was Director of the Columbia County Health District in 1990. She served on the Board of Commissioners for the Port of Saint Helens, Oregon, from 1992 to 2000.
- She served in the Oregon House of Representatives from 2001 to 2005.
- Johnson was a member of the Oregon State Senate, representing District 16. She assumed office in 2007. She left office on December 15, 2021.
- Johnson announced she would run as an unaffiliated candidate in the 2022 gubernatorial race, but would officially leave the Democratic Party in the spring of 2022.

*From Ballotpedia*

## Ratings

NARAL Pro-Choice Oregon	100%
Planned Parenthood Advocates of Oregon	100%
Oregon Farm Bureau	100%
Humane Voters Oregon	50%
The Humane Society of The United States - Oregon	100
Associated Oregon Industries	100%
National Federation of Independent Business - Oregon	50%
Oregon State Chamber of Commerce	50%
Oregon State Public Interest Research Group	67%
Oregonians for Food and Shelter	25%
American Civil Liberties Union of Oregon	50%
American Conservative Union (ACU)	22%
Oregon Anti-Crime Alliance	94%
Oregon Education Association	58%
Racial Equity Report Working Group	82%
Climate Cabinet Action	45%
Oregon League of Conservation Voters	41%
Taxpayer Association of Oregon	28%
National Rifle Association (NRA)	100%
National Rifle Association Political Victory Fund	B+
Oregon Firearms Federation	100%
American Federation of Teachers-Oregon	75%
Oregonians for Immigration Reform	56%
American Federation of Teachers-Oregon	75%
American Federation of Teachers-Oregon	75%
Oregon AFL-CIO	88%
Oregon AFSCME Council 75	86%
Service Employees International Union (SEIU) - Local 503	20%
Oregon Stand for Children	100%
Taxpayer Association of Oregon	28%

*From Vote Smart: <https://justfacts.votesmart.org/>*

Betsy's endorsements can be found here. <https://www.runbetsyrun.com/endorsements>

# SWOC Analysis of Candidate for Governor

**Directions:** Find examples of strengths and weaknesses of your assigned candidate as well as some opportunities and threats that he or she faces in the elections. Provide evidence by filling in the spaces below with quotations, facts and expert insights from your resources. Cite your sources.

**Assigned candidate (circle one):** Tina Kotek (D) Christine Drazan (R) Betsy Johnson (NA)

<b>STRENGTHS</b> What advantages does this candidate have going into the general election?	<b>WEAKNESSES</b> What are some weak points in the candidate going into the general election?
<b>OPPORTUNITIES</b> What are some opportunities that the candidate might be able to take advantage of?	<b>CHALLENGES</b> What challenges does the candidate face?

Taking together your complete SWOC analysis, how confident are you that this candidate can win the election for Oregon governor in November? Explain your answer.

## Compare the Gubernatorial Candidates on an Issue

*Issue:*

Drazen	Kotek	Johnson
Says:	Says:	Says:
Voting record:	Voting record:	Voting record:
Endorsed/funded/supported by:	Endorsed/funded/supported by:	Endorsed/funded/supported by:

Conclusion:

If a voter wants \_\_\_\_\_, then they should probably choose \_\_\_\_\_ because \_\_\_\_\_.

On the other hand, if a voter wants \_\_\_\_\_, then they should probably choose \_\_\_\_\_ because \_\_\_\_\_.

## TV Ad Analysis - OR Gubernatorial Race

Watch each of these three ads and analyze each:

Kotek	Drazen	Johnson
<a href="https://youtu.be/IKLa2oW9xag">https://youtu.be/IKLa2oW9xag</a>	<a href="https://www.youtube.com/watch?v=os1Dx4L3Z5w">https://www.youtube.com/watch?v=os1Dx4L3Z5w</a>	<a href="https://www.youtube.com/watch?v=9yVwp9Cmcsg">https://www.youtube.com/watch?v=9yVwp9Cmcsg</a>
Direct messages:	Direct messages:	Direct messages:
Implied* messages:	Implied messages:	Implied messages:
Your critique of ad:	Your critique of ad:	Your critique of ad:

What do all three have in common?

Which ad(s) appeal most to you and why?

\* implied means suggested but not directly expressed