



# Minority Involvement Plan

## 2024-2025

*Prepared by the Utah Education Association Ethnic Minority Affairs Committee*



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### I. Evidence of Policy Commitment

The Board of Directors of the Utah Education Association (UEA) endorses the National Educational Association (NEA) Policy set forth in Bylaw 3-1(g) and is committed to take “legally permissible steps” to achieve the desired level of ethnic-minority participation in Association activities. The UEA acknowledges that the success of our Association is dependent upon the creation of a meaningful plan to increase the inclusion of ethnically and linguistically diverse members throughout all areas of our Association. As the racial and ethnic demographics of our state continue to change dramatically every year, our need to address the issues related to racial justice is a priority not only of the UEA but the greater education community. The UEA further acknowledges that in addressing racial justice, the vision of a safe and equitable school for every child can be realized.

#### A. Governing Documents: Bylaws

The UEA governing documents provide, in Section 6.1 of the Bylaws, that the membership elects one director to represent ethnic minority members.

The UEA Bylaws, Section 11.7, currently provide that the Ethnic Minority Affairs Committee (EMAC) will:

- A. Encourage the creation of and continuing the support of active UniServ and local EMAC committees;
- B. Create a plan to help the association meet the NEA 21 Bylaw 3-1(g), by using the UEA Minority Involvement Plan (MIP) to establish goals, outline strategies, implement and build leadership capacity for American Native or Alaska Native, Asian, Native Hawaiian or Pacific Islander, Black or African American, Latin(o/a/x/e), Hispanic and Chican(o/a/x/e), Middle Eastern and North African, and Multiracial people;
- C. Gather data statewide on a regular basis to inform the work of the UEA;
- D. Establish a culture of using an equity lens in all association activities;
- E. Communicate membership best practices for the recruitment, retention, reclamation, motivation, and engagement of Native People and People of Color;
- F. Actively advocate for social and education strategies on equity, justice and inclusion.

#### B. Governing Documents: Strategic Plan

One of the cornerstones of the UEA Strategic Plan is racial and social justice as evidenced by the following goal: “Work with members and education community partners to develop and implement social justice programs to disrupt educational inequities caused by institutional racism”. The objectives under this goal are as follows:



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- Increase the representation of Native People, Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander as a percentage of UEA Membership, leadership, committees, task forces, and program initiatives;
- Decrease the percentage of members identifying their race and/ or ethnicity as “unknown”, “other”, or <blank>;
- Increase the number of Native People, Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander UEA members paying dues through electronic funds transfer (EFT) payment,

## II. Demographic Data

The rapidly changing demographics of our state significantly influenced the Association’s ability to meet the NEA Bylaw 3-1(g). The most recent U.S. Census (2020) report issued by the Bureau of Census of the U.S. Department of Commerce (table 1), shows the ethnic minority population in Utah to be approximately 25% while data from the 2017-2018 school year (the last year the data is available) by the National Center for Education Statistics (NCES) show 5.9% of teachers in Utah identify as Black, Indigenous, and People of Color (BIPOC). Currently, within the UEA, 7.2% of members identify as BIPOC which represents a 1.2% increase in BIPOC member identification from the 2022-2023 school year.

### 1. Utah Race and Ethnic Origin (2020)

White alone, not Hispanic or Latino, percent	77.2%
Black or African American, percent	1.5%
American Indian and Alaska Native alone, percent	1.6%
Asian alone, percent	2.7%
Native Hawaiian and Other Pacific Islander, alone	1.1%
Two or More Races, percent	2.8%
Hispanic or Latino, percent	14.8%
<b>TOTAL ETHNIC MINORITY POPULATION</b>	<b>24.5%</b>

### 2. UEA Race and Ethnic Origin (2024)

	Percent of membership
White alone, percent	92%
Black or African American, percent	.35%
American Indian and Alaska Native alone, percent	.56%
Asian alone, percent	1.17%
Native Hawaiian and Other Pacific Islander, alone	.49%
Two or More Races, percent	.87%
Hispanic or Latino, percent	3.78%
<b>ETHNIC MINORITY TOTAL</b>	<b>7.2%</b>



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### 3. Minority Delegate Count at the UEA House of Delegates

	MINORITY PERCENTAGE (GOAL)	POSSIBLE DELEGATES	DELEGATES IN ATTENDANCE	MINORITY DELEGATES	MINORITY PERCENT (ACTUAL)
2019	20%	465	212	6	2.83 %
2020	20%	492	168	7	4.67 %
2021	25%	467	203	15	7.38 %
2022	25%	467	219	11	5.02 %
2023	25%	456	168	16	9.05%
2024	25%	474	194	12	6.19%

### 4. Minority Delegate Count at the NEA Representative Assembly

	MINORITY PERCENTAGE (GOAL)	NUMBER OF DELEGATES	3-1(g) GOAL	3-1(G) ACTUAL	MINORITY PERCENT (ACTUAL)
2019	20%	75	15	8	11%
2020	25%	108	21	11	10%
2021	25%	95	19	9	9%
2022	25%	77	19	8	10%
2023	25%	66	17	11	17%
2024	25%	68	17	10	15%

As evidenced by the data above, the UEA's minority percentage during the NEA RA was 17% in 2023 and 15% in 2024. These data are significant increases from the previous four years and coincide with the hiring of the UEA Director of Equity who oversees the UEA's racial and social justice programming. Another significant observation from the data is that although the minority delegate count at the NEA RA has increased within the last two years, the minority delegate count for the state Representative Assembly (the UEA House of Delegates) has also increased, though not to the same extent as the NEA RA. Reports from leaders that BIPOC members share that they are unable to find opportunities within their local after participating in UEA activities. It is speculated that this phenomenon may be attributed to the difference in minority delegate counts at the state and national levels. Further investigation is required to determine the cause of this discrepancy.



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During the 2023-2024 year, the UEA will continue to strive to meet and maintain ethnic minority involvement in Association governance and activities, including representation in the NEA RA, commensurate with the ethnic minority rate in Utah.

To increase Minority Delegate Count at the NEA Representative Assembly to make UEA 3-1(g) Goal, the EMAC will encourage UniServs and Locals to encourage qualified members of color to run for the NEA RA Delegate At Large; NEA RA Successor Delegate at Large; and/or their respective UniServ NEA-RA Successor Delegate positions.

### III. Plan Responsibility, Accountability, and Leadership

As part of the ongoing work with racial justice, equity and inclusion, the following amendments were adopted at the 2021 UEA House of Delegates:

#### **1. NBI 2 from 2019**

In 2019, NBI 2 required the creation of an Equity, Justice and Inclusion Task Force to assess the needs of the UEA related to white-supremacy culture, including institutional racism. In 2021, The Equity, Justice and Inclusion Task Force (Task Force) made their recommendations to the UEA Board of Directors.

In 2021, the Task Force recommended the hiring of an Equity and Membership Director to the Board of Directors. The Executive Director and Personnel Committee then hired an Equity and Membership Director in June of 2022.

In 2021, the Task Force also recommended amendments to the UEA governing documents to the UEA Board of Directors and in 2022, the House of Delegates approved the following amendments to the UEA Constitution:

- Constitution Amendment C1 – Replaces references to “class/classes” to “category/categories” when referring to membership groups or types.
- Constitution Amendment C3 – Changes a reference to the word “disciplinary” to the more inclusive term “corrective”.

In 2022, the House approved the following changes to the UEA Bylaws:

- Bylaw Amendment B1 – Replaces references to “class/classes” to “category/categories” when referring to membership groups or types (matching Constitutional Amendment C1).
- Bylaw Amendment B3 – Replaces gendered pronouns his/her, he/she, him/her with inclusive them, their, they.
- Bylaw Amendment B5 – Strengthens language regarding equitable representation at the House of Delegates.
- Bylaw Amendment B7 – Updates terms for ethnicity for consistency with the U.S. Census.



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- Bylaw Amendment B8 – Replaces several references to ‘teacher’ with the more inclusive ‘educator’.

### **2. UEA Resolutions**

In 2022, the House adopted the following changes to the UEA Resolutions:

- Resolution Amendment R1 – Changes language to acknowledge specific groups within our diverse populations, and according to terms included in the most recent U.S. Census.
- Resolution Amendment R2 – Removes a reference and definition for “Multicultural Education” and replaces it with a reference and definition to “Culturally Responsive Education.”
- Resolution Amendment R3 – Removes a reference and definition for “Restorative Practices” and replaces it with a reference and definition to “Equitable Corrective Practices.”
- Resolutions Amendment R8 – Adds a new resolution in Goal F to support a well-designed program of Ethnic Studies.

### **3. Legislative Program**

During the 2024 UEA House of Delegates, the UEA membership approved the legislative program which instructs the UEA to support legislation that “affirms the responsibility of educators to lead and ensure culturally responsive practices to close opportunity gaps and encourage future educators, administrators, support personnel and student leaders to engage in self-reflection and connect curriculum to students’ lived experiences” (2024 UEA Legislative Program).

### **4. UEA JEDI Values Alignment**

As stated previously, the social and racial justice strategic goal of the UEA is to “Work with members and education community partners to develop and implement social justice programs to disrupt educational inequities caused by institutional racism”. As a result, the UEA Justice, Equity, Diversity, and Inclusion Mission and Vision Values Alignment was drafted in 2022 to ensure the UEA’s stated beliefs and values align with its actions. The UEA JEDI Values Alignment serves as a resource for leaders and members to promote equity, justice, and inclusion for members of color and other members with marginalized life experiences. The alignment was approved and adopted by the Board of Directors in 2022. This information is posted on the UEA website.

### **5. Promising Strategies for 3-1(g) Success**

The UEA will strive to accomplish the following to meet its 3-1(g) goal:

#### ***Ethnic Minority Affairs Committee***

The UEA EMAC, traditionally chaired by the Ethnic Minority Affairs Director, will continue to meet regularly, in person and/ or virtually, to develop tactics and strategies to achieve the Minority Involvement Plan goals. EMAC will be comprised of members from each UniServ who will work to



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represent the members of color from their locals and to make recommendations to UEA's Board of Directors based on the needs of members of color.

### ***Recruit Today***

During the Recruit Today campaign, the UEA will begin tracking the race and ethnicity of members who invite educators to join the Association and of members who join. This data has not been tracked previously and will make recruiting trends (who is being asked to join the UEA and by whom?) more salient. The UEA plans to evaluate this preliminary data during the 2024-2025 school year.

### ***Leaders for Just Schools***

Three members from the UEA, including UEA President Renee Pinkney, are participating in NEA's Leaders for Just Schools program. This experience will give them the tools, knowledge, and skills necessary to disrupt systems of oppression that breed educational inequities in their classrooms, districts, and communities.

### ***Women and Minority Leadership Training***

To encourage more members of color to become involved within the Association, promote parity, and remove barriers to participation, an interest form is used to generate a pool of prospective participants to attend the annual NEA Minority Leadership Training & Women's Leadership Training. The interest form is shared directly with UEA's BIPOC member list. The UEA President then appoints attendees from the interest pool, with priority given to members from communities that have been historically marginalized and/ or UniServs and locals that have been underrepresented at this training. Additionally, attendees have shared the information learned from this training at the UEA's Summer Leadership Academy and will do so again at the Summer Leadership Academy in June 2025.

### ***Demographic Campaign***

Currently, 14% of UEA members have not self-identified their race or ethnicity. Additionally, an audit of UEA's membership records discovered that some membership records did not have the most current member information. The UEA believes that the correct identification of, as well as active participation and representation of members of color is paramount to the Association's success. To address this, the Equity and Membership department has initiated a demographic campaign to collect and update members' demographic information. The following questions will be added to participant interest forms for each UEA activity that solicits member participation: race/ ethnicity, gender, pronouns, and Year-Round Organizing questions. This information will then be processed and updated by UEA staff accordingly.

### ***Equity Ambassadors***



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Within Utah, there has been a concerted effort by legislators to ban and demonize educational equity and instead promote more sanitized notions of justice like equal opportunity. HB261 or the "Equal Opportunity Initiatives" is Utah legislation that has effectively codified color-blindness in our K-12 schools and universities by banning "prohibited discriminatory practice[s]" which include activities that "assert that an individual, by virtue of the individual's personal identity characteristics, is inherently privileged, oppressed, racist, sexist, oppressive or a victim whether consciously or unconsciously" (UT Equal Opportunity Initiatives, 2024).

Research shows that in a deeply conservative state like Utah, students who come from historically marginalized communities and their families will be the most impacted by such harmful legislation. Therefore, the UEA will enact the Equity Ambassadors program to provide critical professional development which Kohli (2019) describes as a tool "to strengthen community, critical literacy, and focus teachers' efforts toward transformative teaching" (Kohli, 2019, p. 41). The Equity Ambassadors program will give BIPOC members the tools necessary to persevere in anti-equity, anti-justice educational climates.

### ***3-1(g) Reporting***

Anecdotal data indicates members and to a lesser degree leaders do not understand the purpose of Bylaw 3-1(g) nor the UEA's current progress towards meeting the goal. To engage members and encourage transparency, the Ethnic Minority Director will report on the status of the 3-1(g) plan and EMAC initiatives employed to assist in meeting this goal at the 2024 UEA House of Delegates. This information will also be shared by the Ethnic Minority Director at the Council of Local Presidents (CLP) convenings, in the UEA newsletter, and on the UEA website.

### ***One-on-One Communication***

Because of imposter syndrome, (Clance & Imes, 1978) members of color may be less likely to see themselves in leadership roles. To counter this, the UEA will take more concerted action to engage with BIPOC educators and members. The UEA's cadre of Member Organizers is a training program for members and leaders to enact organizing tactics within their locals to increase membership. One of their goals for the 2024-2025 school year will be to initiate 5-10 one-to-one conversations each with potential members of color. Narrowing in on the recruitment of BIPOC members will ensure that the UEA is inviting potential members of color to join.

To address engagement, the UEA Ethnic Minority Affairs Committee (EMAC) will engage in 5-10, one-to-one conversations each with BIPOC members. This engagement will be initiated by EMAC representatives through a Hustle campaign in October 2024 with the primary objective of establishing a connection with BIPOC members and inviting them to an upcoming UEA event. EMAC members will again reach out to BIPOC members in March 2025 to follow up.



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### ***BIPOC Affinity Group***

Beginning in July 2020, the UEA has provided a virtual space for self-identified Black, Indigenous, and other People of Color (BIPOC) members to connect and find solidarity with members who share their lived experiences. While this space became defunct during the 2023-2024 school year, the UEA plans to collaborate with a local community organization, the Promise Partnership ([promisepartnership.org](https://promisepartnership.org)), to revitalize the BIPOC Affinity Group. The Promise Partnership “works to transform the educational environment for kids” (Promise Partnership, 2024) and has held focus groups with BIPOC educators and BIPOC UEA members to develop a plan for developing an affinity space. The BIPOC Affinity Group is expected to reconvene in the Fall of 2024.

### ***White Ally Training***

Because the work of becoming an equitable and just organization should not fall solely on the shoulders of members of color, the UEA will work to develop White Ally Groups which will be available to members who are interested in learning how to use their privilege to advocate for members of color. Due to a struggle with locating a facilitator for this program, this training has not yet started however, with the hiring of the UEA Professional Learning Director, it is expected that this training will become available in 2025.

## **6. State/ Local Collaboration and Relationship Building**

The UEA will continue to aid local affiliates in identifying leaders of color and recruiting members of color to leadership positions. The governing body of the UEA will also continue to advocate for policies and programs that focus on diversifying the teaching force to reflect the race and ethnicity of students, promote more inclusive civil rights for our students and members, and educate our members on systemic and cultural issues of inequity.

Additionally, each UniServ unit will continue to have a member on the EMAC. Annually, prior to the state elections, UniServ or local elections, EMAC representatives will reach out to ethnic minority members in their UniServes to run for positions.

The UEA EMAC will be staffed by the UEA Equity Director to ensure the Committee has the support and resources needed to continue its work.

Additionally, the UEA EMAC will continue to work with the UEA Organizing and Membership Capacity Building Committee (OMC) to increase the membership and participation of members of color.

Furthermore, the meetings of the UEA Council of Local Presidents (CLP) have included a standing agenda item for the EMAC Director to share a short presentation raising awareness and advancing our charges. This will continue into the 2024-2025 school year. Additionally, the Ethnic Minority Director will explain Bylaw 3-1(g) and remind leaders to encourage members of color to serve as delegates to the NEA Representative Assembly.



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