

Setting the Stage

Resolution I: White Supremacy Culture (2018)

The National Education Association believes that, in order to achieve racial and social justice, educators must acknowledge the existence of White supremacy culture as a primary root cause of institutional racism, structural racism, and White privilege. Additionally, the Association believes that the norms, standards, and organizational structures manifested in White supremacy culture perpetually exploit and oppress people of color and serve as detriments to racial justice.

Further, the invisible racial benefits of White privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism and White privilege perpetuated by White supremacy culture.

Reflection – as a UniServ Director what do you think this means in your work?

New Business Item B (2015)

We, the members of the National Education Association, acknowledge the existence in our country of institutional racism—the societal patterns and practices that have the net effect of imposing oppressive conditions and denying rights, opportunity, and equality based upon race. This inequity manifests itself in our schools and in the conditions our students face in their communities. In order to address institutional racism, the National Education Association shall lead by: 1) spotlighting systemic patterns of inequity—racism and educational injustice—that impact our students; and 2) taking action to enhance access and opportunity for our students.

NEA will use our collective voice to bring to light and demand change to policies, programs, and practices that condone or ignore unequal treatment and hinder student success by:

- * Providing technical assistance to state, local, and national affiliates to dialogue internally and with the external community and develop plans of action to address institutional racism.
- * Partnering with a broad coalition of national stakeholders on campaigns and actions to eradicate policies that perpetuate institutional racism in education.
- * Partnering on campaigns and actions on critical social justice issues impacting students and their communities.
- * Convening high school students and young people to gather their perspectives to inform our work and the work of others (education stakeholders, policymakers, etc.).
- * Expanding the work of the Association on issues of institutional racism, including redirecting existing resources and providing grants to affiliates to lead and partner with us on site based projects, such as:
 - + programs aimed at improving school climate and culture, particularly ending the school to prison pipeline
 - + supporting campaigns to expand the development and implementation of community schools
 - + expanding local affiliate-school district partnerships that expand educator-led professional development, particularly in areas of cultural competence, diversity, and social justice in order to address institutional racism
- * Researching implications for NEA's Strategic Plan and Budget for 2016-2018.

NEA's Vision, Mission, and Values

Adopted at the 2006 NEA Representative Assembly

The National Education Association

We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us.

Our Vision

Our vision is a great public school for every student.

Our Mission

Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world.

Our Core Values

These principles guide our work and define our mission:

1. **Equal Opportunity.** We believe public education is the gateway to opportunity. All students have the human and civil right to a quality public education that develops their potential, independence, and character.
2. **A Just Society.** We believe public education is vital to building respect for the worth, dignity, and equality of every individual in our diverse society.
3. **Democracy.** We believe public education is the cornerstone of our republic. Public education provides individuals with the skills to be involved, informed, and engaged in our representative democracy.
4. **Professionalism.** We believe that the expertise and judgment of education professionals are critical to student success. We maintain the highest professional standards, and we expect the status, compensation, and respect due all professionals.
5. **Partnership.** We believe partnerships with parents, families, communities, and other stakeholders are essential to quality public education and student success.
6. **Collective Action.** We believe individuals are strengthened when they work together for the common good. As education professionals, we improve both our professional status and the quality of public education when we unite and advocate collectively.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.

<http://www.nea.org/home/19583.htm>

Bylaw 3-1(g) and Leadership Diversity (2006)

The NEA policy Bylaw 3-1(g) has been a part of the Association's governing documents for nearly 40 years and is the Association's most effective and comprehensive measure for encouraging racial/ethnic diversity in leadership at all levels of the organization. At each Representative Assembly, a state delegation is accorded an ethnic-minority numerical goal for the combined number of ethnic-minority state and local delegates in attendance. This goal is based on the percentage of ethnic minorities within the state's population according to the most recent U.S. Decennial Census. 2012 marks the first year in which the proportion of identified ethnic-minority populations within each state is calculated based on the 2010 U.S. Decennial Census.

The degree to which each state delegation annually approaches, meets, or exceeds its ethnic-minority numerical goal provides an opportunity for us to broadly examine the racial/ethnic diversity present among delegate leaders in our state and local organizations, and in the entire Representative Assembly.

Bylaw 3-1(g) has always been about more than numbers in a report. In crafting ethnic-minority involvement plans, affiliates realize that a wide range of actions and approaches must be taken to achieve and maintain successful leadership diversity. These actions include educating and informing members about the Association's ethnic-minority involvement policies through delivering presentations, distributing brochures, and through other traditional, web, or social media; establishing ethnic-minority affairs or human and civil rights committees to coordinate plan actions and activities between state and local affiliates; identifying and encouraging ethnic-minority candidates to run for delegate and other governance positions, and submitting their names as candidates for appointment to state and national committees.

At NEA, the Executive, Ethnic Minority Affairs, and Credentials Committees serve as the Association's national stakeholders in monitoring the implementation of Bylaw 3-1(g), annually collaborating with state affiliate leaders to discuss the challenges involved in policy planning and to consider effective approaches to improve and reaffirm our efforts for one of NEA's most important and longstanding programs. The range and depth of our actions to support ethnic-minority involvement at all levels enhances and sustains our local, state, and national efforts to reflect the diversity found among the students, schools, and communities we serve.

<http://www.nea.org/grants/52500.htm>