


The Recruitment and Retention of Teachers of Color in NAIS Independent Schools

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Executive Summary

Within the past year, the National Association of Independent Schools (NAIS) updated its mission, vision, and values to better reflect the trends impacting its more than 1,700 members. An increased emphasis on diversity, equity, and inclusion (DEI) undergirds language around what matters most in these institutions. Demographic changes, which, in turn, impact enrollment projections at independent schools, are forcing NAIS member institutions to consider how they can create environments where every community member is welcomed and can thrive.

Given the increase of students of color in the US, as well as those attending independent schools, attention has been focused on how to not only attract those students to independent schools but also how to augment support for those students upon their enrollment. That students—both students of color and white students—benefit from classrooms led by a diverse faculty is well-founded, and, as such, independent schools are increasingly attentive to how they might hire and retain more teachers of color to meet the needs of students and their families. In providing a diverse, supportive environment where all families feel welcome and supported, independent schools themselves may thrive.

This study examines the school characteristics that impact the recruitment and retention of teachers of color. We seek to clarify how leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools. Importantly, we identify effective strategies within leadership practices, organizational culture, and social networks that are effective in increasing the proportion of teachers of color within the independent school context. Though this topic is top of mind for many independent school leaders, formal and rigorous research investigating how leadership practices, organizational culture, and social networks influence the recruitment and retention of teachers of color is limited, with the most recent comprehensive study having been completed nearly two decades prior to this one. This study seeks to address the gaps in research and practice through a mixed-methods project design that combines quantitative and qualitative approaches to data collection and analysis.

Our fieldwork and data analyses suggest that independent schools and their leaders generally understand the critical importance of adopting policies aimed at increasing the diversity of faculty, but many initiatives fall short. School leaders see themselves as central to this process, but only a small and limited number have implemented specific practices to demonstrate forward progress in increasing the proportion of teachers of color on staff. Faculty and staff in independent schools—the vast majority of whom are white—still need training in diversity, equity, and inclusion practices that make these schools welcoming and

affirming of all teachers, regardless of background. And, teachers of color continue to rely on the wisdom and experiences of their social networks as they navigate their independent school experiences. Extant research provides additional insights as to the significance and relevance of this study's findings.

This study supports a set of recommendations designed to guide NAIS and school leaders in efforts to effectively recruit and retain teachers of color. In particular, we recommend: school leaders should actively embrace their role in the recruitment of teachers of color to their institutions; school leaders should actively tend to their school's climate of diversity, equity, and inclusion; and NAIS should leverage its conference programming, especially the Annual Conference, while collaborating with local associations and other institutions, including Historically Black Colleges and Universities, to provide training for hiring managers and administrators and increase the pool of applicants of color to independent schools. In many ways, this study confirms what many heads of school already believe: school leaders have the ability and instincts to create communities of inclusivity. What remains is for those leaders to lean into this opportunity. Our hope is that our study provides clarity and momentum toward achieving the goal of supporting all teachers and, by extension, all students equitably.

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1. Definition of the Problem and Project Questions

Research Partnership: NAIS and Vanderbilt

To realize its vision of “creating a more equitable world” (NAIS, *Vision and Values*, 2019), the National Association of Independent Schools (NAIS) is guided by five core values: thinking independently, leading change, embracing diversity, championing inclusivity, and empowering community. The values reflect the growing emphasis on diversity, equity and inclusion (DEI), which has emerged as an especially bright ‘north star’ in informing its *Principles of Good Practice* (2020) and other NAIS publications and professional development events. This emphasis on equity has occurred alongside demographic changes in independent school communities, which, on the whole, have grown in diversity (Coleman & Stevenson, 2013; Corbett & McGovern, 2018).

Though member schools serve a small percentage of students nationwide, these schools are especially well-known for their strong academic programs, rates of college matriculation, emphasis on building character (Brosnan, 2001), and “social, economic, and political capital of their alumni” (Kane, 2003, p. 1). Similarly, parents routinely cite the personalized attention that their children receive, along with the academic reputation and small class sizes as top reasons why they choose

to send their children to independent schools (Symmonds, 2010).

In partnership with Vanderbilt University’s Peabody College of Education and Human Development, NAIS sought an assessment of how independent schools can recruit and retain more teachers of color (TOC), an area of interest closely aligned with its mission and values. Its *Principles of Good Practice - Equity and Justice* serves as a code of conduct and aspirational guide for independent school communities. Member schools are expected to “create and sustain diverse, inclusive, equitable, and just communities that are safe and welcoming for all” (NAIS, *Principles*, 2020). As an active association, NAIS works to assist its membership in achieving this goal through professional development, publications, and collaboration among member schools. The goal of this needs assessment is three-fold: first, to gather and analyze data on the current state of hiring and retaining TOC in independent schools; second, to identify schools within the NAIS independent school network which have had success in recruiting and retaining TOC ; and, third, to determine the kinds of structural features and conditions which might foster an environment where TOC thrive.

In this study, a teacher of color (TOC) is defined as any teacher who identifies as any of the following: African American/Black, Latino/Hispanic American,

Asian American, American Indian, Multiracial, Pacific Islander American, and Middle Eastern American. These categories constitute the “Teachers of Color” data category on NAIS’s annual demographic survey for independent schools and are reported as such on its Data for Analysis and School Leadership (DASL) platform. Students of color are defined in the same way and do not include international students.

This Capstone study examined the recruitment and retention processes, structures and results in NAIS independent schools. Two overriding questions guided the study:

Q#1: How do leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools?

Q#2: How do schools with higher rates of recruitment and retention of teachers of color compare to schools with lower rates of recruitment and retention of teachers of color in the key areas of leadership practices, organizational culture and social networks?

Demographics in Independent Schools: Teachers and Students

Demographic statistics indicate that American students are increasingly diverse while “teacher workforces are racially and ethnically homogenous” (Carter Andrews, et al., 2019, p. 6). This demographic trend in independent and public schools has remained constant over time. In 1997, just over 7% of independent school teachers were TOC whereas approximately 13% of the public school workforce were TOC (Kane, 2003). In 2016 this number had grown in both educational sectors with independent schools employing 16% TOC while 20% serve in public schools (U.S. Department of Education, 2016, p. 11; NAIS DASL, 2016).

While the faculty diversity numbers have increased across the educational landscape over the last several decades, they still do not reflect the racial/ethnic composition of the student body (Ingersoll, et. al., 2018).

Focusing on current demographics in NAIS independent schools, 84% of independent teachers are white, while over one-third (35%) of their students are non-white (Blackwell & Torres, 2018).

This gap presents a threat not only to the quality and effectiveness of independent schools, as students lose out on experiencing a diverse array of perspectives in the classroom (Kane,

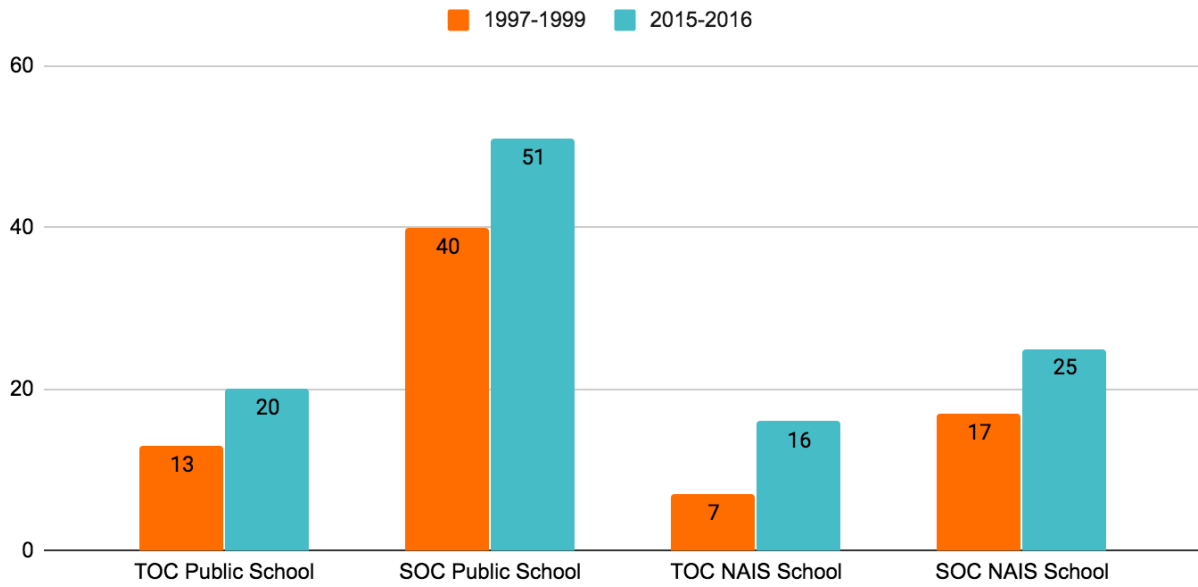
2003), but the persistence of this gap may have a deleterious impact on enrollment at these schools (Corbett & McGovern, 2018).

As student demographics in the United States shift toward greater racial and ethnic diversity, these trends are evidenced in the independent school sector (See Figure 1; Brosnan, 2001; Kane, 2003; NAIS DASL, 2016; USDOE, 2018). In 2000, 17% of students in independent schools were students of color (Kane, 2003); today that number has increased to 25% without including international students which then would total 35% (NAIS DASL, 2016). Unlike public schools, independent schools are both admission- and tuition-dependent. The demographic shift toward greater student diversity provides an opportunity for independent schools to implement diversity and equity practices that will benefit their communities while marketing to a new base of parents. Increasing the number of faculty and administrators of color may positively impact enrollment at independent schools, as middle-class families are increasingly looking to send their children to diverse schools (Wells, Fox, & Cordova-Cobo, 2016).

Page's (2008) seminal work, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies*, proves that groups with diverse points of view outperform groups with like-minded individuals. Recent educational research from the Century Foundation supports the benefits of racially diverse schools by noting increases in "positive learning outcomes" and "better intergroup relationships" (Wells, Fox, Cordova-Cobo, 2016, p. 14). The Century Foundation report goes on to point out that diversity in schools promotes "creativity, motivation, deeper learning, critical thinking, and problem-solving skills" (Wells et al., 2016, p. 14). These are skills employers today value immensely (Boss, 2019). Thus, the ultimate aim of this study rests with positively impacting students' educational experiences by addressing the lack of diversity in the teacher ranks. In short, by hiring and retaining more faculty, and administrators of color—the strategic components of which this study is intended to uncover—student academic, social, and civic outcomes and overall enrollment may be enhanced.

Figure 1: SOC v TOC in NAIS Schools

Percentage of Total Teachers of Color and Percentage of Students of Color in Public vs NAIS Schools (1997-99 vs 2015-16)



2. Conceptual Framework: Leadership Practices, Organizational Culture, and Social Networks

Leadership Practices

The research findings on school leadership underscore the potential for school leaders to impact and even change their schools. That school leaders impact schools' effectiveness in achieving goals is substantiated by a number of studies (Hallinger, Bickman & Davis, 1996; Dumay, Boonen, & Van Damme, 2013; Zeinabadi, 2012; Fuller, Young, & Baker, 2011). Importantly, both Horng, Klasik, & Loeb (2010) and Grissom & Loeb (2011) note that the behaviors of school leaders (e.g., principals) impact teacher feelings and perceptions, which, in turn, have negative or positive impacts on student academic achievement. School leaders play an important role in school improvement by serving as the directors and champions for change (Murphy & Torre, 2014), and this is especially the case for strong and effective leadership in DEI initiatives, which necessitate strong and decisive leadership in creating communities of inclusivity (Brosnan, 2015; Wells, Fox, & Cordova-Cobo, 2019). Given their power within the system of schools, leaders have the capacity to make an impact, for better or worse. As Wells, Fox, & Cordova-Cobo (2019) argue, "where there is a will, there is a way" (p. 33) to promote DEI and its academic benefits to students. Likewise, Brosnan (2015) writes, "[hiring TOC]

requires not only a school's willingness to change in fundamental ways but also a clear resolve and long-term commitment" (p. 7), which includes not only the hiring process but examining all aspects of the school's commitment to DEI as well.

The small percentage of TOC in independent schools may be related to the practice of leadership—e.g., by the Head of School, Board of Trustees, and senior administrative team—in those institutions. Leaders identify organizational needs and aspirations—which may include the need for DEI training (Brosnan, 2015) as well as more diversity amongst faculty—and, from here, they create capacity and actualize resources in service to those ends, i.e., facilitating and engaging in DEI professional development as well as actively recruiting and hiring more TOC (Wells, Fox, & Cordova-Cobo, 2019). Thus, to implement the best practices outlined by NAIS for hiring and equity, school leaders will need to leverage effective leadership practices as their school navigates these changes. Moreover, the head may need to engage in professional development to increase their own knowledge and understanding of DEI issues. In the case of hiring and supporting TOC, the extant research suggest that the

influence of leaders is oftentimes negative: TOC worry that their race impedes their opportunities for advancement, and they also feel the need to “prove their worth as educators” (Carter Andrews, et al., 2019, p. 8) to supervisors (Griffin & Tackie, 2016; Madsen & Mabokela, 2000). Recent research suggests that many TOC believe they cannot expect and do not receive significant support from their supervisors (Tyler, 2016). According to Griffin & Tackie (2016), black teachers reported instances when their credentials and qualifications were questioned, thereby instilling a need among those teachers to clarify where they had earned their degrees and clarify the specific certifications they held. Given the issues referenced above—as well as the potential for leaders to enact change—we propose to use leadership as a lens to view hiring and retention practices and other related directives at schools.

Organizational Culture

The research that examines the relationship between TOC and school culture points out that TOC often enter teaching environments where they feel marginalized and seen as “other” (Griffin & Tackie, 2016, p. 9). Some TOC have reported the immense discomfort and “fatigue” (Madsen & Mabokela, 2000, p. 862) that navigating predominantly European American schools have caused them to feel. In a sense, the school’s culture—or Schein’s (1990) “pattern of

basic assumptions” (p. 111)—may be unwelcoming to TOC, who report frustrations with white teachers who tend to be profoundly underprepared and uncomfortable with discussions about race and privilege (Coleman & Stevenson, 2013). Elements and contributors of culture may include hiring practices (Gu et al, 2014); rituals (Erhardt, Martin-Rios, and Heckscher, 2016); and other norms of behavior, including how issues of diversity, equity, and inclusion are discussed and managed (Hartnell et al., 2016). Take, for instance, the perceived talents of a teacher-leader: TOC are pushed into roles—such as disciplinarian—that better ‘fit’ stereotypical understandings of race (Brockenbrough, 2015). Here, too, implicit biases may produce a culture that is racially insensitive and unwelcoming to TOC. Pang et al. (2011) point out that attention to cultural competencies are fundamental in an educational system with such a diverse student and faculty body as found in the US. Wells et al. (2016) emphasize the advantages diversity brings to school communities, student outcomes and the development of productive civic-minded citizens. They point out an increase in mutual understanding, respect and empathy with K-12 student racial, ethnic and socioeconomic integration (Wells et al., 2016, pg. 6). Thus, ensuring that schools are culturally responsive cannot be understated (Khalifa, 2019). The decision to accept an offer of employment is itself deeply connected to organizational culture, as Brown and

Greenwood (2010) found that TOC in independent schools typically cited the on-campus interview experience as among the most important details that informed their employment decision. Candidates sought evidence of real engagement with diversity, equity and inclusion work (DEI), not merely superficial buzz words used during interviews. We propose to use organizational culture as a lens into the norms and values that set the tone for the school's hiring and retention practices.

Social Networks

Social networks provide TOC with an information channel to identify potential job openings and schools with an inclusive culture. Social network analysis is grounded in social capital theory (Coleman, 1988), which emphasizes the resources and expertise individuals can access based on their social connections. Organizational management researchers Adler & Kwon (2002) define social capital as “the goodwill available to individuals or groups. Its source lies in the structure and content of the actor's social relations. Its effects flow from the information, influence, and solidarity it makes available to the actor” (p. 23). Networks can provide information, influence, and support in a prospective candidate's search (Castilla, Lan and Rissing, 2013). While social network theory has been consistently applied to private sector

employment search behavior, it has not necessarily been studied as it relates to the independent school sector. However, due to the private sector nature of independent schools, social network theory may be useful as a way to understand the independent school labor market. In addition, recent research (Jabbar et al., 2019) acknowledges the rise in the use of social networks by educators to obtain employment in the *public* teacher labor market. This is attributed to the rise of charter schools and non-traditional teacher preparation programs in recent years. The study indicated the “substantial use of social networks in the teacher job search” (Jabbar et al., 2019, p. 31) most especially in job markets with a high degree of fragmentation and significant job mobility and where information on job openings is less centralized. The study finds “teachers felt the need to maintain constant chatter and always have ‘feelers’ out for new opportunities” (Jabbar et al., 2019, p. 31). This recent research points to the value and benefit of exploring social networks in the context of recruiting teachers of color in independent schools; therefore, we propose using social networks as a lens into the role relationships play in recruiting and retaining TOC.

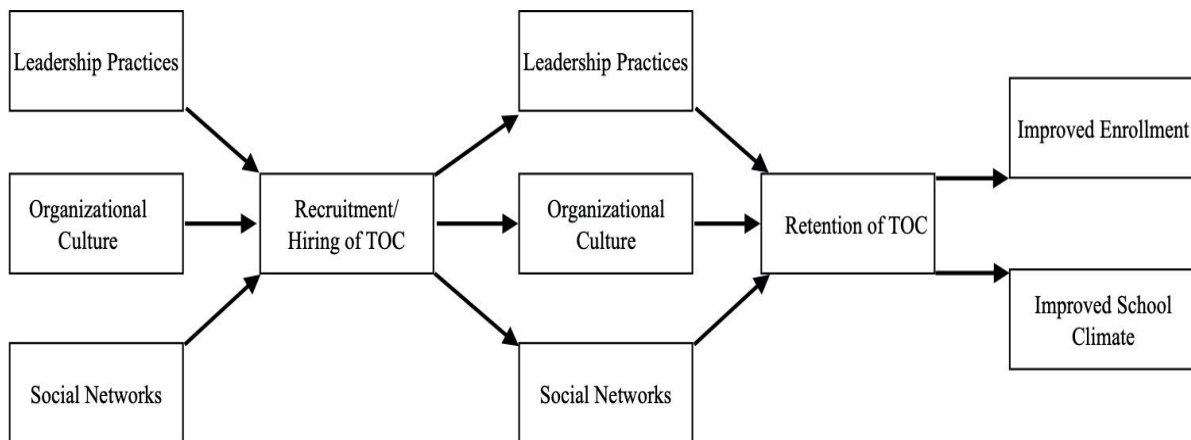
3.Logic Model

Our logic model (See Figure 2) posits three interrelated phases. The first phase involves the impact of leadership practices, organizational culture, and social networks on the recruitment and hiring of TOCs. The second phase builds on the recruitment of TOCs by understanding that that aforementioned recruitment and hiring invariably impacts leadership practices, organizational culture, and social networks, which, collectively, influence the retention of TOCs. The third phase explores the relationship between retention of TOCs and outcomes: as TOCs are retained, the enrollment outlook improves, which, for some schools, may mean more stability while for others this may represent an increase in enrollment, particularly among students of color. In addition, the increased recruitment and retention also improves school climate,

which may include student-to-student, student-to-faculty, and faculty-to-faculty relationships.

This logic model represents the self-learning that schools undergo when actively recruiting TOCs; that is, as schools pursue TOCs, the school’s leadership practices, organizational culture, and social network will invariably change as a result of its recruitment efforts. These changes in the school then impact the retention of TOCs as well. Schools that successfully recruit TOCs will also need to adapt to changing needs among its faculty and staff. For some schools, that may mean increased diversity and inclusion professional development for all faculty and staff. Put differently, as a school’s faculty and staff demographics change, the core characteristics and needs of that school also change.

Figure 2: Logic Model

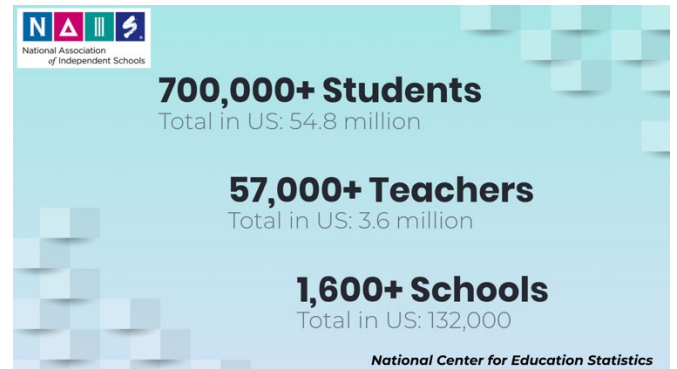


4. Contextual Analysis

National Association of Independent Schools

Founded in 1962 as a merger of the Independent Schools Education Board (ISEB) and National Council of Independent Schools (NCIS), The National Association of Independent Schools (NAIS) serves as a nonprofit membership association to more than 1,600 schools and associations of schools in the United States and abroad (NAIS, *About NAIS*, n.d.). NAIS member schools vary in size, location, sectarian affiliation, and tuition cost, but share a commitment to distinctive missions, governance by an independent board of trustees, and reliance upon philanthropy and tuition for revenue. Moreover, all member schools “are accredited by state-approved accrediting bodies” (NAIS, *About NAIS*, n.d.). The NAIS Board of Trustees is representative of its member schools and espouses the vision, mission and values of the organization in its events and publications, including its *Principles of Good Practice* (2020).

Approximately 700,000 students attend about 1,600 independent schools. Nearly half of these schools are combined elementary and secondary (PK/K-12), with 37% serving PK/K-8 only, and the remaining 13% serving just secondary students. Nearly 88% of member schools are co-ed with the remaining 12% split among boys’ and girls’ single-sex schools.



Member schools employ nearly 58,000 teachers, leading to a median class size of 15 students and average student-to-teacher ratio at 8.6:1. (NAIS, *About NAIS*, n.d.) Nearly one-quarter of students attending member schools receive financial aid, with the median grant amounting to slightly more than \$12,000, a number that is more than half the median tuition (\$22,000) at day schools and slightly less than one quarter at boarding schools (NAIS, *About NAIS*, n.d.). Over the past five years, there has been a steady increase in the racial diversity of the student population in member schools in the most-populated metro areas (See Table 1).

In the 2019-20 *Trendbook*, Corbett and Torres (2019) noted a positive correlation between enrollment growth and the percentage of students of color by grade level, most notably in the upper grades.

Over the past five years, there are mixed-results in terms of percentage of faculty who are TOC in these same schools (see Table 1). Comparing the trend lines over the past five years, the percentage of students of color in independent schools

is rising faster than TOC recruited into these schools (see Figure 3).

Figure 3: SOC v TOC in NAIS Schools (2014-2019)

Percentage of Total Students of Color Population and Total Teachers of Color Population in NAIS Schools (2014-2019)

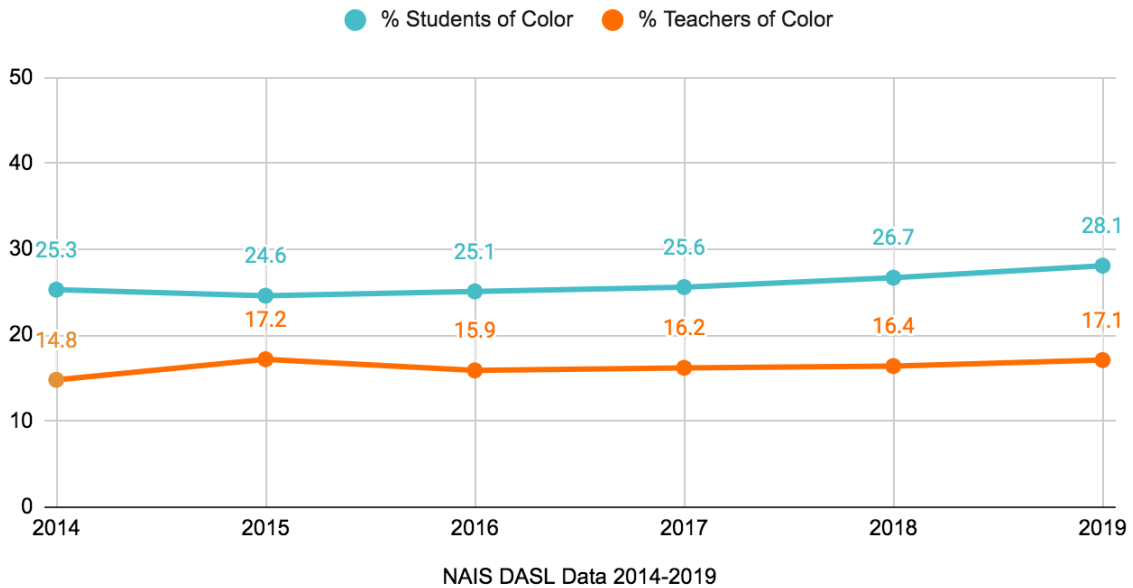


Table 1: SOC v TOC in NAIS Schools - Major Metro Areas

Percentage of Students and Teachers of Color in NAIS Schools Major Metropolitan Areas 5-year Interval: 2014-2019 Source: NAIS DASL Data – 2019				
	SOC 2014	SOC 2019	TOC 2014	TOC 2019
Atlanta	25.6	28.3	13.5	17
Boston	24.2	27	14.6	16.5
Chicago	31.5	37.7	14.6	18.8
Dallas-Fort Worth	25.7	28.7	13.9	20
Los Angeles	36	41.3	22.9	25.7
Miami	28.5	36.6	37.4	30
New York	29.2	33.9	17.6	20.1
Philadelphia	28.3	27.3	13.7	12.8
San Francisco	37	41.7	28	25.6
Seattle	32.5	37.1	12.7	18.4
Washington D.C.	25.7	28.7	13.9	20

To highlight its fundamental belief that diversity enriches the entire independent school experience, NAIS recently adopted new mission, vision and value statements (See Figure 4). NAIS’s mission of “co-creating the future of education” through “thought leadership, research and the creation and curation of research” (NAIS, *Vision, Mission, Values*, 2019) drives this

and other recently issued reports which help inform ways its members may diversify the leadership, faculty and staff of their independent schools.

To encourage schools to embrace diversity and champion inclusivity, NAIS has produced several research reports to inform school practices.

After surveying independent schools on the role of diversity practitioners in their schools, NAIS published their findings in the *State of the Diversity Practice (2019)* report. This report found the diversity practitioner role is one that “is still in the process of growth, formalization, and professionalization at many schools” (NAIS, *State of the Diversity Report*, 2019, p. 4). Another recently published report, *People of Color and White Women in Independent School Headship (2018)*, points out the advantages diverse leadership brings to an organization while

acknowledging the lack of progress to diversify the top leadership positions in independent schools. The study was conducted “to understand the dynamics in the head search process that contribute to or hinder the hiring of people of color and white women” (NAIS, *People of Color and White Women in Independent School Headship*, p. 1). Both studies stress the advantages a diverse workforce brings to its organizations and may help to inform leadership, boards and hiring managers why diversifying their faculty is critical for a healthy organization.

Figure 4: NAIS Mission, Vision and Values (Source: www.nais.org)

<p>NAIS Mission</p>	<p>As the largest association of independent schools, NAIS co-creates the future of education by uniting and empowering our community. We do this through thought leadership, research, creation and curation of resources, and direct collaboration with education leaders.</p>
<p>NAIS Vision</p>	<p>All learners find pathways to success through the independence, innovation, and diversity of our schools, creating a more equitable world.</p>
<p>NAIS Values</p>	<p><i>Thinking independently:</i> We believe in independence and its power to inspire excellence.</p> <p><i>Leading change:</i> We imagine possibilities and innovate to strengthen the education landscape.</p> <p><i>Embracing diversity:</i> We welcome and encourage diverse identities and perspectives.</p> <p><i>Championing inclusivity:</i> We affirm the rights of every individual to belong and flourish.</p> <p><i>Empowering community:</i> We address complex issues through collaboration and advocacy.</p>

In addition to these research studies, NAIS provides guidance to its schools via the *Principles of Good Practice* [PGPs] (2020), standards and behaviors in key areas of operations all NAIS schools agree to abide by when they become members. With over twenty PGPs to assist schools, two in particular are relevant to the topic of this study: *Equity and Justice* and *Hiring Process*. This guidance provided by NAIS emphasizes its commitment to providing resources to its membership. The two following directives to schools evidence NAIS's commitment to hiring and supporting a diverse faculty:



(Source: www.nais.org)

The school works deliberately to ensure that the board of trustees, administration, faculty, staff, and student body reflect the diversity that is present in the rapidly changing and increasingly diverse school-age population in our country.

(PGP *Equity and Justice*, #6)

The school has a stated procedure governing its hiring process and a strategic recruiting plan that includes strategies for seeking candidates who will add to the racial, cultural, and gender diversity of the institution.

(PGP *Hiring Process*, # 1)

Consistent with the application of the Principles of Good Practice that are designed to inform the work of independent schools in the areas of diversity, equity and inclusion, NAIS commissioned this study to examine, analyze, and better understand successful (and insufficient) strategies to recruit and retain TOC, which, in turn, will allow its member schools to more fully fulfill NAIS's mission, vision and values.

5. Methods and Sample

Research Design and Data Collection Strategy

As noted above, the conceptual framework in which the team approached the research questions included three concepts: leadership practices, organizational culture and social networks. With these concepts in mind, the team designed a study rooted in a variety of data collection strategies to ensure rich and relevant information would be culled that could highlight the operationalization of these concepts in the independent school context. To that end, this study employed a mixed-methods approach that combined expansive quantitative data as well as deeply contextualized qualitative data.

Quantitative Data Collection

Quantitative data collected by the research team included the following: school-level, self-reported data available through the NAIS Data and Analysis for School Leadership (DASL) and self-reported data available through a survey instrument developed and distributed by the research team. Additional quantitative data that was consulted included NAIS's annual *Trendbook*, which also leverages information available through DASL to make comparisons among groups of institutions within the data set.

DASL

DASL is a data platform that tracks a variety of school-level statistics, and it serves as critical tool for NAIS's robust research arm and informs the publication of the annual *Trendbook*. Member schools must submit this demographic data annually as part of their membership requirements.

NAIS.ORG NAIS CAREER CENTER DASL DIRECTORIES PARENTS' GUIDE TRUSTEES' GUIDE

NAIS DASL DATA AND ANALYSIS FOR SCHOOL LEADERSHIP

Get Insights and Make Decisions with Quality Data.

Understand your school. Compare with others. See the big trends and the local issues.

Login to DASL

- Browse historical data
- Compare School Progress
- Predict Trends for Planning

Login to Market View

- Improve your recruitment strategy
- Find prospective families
- Better understand your community

(Source: www.nais.org)

DASL provides a comprehensive framework for school data, as schools report data on school-level demographics (students, faculty, and staff) and financial information (endowment, tuition, and financial aid). Given the sensitivity surrounding this information, which can provide insight into the overall fiduciary health and sustainability of the institutions that supply the data, the research team was required to submit a formal application to gain access to DASL for research purposes as well as agreeing to

maintain the confidentiality of school-level information obtained through DASL.

For the purposes of this study, the team focused primarily on demographic statistics related to the racial composition of school communities. Trend data regarding the changes in demographics of teachers and students at the school, city, state, regional, and national levels can be calculated. Importantly for this study, data accessible through DASL as well as the *Trendbook* led to the identification of a city of interest and four site visit schools based upon their reported trends related to employing TOC. The city and site selection process will be detailed under “Site Visits.”

Head of School Survey

The survey (see Appendix A) was composed of questions that probed three primary areas of leadership practice: DEI practices, including training, hiring, and professional development; self-assessment of engagement with issues of DEI; and community assessment of engagement with issues of DEI. Some questions related to the content of the survey (i.e., involving DEI) mimicked a previously NAIS-administered survey sent to diversity practitioners on their work in independent schools. Questions related to respondents’ demographic information matched previously administered NAIS surveys to ensure consistency and allow for comparisons with other NAIS datasets. The format of questions included the

following: yes/no; Likert scale, free response, and select all that apply. Reflecting a balance of the desire to gather richly detailed data, especially in the free response questions, while also being mindful that a lengthier survey would dampen the response rate, the survey was estimated to require 15-20 minutes to complete, similar to the length of other NAIS-administered surveys.

In coordination with the team’s liaison at NAIS, the 30-question survey was emailed to every head of school (n=1,733) at each NAIS member institution on December 13, 2019. This initial email resulted in 181 responses, and three follow up emails (sent on January 13, 2020; January 20, 2020, and January 27, 2020) elicited an additional 287 survey completions. The survey was closed at the end of February 2020.

At that time, 468 surveys had been completed, producing an overall response rate of 27%. Based upon a comparison of the demographic information reported by respondents and NAIS data on schools and heads of school (See Tables 2-5) the survey aptly reflects the population being studied.

However, we should note that nearly 14% of survey respondents were heads of color, about double the actual proportion of that group. Of course, a higher proportion of heads of color may

influence survey results; nevertheless, the still arguably small proportion of responses by heads of color should not unduly compromise the overall validity of the survey findings. Survey data produced

descriptive statistics and was analyzed using cross tabulations. In addition, Pearson correlation coefficients were calculated to determine potential relationships among survey items.

Table 2: Location - Heads of School Survey Respondents

	NAIS Data	Respondent Data
East	12.7%	12%
Mid-Atlantic	16.8%	16.7%
Midwest	10.6%	12.3%
New England	15.6%	13.7%
Southeast	15.3%	13.5%
Southwest	9.3%	9.7%
West	19.6%	21.4%
US Territories	0.002%	0.3%

Table 3: Gender-orientation of Schools - Heads of School Survey Respondents

	NAIS Data	Respondent Data
Boys	5.2%	4.1%
Girls	6.4%	6.5%
Coed	88.4%	89.4%

Table 4: Enrollment Size - Heads of School Survey Respondents

	NAIS Data	Respondent Data
<201	23.4%	22.6%
201-300	16.3%	15%
301-500	25.4%	24.1%
501-700	13.7%	15%
>701	21.1%	23.5%

Table 5: Gender and Race of Heads of School Survey Respondents

	NAIS Data	Respondent Data
Male	64.5%	61.3%
Female	35.5%	37.5%
Non-Hispanic White	92%	84.7%
Person of Color	7%	13.9%

Qualitative Data Collection

The team collected qualitative data from four sources: free-response questions from the aforementioned head of school survey; expert interviews; observations at the NAIS Annual Conference in Philadelphia, PA; and site visits to four NAIS member schools.

Head of School Survey

Free-response questions in the head of school survey probed respondents’ self-

understanding of leadership practices, including cultural competency, core values, and their role in promoting DEI at their schools. Responses ranged from a few words to complete sentence. Free response questions were coded based upon key identifying words related to the study logic model; for instance, words related to their perceived role included the following: lead, model, promote, support, champion, chief, important, tone, central, primary, vital, priority, critical, and example. As such, responses that included

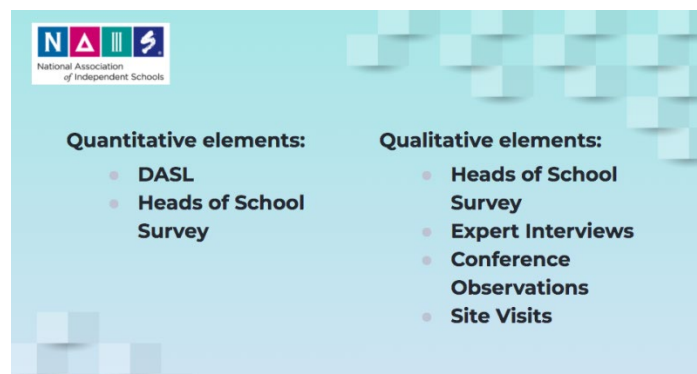
those terms indicated similar views on the key leadership role that heads play in advancing DEI at their institutions. In addition, responses that included specific references to recruiting, hiring, and retaining were also coded.

Expert Interviews

In coordination with the team’s liaison at NAIS, 9 experts with experience in the area of DEI and hiring, specifically, were identified. Our liaison at NAIS considered the involvement with POCC, other equity and justice work with NAIS, and reputation in developing a list of experts to interview. Given our study’s focus on leadership within the school context, 5 heads of school and 1 diversity practitioner were interviewed. Recognizing the role that search and placement firms play in the hiring process, 3 search consultants with significant experience in TOC recruitment and retention strategies were also interviewed. All but one interviewee (89%) identify as a person of color.

Interviews were arranged via email correspondence in November 2019 and conducted over the phone or via Zoom video conference in December 2019 and January 2020. Interviews utilized an interview protocol divided into distinct clusters of questions related to leadership practices, organizational culture, and social and professional networks with specific interest in how these elements relate to the recruitment and retention of TOC. In addition, multiple interview

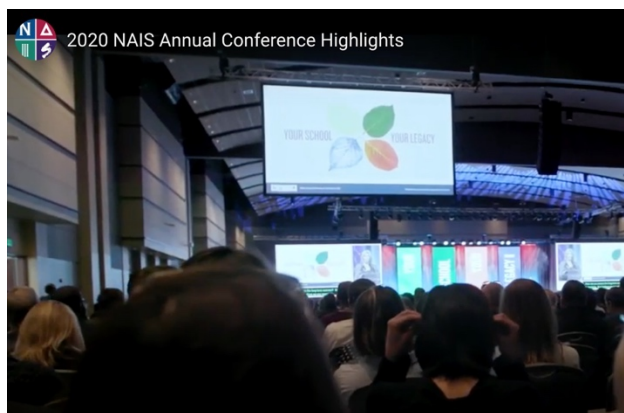
protocols were developed with the role of the interviewee in mind. As such, the head of school protocol was used for heads; the senior administrator protocol was used for the diversity practitioner; and the hiring manager protocol was used for search consultants. Notes were composed during the interviews, and barring technical difficulties, interviews were recorded via Zoom or a voice recorder on another device. Interviews were reviewed and coded using a framework also organized by the conceptual framework (see Appendix B).



Observations at NAIS Annual Conference

Each year, NAIS hosts its Annual Conference (sometimes referred to as “AC”) in a large metropolitan setting. Conference registration occurs in winter, and costs are prorated based upon the duration of a registrant’s attendance. Rates are also customized for members, groups, and the role of the attendee (presenter, teacher, and college/graduate student). Rates range from a low of \$105 for an early bird NAIS member teacher who is part of a group of

10 or more teachers attending on a single day to a high of \$1225 for a non-early bird, non-member registering for the full-length conference. The early bird NAIS full conference fee (\$780) was waived for both team members to attend the conference as observers. In addition, the team was able to forego the usual fee required to attend a preconference workshop.



Taking place over a three-day period, AC 2020 drew upwards of 4,600 attendees, who, collectively, reflected a variety of professional roles and backgrounds. Workshops and sessions on leadership practices, particularly those on the first and second days of the conference draw heads of school, senior administrators, and board members. Because the third day of the conference highlights teaching practices in particular, teachers within driving distance chose to attend. Teachers paid a reduced rate to register for the third day only. Throughout the conference, a trade-show-style exhibit hall hosts vendors and exhibitors from a variety of businesses connected to

independent schools: school architects, tutoring services, textbook suppliers, professional coaches, summer enrichment, experiential learning programs and more. In addition, search firms and placement agencies play an active role in the conference as they host hiring fairs that include interviews between schools and candidates. Notably these fairs are conducted ‘off-site’ but within a short walking distance of the conference and simultaneous to the conference itself. Each evening features receptions hosted by regional or missional independent school groups, educational vendors, and universities, including Vanderbilt University’s Peabody College.

The theme of AC 2020 was “Your School, Your Legacy.” The first day of the conference was dedicated to “pre-conference workshops,” which require additional payment beyond the typical conference registration. On the second and third days, twice-daily “general sessions” featured keynote speakers who addressed the following topics: mental health and antifragility (Jonathan Haidt); the future of education, with a particular emphasis on pedagogy, civic engagement, and assessment (Irshad Manji, Idriss Aberkane, and Yong Zhao); racial injustice and activism (Angie Thomas); and behavior and social-emotional well-being (Gretchen Rubin). In addition, the bulk of the second and third days was reserved for six blocks—three each day—of hour-long workshops.

Prior to the conference, the research team identified a preconference workshop as well as other workshops on the second and third days to attend. Workshops were chosen based upon their relationship to the topics of DEI, hiring and retention of TOC, and our conceptual framework (See Table 6). During most hour-long blocks, one or more sessions on those topics were available, and, as such, the team coordinated attendance at what appeared–based upon the workshop descriptions–to be the most relevant sessions. Unscheduled time and breaks

offered opportunities for the team to peruse the exhibit hall, placement agency area, and generally observe the pulse of the conference.

For both formal (i.e., workshops and general sessions) and informal (i.e., exhibitor hall, placement agency areas, and lobby-like seating areas) observations, a protocol was used. For formal sessions, in particular, the team considered both the content of the presentation as well as its mode and method of delivery. The observational protocol was adapted from Patton’s (2015) *Qualitative Research & Evaluation Methods*.

Table 6: NAIS 2020 Annual Conference workshops

NAIS 2020 Annual Conference Workshops attended by Team Members
Mastery Learning Journey for Culturally Responsive White Leaders: Measuring Position, Orientation, and Rate of Change
Your People are your Legacy: Intentionally Crafting School Culture through Hiring Practices
After the Diversity Training: Assessing, Supporting and Sustaining Instructional Fidelity in the Culturally Responsive Classroom
Building our Legacy through Culturally Responsive Leadership: Leveraging the Capacities of Three Administrators of Color
Equity and Inclusion: Bringing about systemic change from the inside out
The Evolution of an Institution’s Engagement with Racism
We admitted a diverse student body, now what? Addressing the Needs of African American students
Breaking the Bonds of Bias in Hiring Practices

Following the conference, the team reviewed the observational protocols and fieldnotes through the lens of the conceptual framework. In addition, the team compared the number and

substance of sessions related to DEI and hiring to another widely-attended NAIS conference focused specifically on DEI, the People of Color Conference (POCC).



Site Visits

In coordination with our NAIS liaison, we agreed that school-level site visits would provide salient insight into the relationship between hiring and retaining TOC and our conceptual framework that would not be available through the other data collection means. In this way, our study was not dissimilar from previous studies of independent schools (Kane & Orsini, 2003; Balossi & Hernandez, 2015). In particular, the opportunity to interact with both white teachers and TOC would deepen our understanding of teachers' lived experiences with and contributions to leadership practices, organizational culture, and social and professional networks.

Working with a faculty member at Vanderbilt University specializing in independent school leadership, and after consulting our NAIS liaison and its Trendbook, we identified a short list of

possible cities of interest. In our deliberations, we considered the following data available through the NAIS Trendbook and DASL: cities with a high proportion of students of color (>50%) and cities where the school-age population was increasing. Both trends are related to potential growth opportunities (i.e., new enrollees) for local independent schools. These trend-level data points were considered for two reasons: first, schools that had stabilized or increased enrollment had increased the proportion of students of color, and second, parents seek schools that are diverse (Brosnan, 2001; Wells, Fox, & Cordova-Cobo, 2016). As such, schools in these cities—with a large population of eligible students of color—may be especially conscious and focused on hiring TOC to better serve their student population in a competitive market of school choices. Additionally, DASL data was analyzed at regional and

metropolitan-area levels with a focus on the demographic composition and changes of students and faculty. Regions and cities where students and teachers of color increased were identified. Multiple cities were considered, and, following discussions with our Vanderbilt faculty contact and NAIS liaison, we chose a city in the Southeastern region that matched our criteria. A city in the Western region was also chosen, but circumstances

prevented the team from visiting schools there. School-level data available through DASL permitted the research team to identify a list of schools where the proportion of TOC had increased over the past five years (2014-2019). To ensure the anonymity of our partner schools, we do not identify the city chosen in this report. Schools (See Table 7) are referred to by pseudonyms.

Table 7: Site visit Information

School Name	School Type	Grades Served	Enrollment (2019)	% of SOC/TOC 2014	% of SOC/ TOC 2019	% of SOC/TOC Change (2014-2019)
Somerset Academy	Single-sex	6-12	200-300	36.9/23.1%	40.5/26.1%	+3.6/3%
Fallon School	Co-ed	PS-8	200-300	36/20.1%	37.6/25.9%	+1.6/5.8%
Agora Academy	Co-ed	K-12	1500+	29.9/14.9%	34.7/19.2%	+4.8/4.3%
Crest Collegiate	Co-ed	PS-12	1500+	44.1/12.9%	51.8/21.6%	+7.7/8.7%

Note: All schools visited are day schools and are accredited by the Southern Association of Independent Schools.

Somerset Academy

Somerset is a single-sex, non-sectarian school serving students in grades 6-12. The school’s campus is situated just under 8 miles from the city center. Most academic activities occur within a single expansive building that predates the founding of the school. Recent campus improvements have included the construction of additional, updated classroom spaces on

another area of campus as well as increased common spaces for both the middle and upper school students. Notably, these new classrooms are specifically dedicated to STEAM instruction. In spite of its small size, the school also boasts a robust fine arts program with courses in chorus, theatre, and visual arts.

The school's website emphasizes strong relationships between students and faculty. A brief tour of the school provided ample evidence: students receive a warm welcome upon classrooms or when they run into a teacher in the hallway. Importantly, teachers interviewed at the school also emphasized the central role that students play in keeping them at the school. This is a school that is deeply relational in its pedagogical orientation.

Inconsistent student enrollment has challenged the school. After cresting in 2015, the number of faculty has declined by 18%. Additionally, after reaching a high in 2017, student enrollment has declined by more than 10%. In what is already an increasingly competitive market, Somerset is actively seeking out new populations of students as well as differentiating itself as a leader in single-sex STEAM education serving a diverse student population. Nearly half (41%) of the student body identifies as students of color. In the reception area upon entering the main building, print advertisements are made available in both English and Spanish, a phenomenon not observed at other schools visited. Further, an advertisement for a summer institute for teachers on the topic of single-sex STEAM education was also observed.

Fallon School

Fallon is a co-ed, non-sectarian school serving students in grades PS-8. The 7-acre campus is located in a leafy suburban

community where homes routinely sell for millions; the grounds resemble a nature center, serving as the home to a variety of flora and fauna, including chickens, geese, ducks, and a pig. Buildings were designed by a noted architectural firm to emphasize experiential learning for young students. Large windows usher in natural light into classroom spaces and organic materials (i.e., wood and cloth) abound for work and play. Furniture is intentionally mobile so as to allow teachers to transform classroom spaces easily.

Teachers are seen as experienced guides who support students to follow their interests and take ownership over their learning. Teachers have an average of 15 years of classroom experience, and about half have garnered an advanced degree. Teachers must possess specific pedagogical training and certification in order to teach at Fallon. As noted by interviews with various community members (teachers, administrators, and board members), this requirement imposes significant restrictions on hiring and remains a topic of conversation with strongly held perspectives. Given the challenge of attaining this requirement, many teachers take great pride in possessing this advanced credential. In fact, teachers reported their attraction to the school was steeped in its high standards.

Like other independent schools in the area, enrollment is top of mind. From 2014-2019, enrollment has declined by 12%.

Data reported on the website regarding faculty differs from what is reported in DASL, and determining the growth or decline of faculty is not possible given gaps in reporting data, which may be attributed to a change in Head of School in the last two years. According to DASL, almost a quarter (22%) of faculty are TOC. In spite of the enrollment decline, from 2014-2019, the proportion of students of color has increased from 33% to 40%. Under the direction of the associate head of school—and with her head’s support—the faculty and staff have engaged in a DEI-focused professional development initiative this year. Each faculty member chose to read one of three books this past summer, and, in coordination with a local DEI consulting group, an in-service day was devoted to unpacking their reading and engaging in conversations with one another about race. Interviews with teachers and administrators indicated that feedback on the experience was mixed. Generally, the administration is proud of its work in this area and is looking forward to leaning more into DEI-focused programming.

Agora Academy

Founded in the mid-20th century, Agora is a large co-ed, sectarian school serving students in grades K-12. Its 180-acre campus is located in a wealthy, wooded area 8-miles from downtown. The front entrance of the school is almost a half-mile from the first academic building, with much of the campus serving as

undeveloped woodlands. The school’s campus is not unlike a bustling—and well-financed—New England liberal arts college with paved, tree-lined pathways connecting academic, administrative, and athletic structures. Ongoing construction and renovations at Agora is expansive, and, given the noise, moving along swiftly, with most plans expected to be completed by early 2021. Projects are focused on creating open, collaborative spaces for students to gather, learn, and lead. In addition, wide-ranging updates to athletic facilities, to support its burgeoning athletic programs, are in the works.

The school strongly emphasizes its intention to cultivate civic-minded leaders. Print media, its website, and interviews with senior administrators made clear that developing leadership—among students and faculty—was central to the Agora experience. Closely connected to leadership are programs designed to develop cultural competency. One printed card on “Equity & Inclusion” explained: “helping students realize their full potential begins with recognizing cultural competency as an essential skill for meaningful and effective leadership.” To that end, the school hosts affinity groups for faculty, parents, and students; invites guest speakers; promotes cultural celebrations; supports teachers to attend conferences and workshops; and partners with consulting groups for ongoing, on-site professional development.

Unlike other schools in this area, enrollment has remained consistent in the last 5 years. As reported by one interviewee, admissions is highly competitive and not dissimilar from highly selective colleges and universities. The same could be said for working at the school, where upwards of 60 applications are received for each available teaching position. Students of color have increased from 30% to 35% from 2014-2019, and TOC have increased from 15% to nearly 20% in the same time frame. The school partners with local public schools on educational enrichment programs for the district's top students, many of whom are students of color who would not normally have access to an independent school education.

Crest Collegiate

Nestled in a historic community about 10 miles south of downtown, the main Crest campus is spread over 100 acres and is home to upper (9-12), middle (7-8), lower (4-6), and primary divisions (PS-3). A second, smaller campus in a northern suburb serves students from PS-6. The school operates an extensive busing program that brings students from more than an hour away in all directions. The century-old main campus boasts a number of newer, state-of-the-art academic buildings. Plans have been drafted for an updated performing arts center that will be funded through a \$60 million capital campaign. A third of that campaign will be used to supplement student financial aid and faculty support.

Faculty genuinely enjoy working at the school, as noted by every teacher interviewed. More than three-quarters of the faculty (83%) hold advanced degrees, and the school financially supports faculty to pursue graduate study. The school is consistently rated the “best places to work” by the city’s flagship newspaper. Academically, Crest promotes its STEAM and global education programs, which guide instruction at every developmental level.

Crest faces enrollment challenges, as noted by teachers and administrators interviewed there. From 2014-2019, enrollment declined by about 10%. During that same timeframe, however, the proportion of students of color attending Crest increased from an already high 44% to 52%. In addition, TOC there increased from 13% to nearly 22%. Each academic division has a diversity committee that is open to any interested faculty. There, discussions and programming related to DEI take place. In the upper division, specifically, a “Diversity and Inclusion” team composed of four teachers and staff has been created as a means to more actively address questions and challenges related to DEI within that division. Among its current topics of interest is the school dress code, including a review of permissible hairstyles. The school has a long-standing commitment to send teachers, both white and TOC, to the People of Color Conference.

Description of Visit Protocol

Prior to visiting each school in January 2020, a team member worked with a liaison at the school to schedule interviews. Two foci guided the selection of interviewees: those responsible for the recruitment and hiring processes (administrators and heads of school) and those who experienced the hiring process (teachers). The same survey protocol structure used in the expert interviews was followed to maintain consistency. Additional survey protocols were drafted to account for the inclusion of teachers and board members. Interviews were recorded using a voice-to-text recording

application that transcribed responses. Handwritten notes supplemented and clarified the transcript. Following the interviews, responses were coded and analyzed to highlight themes and illustrative quotations.

Prior to and following site visits, the school websites were consulted for information about the school, its employment webpage, and evidence for initiatives and/or language related to DEI. When possible, print literature about the school was collected during the site visits. These artifacts informed the site descriptions and supplemented the interviews conducted at the sites.

Table 8: Roles of interviewees

School Name	TOC	White Teachers	Senior Administrators/ Hiring Managers	Head of School	Board Members	Total Interviewed
Somerset	3	1	2	1	–	7
Fallon	4	4	3	1	4	16
Agora	–	–	5	–	–	5
Crest	4	4	3	1	–	12
TOTALS	11	9	13	3	4	40

Teachers were interviewed individually, in pairs, or in triads. Administrators were interviewed individually with only one exception, as both hiring managers were present for a single interview at Crest. Board members at Fallon were interviewed in pairs. As Table 8 indicates, some schools supplied more interviewees than others. Independent schools are just

like other schools in that the near constant hustle and bustle, combined with the limited time frame of this particular study, make such arrangements a challenge. A total of 40 interviews were conducted over the course of four site visit days. We should note that heads of school were considered separate from senior administrators.



Limitations

At its heart, any study making claims about independent schools is bound to face threats to its internal and external validity, as independent schools are appropriately identified: they are, in fact, independent and not necessarily subject to a larger philosophy or ethos other than their fidelity to their independence. In this particular study, the site visits are not random and data from these site visits are

collected within a specific, non-standard context. Making comparisons among sites, because of their copious differences, must be done with sensitivity and care, recognizing that the challenges and achievements of one school may be drastically dissimilar from another. The sheer diversity of independent schools impacts the internal validity of the study because of the challenges with comparing

schools to one another; as well, the external validity is threatened because such diversity inhibits this team from making sweeping conclusions or suggesting recommendations applicable to every school context. In addition, the absence of survey data from teachers, both white and TOC, undoubtedly limits our understanding of their critically important perspective. We should note that our access to teachers is limited and typically requires the cooperation and assent of the head of school. Given the time frame of this particular study, we made a strategic and research-driven decision to focus on leadership.

Threats to reliability are evident in DASL and the survey instrument. Though NAIS member schools are required to submit information to DASL annually, missing data in the data set are present as some schools have not completed all elements of the questionnaire. In addition, some data trends are difficult to calculate because of what appears to be incorrectly submitted data. For instance, one school reported employing 15 teachers one year and 58 just two years later, with enrollment being relatively unchanged. Something was clearly amiss. Potentially, the employee responsible for entering data made a clerical mistake. The survey's reliability may be limited because of the subjectivity of the respondents: what one respondent considers to be "strongly agree," another may see as simply "agree." Moreover, understandings of concepts like cultural competency or

diversity may simply be different, and, therefore, those understandings may influence their responses.

We also faced challenges in collecting data. The team strategically chose to focus on leadership both because of research conducted prior to this study as well as the inability to send a member-wide survey to teachers. Instead, heads of school could be more readily accessible. Furthermore, the team encountered veritable 'acts of God' that significantly impacted data collection: one team member was scheduled to visit schools located near a west coast city that had also been strategically chosen in consultation with our NAIS liaison and a Vanderbilt professor. The week of that team member's visit—having already arrived—a rare weather event caused school closures and, understandably, led to the cancellation of those visits. A rescheduled visit was coordinated but cancelled yet again because of the outbreak of COVID-19 and the schools' new priority of facilitating online learning.

To mitigate these challenges, the team employed a variety of data collection methods (i.e., quantitative and qualitative) in a variety of contexts (conference and site visits) from a variety of perspectives (teachers, leaders, recruiters, practitioners). The diversity of methods and sources supplied both breadth and depth of data. Of course, we recognize that visiting additional schools would provide more telling data about this topic.

6. Key Findings

The findings will be organized in alignment with the conceptual framework. That is, sections on leadership practices, organizational culture, and social networks will each address both research questions.

RQ#1: How do leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools?

RQ#2: How do schools with higher rates of recruitment and retention of teachers of color compare to schools with lower rates of recruitment and retention of teachers of color in the key areas of leadership practices, organizational culture and social networks?

Leadership Practices

Q #1: How do leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools?

Leadership: “It starts at the top”

Our data point to three key insights in the area of leadership and issues of diversity, equity, and inclusion. First, heads of school believe they play a central role in promoting DEI at their institutions. Second, most heads have experienced some kind of informal or formal professional development in DEI, and they collectively feel quite competent in managing these issues. Third, heads are not deeply involved in the hiring process.

According to survey responses, heads consider themselves to be the central leader and influencer with respect to the issue of DEI, with two-thirds (68.6%) of respondents using the following terms in their responses: lead, model, promote, support, champion, chief, important, tone, central, primary, vital, priority, critical. Responses like those reported in Table 9, therefore, are apt examples of a common trend.

Table 9: HOS Survey Question - Promoting DEI

Survey Question: What is the Head of School's role in promoting diversity, equity, and inclusion? (free response)
The Head must lead these efforts or they will fail.
To be the leader in promoting diversity, equity and inclusion. To recognize and alleviate racial discrimination and injustice.
The head sets the direction, sets the tone, and is an active/vocal supporter of and participant in DEI work.
I believe support has to come from the top down: through budget, practice, talk, and actions. People have to know that the Head is committed to DEI and is willing to support and foster it.
Diversity practitioner in chief
Chief Cultural Officer - I must consider Dei in every interaction and decision
As a white woman, my role is to learn about my own privilege, and to use it to provide resources and training for our community. I'm ultimately responsible for hiring at the school, so promoting the hiring of candidates of color is also part of that role
The HOS has to be the chief diversity officer whether the school has a director of dei or not
Head champion/cheerleader of diversity, equity and inclusion efforts.
It is the most important role we have. We have to educate for this century, not the last century.
The HOS needs to be the primary champion.
The Head must champion all aspects of developing a culturally competent community that ensures that DEI becomes as much a part of the culture as breathing.
As a Black Head of School and Founder, it is my job to help the school live its mission to be diverse, inclusive, and globally aware.
Model it. Educate. Open doors. Be courageous.
The HOS is the driver of DEI
Lead the way, and press others to see the need for growth in this arena
It starts at the top.
Lead the way and/or put the right people in charge.
Paramount. He/she is the leader in all regards

These survey responses correlate strongly with expert interviews and site visit data. One head suggested that DEI is omnipresent: “It comes up one way or another...it comes up when we talk about the diversity of the student population, it comes up when we talk about diversity of socioeconomics, in terms of who are here and how we support them, comes up when I talk about hiring...it's everything.” Similarly, at Agora, a school with a strong track record in increasing the racial diversity of its faculty, a senior administrator responsible for hiring shared that, in order to advance DEI, “it is critical to have someone who is a champion, and a decision maker. You can't just have an advocate in that role.” Given the distributed leadership model that exists in larger institutions like Agora and Crest, the head of School's senior leadership team also plays a similarly critical role in promoting DEI. A division director at the same school framed her role as a unifying messenger and a highly visible spokesperson for DEI:

“So, it is really important to my coordinator for equity and inclusion that I'm standing up in front of the faculty and I'm talking about these issues. Because, it shouldn't all be for her, you know, it's not her role to just always be that person, or if we have an issue that occurs. She shouldn't have to be the person.”

Leaders expect themselves and others to not only serve as advocates but also spokespeople and role models for this kind of work.

Conversations with heads reflected similar sentiments in terms of their own engagement with and leadership of DEI initiatives. One shared, “The reality is for equity and justice, particularly identity development and anti-bias training is part of what we see in the content of the curriculum so our goal is to not just find little pockets of time but we want to keep that as an ongoing thread.”

Another echoed the continuous nature of DEI professional development for all faculty and administrators: “[DEI work] just really it never ends. It's not, you know, we've done that. Now, it's a continuum, and you're always sort of building and as things come up and you realize, ‘Oh, okay, this is something that we hadn't thought of’....we use those type of opportunities in always learning and growing.”

Of course, heads, via the survey indicated that their own cultural competency and understanding of their own racial identity increased; similarly, a Head who was interviewed reflected on a recent DEI professional development experience:

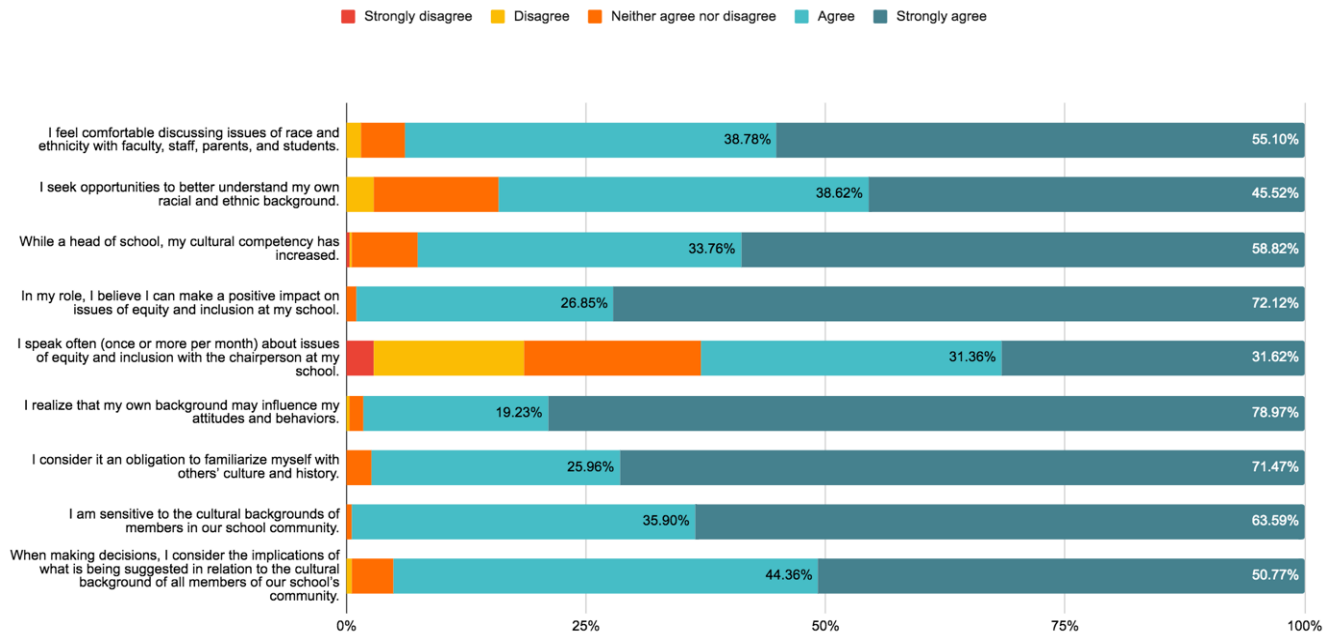
“Holy cow, I really do have some pretty significant blind spots, like you know, for myself...So it's been really eye opening and I don't think I'm alone in that.”

A majority of heads (80.1%) also report that diversity is included in their school’s strategic plan. Both the survey and interviews—with experts and at the school

sites—indicate that heads are engaging in conversations and initiatives related to DEI at a number of levels (i.e., personal, faculty, and leadership/administration).

Figure 5: HOS Agree/Disagree Statements - DEI

Q10 - How would you rate how much you, in your work as the school leader, agree to the following statements:



As indicated by survey responses, heads of school indicate a high-degree of comfort and familiarity in engaging with issues of diversity equity and inclusion (see Figure 5). More than 90% of heads strongly agreed or agreed with the following statements:

1. I feel comfortable discussing issues of race and ethnicity with faculty, staff, parents, and students. (93.9%)
2. While a head of school, my cultural competency has increased. (92.6%)
3. In my role, I believe I can make a positive impact on issues of equity and inclusion at my school. (98.8%)

4. I realize that my own background may influence my attitudes and behaviors. (98.2%)
5. I consider it an obligation to familiarize myself with others' culture and history. (97.4%)
6. I am sensitive to the cultural backgrounds of members in our school community. (99.5%)
7. When making decisions, I consider the implications of what is being suggested in relation to the cultural background of all members of our school's community. (95.1%)

8. I seek opportunities to better understand my own racial and ethnic background. (84.1%)

In their own self-assessment, heads believe that they not only feel equipped to address issues of DEI (1, 2, 4, 6, and 7), but that they have both the opportunity (3) and duty (5 and 8) to do so.

Furthermore, this self-reported comfort with engaging with the school community and oneself on topics of DEI dovetails with heads' reporting on their own professional development, a factor that may influence their self-perception. A majority of heads (70%) have received training—both formal and informal—or mentoring (62%) in DEI. In fact, only a small minority (15.9%) have received neither training nor mentoring. Six out of the 7 heads with whom we spoke referenced attending the People of Color Conference and/or the White Privilege conference. On the survey heads cited a number of other professional development experiences, including conferences, anti-bias training, institutes, advanced degree attainment, work with specific practitioners (Glenn Singleton, Steven Jones, Rosetta Lee, Howard Stevenson, Derrick Gay, Jack Hill, and Allison Park) and consulting groups (NEMNET, SEED, Diversity Quotient, AISNE, EAB, Visions, Diversity Directions), and workshops hosted by local independent school organizations.

Sessions at both the NAIS Annual Conference and POCC speak to the opportunities available to school leaders—as well as teachers—to engage in professional development in DEI.

Presentations on hiring for increasing diversity specifically included the following: “Connecting the Dots in Culturally Competent Leadership for Independent Schools: Climate, Recruitment, Hiring, Retention, and Accountability” (POCC); “Mastery Learning Journey for Culturally Responsive White Leaders: Measuring Position, Orientation, and Rate of Change”(NAIS AC); “Hiring Leaders of Color: Easier Said Than Done?” (POCC); “Breaking the Bonds of Bias in Hiring Practices” (NAIS AC). On the whole, a total of five sessions at POCC and three sessions at NAIS focused primarily on hiring from the lens of DEI.

In spite of their comfort and perceived engagement with DEI, only about half of schools employ a diversity practitioner (50.2%) and have a separate DEI mission statement (54.2%). In addition, less than half (43.7%) have a strategic plan specifically dedicated to DEI. All of these practices—ultimately guided by the leadership of the head and/or board—are among the “action items” that NAIS encourages all schools to employ (2017 NAIS Diversity Practitioner Survey: Action Items, 2017).

In terms of the kinds of challenges that heads face in the area of DEI, a minority (23.7%) of respondents referenced hiring, recruitment, and retention of teachers. In addition, an even smaller proportion (6%) of respondents, however, referenced hiring, recruitment, and retention when describing their particular role in promoting DEI. **Notably, teachers and other senior administrators who were interviewed referenced the limited role that heads of school played in their hiring process, as most of the hiring process was conducted by another administrator, such as a division director or dean of faculty.**

For instance, a division director at Agora explained that, when hiring teachers, another senior administrator posts the job, reviews resumes and conducts initial interviews, and eventually forwards the top 5-6 candidates to her for an on-campus interview process. In this process, the head is not directly involved, and, according to this division director, the other senior administrator “does a lot of the work.” The hiring process at Crest is not dissimilar, as “our principals usually are also coded as a hiring manager, so their resumes applications will always go to the hiring manager. And so in many cases the assistant principal and maybe department chair will also be listed.”

At a much smaller institution, however, like Fallon, the head of school does meet and interview candidates, but division

directors still play a significant role in bringing a candidate through the process to eventually meet with the head. Ultimately, a division director at Fallon explained, “I hire any teachers that work in the lower division.” Pressed further, she explained, “I make a recommendation to the Head of School, and then he takes over the hiring from that point, so having to do with salary and benefits and those kinds of things.” **What seems to be clear is that heads of school, whether directly or indirectly involved with hiring, rely on other senior leaders to search for, recruit, assess, and interview candidates prior to engaging in the hiring process.**

The primary concern of heads of school is the financial sustainability of their institutions. More pointedly, they and the boards to whom they report are centrally focused on enrollment. A board chair explained: “I mean, number, number one is, is frankly enrollment right, you come from a private school environment, [city] is a competitive market for private schools, and frankly the public schools have started to improve their game, and compete.” A TOC at that school echoed a similar sentiment, explaining the focus on enrollment: “Because we lost a lot of kids last year, [shaking head] we lost a lot of kids.” Even at schools with seemingly healthy enrollment and the ability to send many teachers to expensive conferences like POCC, the refrain was similar: “Right now, currently, [the priority] is enrollment.”

Q#2: How do schools with higher rates of recruitment and retention of teachers of color compare to schools with lower rates of recruitment and retention of teachers of color in the key areas of leadership practices, organizational culture and social networks?

The most effective heads are “champions” of diversity.

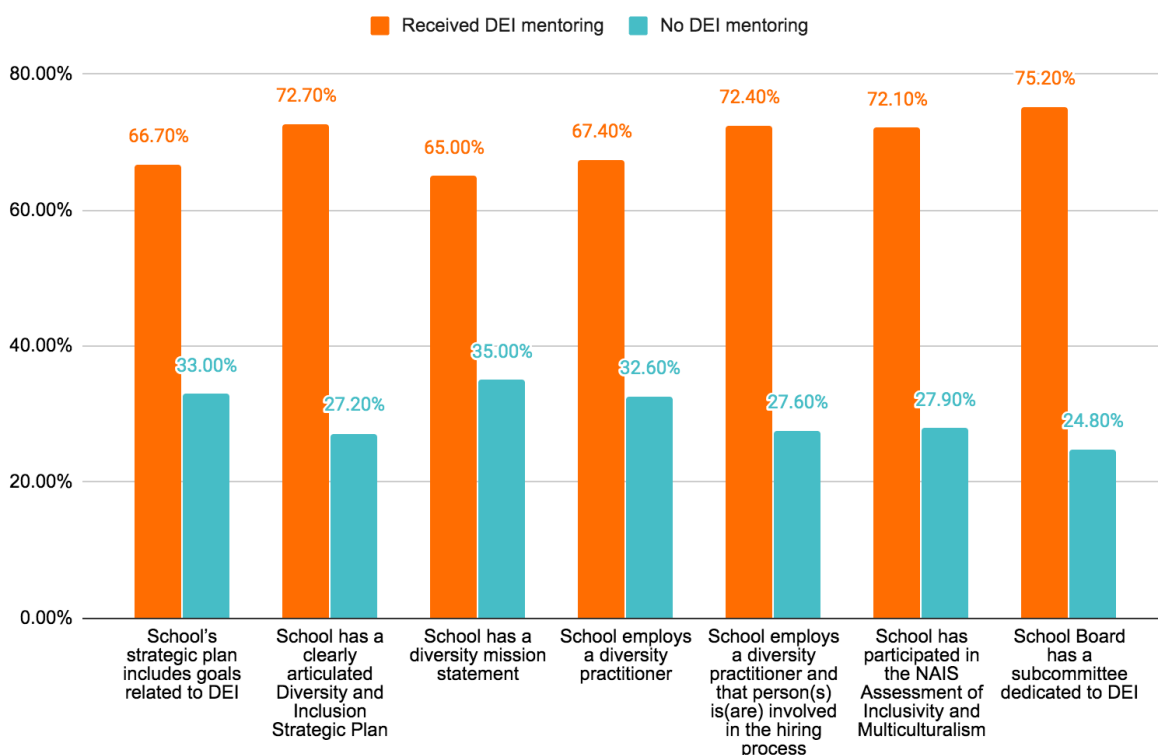
In addressing the second research question, we consider the practices that school leaders have undertaken and implemented that have positively or negatively impacted their recruitment and retention efforts for TOC. Every head we interviewed made clear that increasing the diversity of their faculty was a high priority; notably, to a certain extent, each of these heads have found success in hiring TOC. To do so, these heads have themselves engaged in and arranged professional development and training at their institutions. In addition, they and other school leaders have taken specific steps to increase the number of TOC on staff, including: increasing the hiring pool and engaging in anti-bias training, supporting professional development, and promoting faculty assessment. Collectively, these practices ensure a diverse applicant pool and fashion a culture of inclusivity in their institutions. Faculty at these institutions view heads as a driving force behind these initiatives and recognize where progress has been—and remains to be—made.

The survey data point to an array of interesting and important efforts and

strategies that correlate strongly with a head’s personal engagement with professional development. For instance, heads that have engaged in DEI-focused professional development—and mentoring – in particular, seem most likely to engage in the kinds of DEI best practices as suggested by NAIS (see Figure 6). Heads that received DEI mentoring were: twice as likely (66.7% to 33.3%) to report that their school’s strategic plans included goals related to DEI; nearly three times as likely to have a clearly articulated Diversity and Inclusion Strategic Plan (72.7% to 27.2%); nearly twice as likely to have a diversity mission statement (65% to 35%); twice as likely to employ a diversity practitioner (67.4% to 32.6%); nearly three times as likely (72.4% to 27.6%) to include that diversity practitioner in hiring practices; nearly three times as likely (72.1% to 27.9%) to participate in the NAIS Assessment of Inclusivity and Multiculturalism; and three times as likely to be at a school where the Board has a subcommittee dedicated to DEI (75.2% to 24.8%).

Figure 6: DEI Mentoring and Implementation of Best Practices

Impact of DEI Mentoring and Implementation of DEI Best Practices



Site visits and interviews also suggested that heads—and teachers—are aware of areas of needed growth in leaders’ DEI practices, and heads are responding by seeking out additional and attainable growth opportunities. One TOC at Crest shared that some leaders were “a work in progress” but that “they’re aware that they need to work on it and they have an open mindset.” A white teacher at the same institution reported a similar assessment: “I think that they’ve made significant efforts to try to educate themselves as much as possible in different areas.” An administrator at Fallon believes that her school’s DEI

professional development has allowed the head, who is white, to have a much richer and nuanced understanding of his own race, and he is continuing to develop in this area. Another head remarked, “I have to check myself continuously” when reviewing resumes, and she is currently reviewing job postings with an eye to attract a more diverse candidate pool. Reflecting the notion that growth in DEI is never complete, these heads have committed to hosting multiple DEI training and professional development opportunities for themselves and faculty each year.

Heads consider developing their teachers as a central responsibility, as one head shared, “My job is to help people realize their dreams and potential.” Importantly, at two site visits, Crest and Agora, the leadership practices included formal leadership development programs that were particularly geared for teachers. Though Somerset had no formal leadership development program, all teachers interviewed, including TOC, referenced a number of other roles, including leadership positions, that they held. Specific leadership programs may be directed by the head, as was shared by administrators at both Crest and Agora. A division director at Agora, saw leadership as a core value that unified its large organization: “we sometimes think of ourselves as a leadership academy.” This sentiment was echoed by another administrator there who said:

“Our primary goal is to build a culture of ‘everyone’s a leader.’ No matter what position you’re in you’re leading in some capacity. Either you’re on a team and you’re a member of a team in which your responsibility is to work and lead the team. If you’re in the classroom working with a group of 20 students you’re leading that classroom.”

The same administrator explained that the purpose of the program is to build leaders, and he also shared that it may serve as a way to retain employees at the school. According to the head at Crest, a “diverse” cohort of teachers from a

variety of professional backgrounds apply for the program and ultimately complete projects related to the work of the school. Similar to Agora, the focus of the program is “about being a leader in place, whatever your role here is...you are a leader,” Notably, no TOC at Crest mentioned their participation in the leadership development program.

Inclusivity sells. The efforts to recruit and retain TOC and build cultures of inclusivity can foster a positive feedback loop that becomes a selling point for the school. School leadership and heads, in particular, are perceived to play a significant role in the hiring process—even if indirect—and, for those heads seen as “champions,” such a perception may encourage TOC to apply. Regardless of their level of engagement in the hiring process, the head of school can serve as a sort of proxy for the inclusive nature of the school itself. When ‘selling’ the school to potential candidates, a hiring manager at Crest said, “I talked about [our head] and how he’s phenomenal and an authentic leader and you want to follow him...they also embrace diversity they embrace differences thought, and everyone is welcome at the table.” Negative perceptions of school leadership, however, can have the opposite effect.

Challenges persist. Even at schools employing a high proportion of TOC-like those that were visited—not all faculty or administrators sense clear direction from the head or other senior leaders on DEI.

The perceived absence of strong advocacy on those issues is noticed, felt, and challenging for all teachers and, in particular, TOC. One TOC at Somerset remarked:

“if it’s not there then where else and then it gets lost and so it’s that, you know, top down, support that from leadership that I think is lacking which is being very difficult to move forward and then, then it gets placed on the shoulders of the very few faculty of color that take that torch and that is a lot to put on a few people.”

A TOC at Fallon referenced an absence of awareness in leadership: “I just think that they don’t understand a lot of their staff that are different.” The lack of clarity at the senior levels of leadership is also apparent. A division director at Somerset had difficulty recalling details about teachers leading diversity and inclusion:

“I do know that we actually have a couple of teachers who are, who receive a stipend to help, you know, facilitate professional learning around the topics we have. We have to have like a title that goes along with that; they may be like DI coordinators or I don’t know, that’s a great question.”

A teacher at Somerset described the DEI work as “kind of a blind leading the blind scenario.” Even at Crest, where teachers collectively praised the leadership for its work in this area and have described senior administrators as “genuinely car[ing],” providing clarity on these initiatives proves to be challenging. One

teacher there suggested the following: “instead of trying to focus on things that we may be areas that we really need to focus on, I think sometimes we spread ourselves too thin trying to do everything.”

A common refrain amongst nearly all heads interviewed, including the “experts,” was the perceived importance of working with a diverse board of trustees. In fact, every head of school interviewed commented on the importance of having a diverse board, or one that reflected the population of the school. One head explained, “It goes into what does the board look like because it has to start there.” Another has actively worked with his board to include diversity practitioners and DEI scholars. Board members interviewed at Fallon shared a new initiative focused on increasing the diversity of the board in a number of areas, including race and ethnicity. This was a sea-change from what they called “a good old boys network.” In addition to the demographic and professional composition of the board, heads shared the need to have board committees or practices engage directly with issues related to DEI at the school. The head at Crest saw the work of a temporary board taskforce to be so “valuable that it needed to be made a permanent committee of the board.” As a result of this addition, this head believes the board has made progress, and “now they’re discussing [DEI] at every meeting.” While one head commented, “there’s some sort

of...thread” of DEI at every meeting, another head has made sure DEI frames decisions, therein serving as the common thread linking board committees together:

“We have a series of equity and justice questions for every board committee, so whenever we make a decision we sort of have a checklist of things we have to make sure we have considered, and that's been really helpful. And, we do the same thing in our admin...before we decide something, we say, ‘okay, let's just pause, are we looking at this, you know, who's in the room making this decision, is there anybody missing that should be here..how's this decision impacting our most vulnerable populations.”

The heads interviewed so consistently emphasized the role of the board in the area of DEI that, though the direct impact of the board's demographic composition or practices on hiring and retaining TOC is somewhat opaque, we found compelling evidence that these schools' success in increasing their proportion of TOC may be related to having leaders invested in the work of DEI at the highest levels of the school.

Heads and other school leaders continue to think about ways in which their hiring and retention processes might be improved so as to continue to develop an inclusive culture at their institutions. Some heads referenced the role that many can play in the recruitment and hiring processes, with one head remarking, “You have to pay to play, you know?” Another

head lamented that hiring outside his state is challenging because of the cost of living in his home state, while a head explained that the cost of search consultants was steep. Given the attractive and seemingly small number of candidates of color, one head simply stated, “We can afford them.” Beyond salary, heads are looking at their pools of candidates and the hiring process itself. In spite of their considerable success in hiring more TOC, a hiring manager at Crest wondered aloud, “I think the pool could be bigger, like I do think our applicant pool, or it's nice it's manageable. I wonder, are we really casting a wide enough net, are we really reaching the top talent.” The head at Somerset hopes to create clearer metrics for assessing the cultural competency of candidates. This may mean “we have some role playing and we have folks coming in and actually doing things, doing skills so that you can get a sense of how they handle certain things. I think we would have to really look at our interviewing and think about different scenarios or different things that we can pose to candidates that would, you know, have some of the (DEI) nuances in there.” In terms of retention, both teachers and an administrator at Crest also remarked that DEI committees could be leveraged more to advance the institution's goal of becoming more inclusive. Heads at multiple institutions shared candidly a desire to increase the diversity of board members, as both an optical and real demonstration of the

school's commitment to DEI. In addition, a number of heads expressed their desire to send as many faculty members as possible

to POCC each year, though many also noted that cost was a limiting factor in being able to do so.

Organizational Culture

Q #1: How do leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools?

A Culturally Competent Community is Key

After teachers are recruited and hired, schools must create environments which are welcoming and supportive. Data collected in interviews and in the head of school survey reveal important findings around the relationship between recruitment and retention strategies and the ongoing need for a school to develop and support a culturally competent faculty and staff.

Most heads interviewed for this Capstone report work in schools with a diverse faculty and staff as identified by NAIS. Heads who were surveyed represented a broader range of schools, some of which may identify themselves as diverse and others not nearly as diverse as they would like to be. Heads were asked to assess the level of cultural competency of their faculty and staff and ways in which their schools have contributed to the development of diverse, equitable and inclusive school cultures. The survey was designed to assess the degree to which heads practice culturally responsive leadership.

Forty-three percent of heads surveyed had conducted a cultural competency or diversity assessment while 57% of schools had not conducted such an assessment. When these heads were asked whether they believed their faculty and staff were culturally competent, 44% agreed and 15% disagreed with the statement. A surprising 41% neither agreed or disagreed with the statement, one of the highest percentages of any statement asked on the survey.

To understand more distinctly how heads perceived cultural competency, the survey asked the open-ended question, "What does cultural competency mean to you?" Of the 234 written responses received, only 82 (or 35%) identified their own self-awareness as important in understanding the cultures of others (see Table 10). The majority of responses indicated the importance of respecting, supporting, or appreciating the cultures and beliefs of others without acknowledging the importance of understanding one's own biases and cultural identity. These

findings differed significantly with the findings from heads—whose self-awareness and desire to openly speak about DEI issues was more evident. This may be due to the in-depth nature of the interviews but it may also be attributed to the importance and centrality DEI work

plays in the lives of these heads of school. These heads spoke at length about the numerous faculty and board training their schools have implemented and the centrality DEI plays in the missions of their schools.

Table 10: HOS Survey Question - Cultural Competency

Heads of School Survey Question: What does cultural competency mean to you? Selected Responses
<p>“Being able to effectively communicate across a range of cultures with understanding, appreciation, and respect for cultural differences. This includes the self-awareness of one’s own cultural paradigm and how that affects interactions with other cultures.”</p>
<p>“First of all, cultural competency means being aware of one’s blind spots and working to overcome them. To become more culturally literate, it is also necessary to seek out thinkers, writers, lecturers on topics of interest to each affinity group - especially those that challenge my own view.”</p>
<p>“Awareness of self, including recognition of own identities, cultural norms, assumptions, blind spots and habitual perspectives. Awareness of others, including the visible and invisible identities, the assumptions and biases through which we view others, the horizons of our empathy and the potential difference between our intention and our impact.”</p>
<p>“The ability to understand one’s own social identity, that of others, and the implications of both in the cultural context of our independent, international, bilingual school.”</p>
<p>“Awareness of one’s own cultural identity and the ways in which it influences one’s experiences in the world and interactions with others; a deep and ongoing commitment to learning about others’ cultural identities; confronting abuse of power and bias at the individual, interpersonal, and institutional levels.”</p>
<p>“Cultural competency involves the awareness and understanding of differences in cultural backgrounds and their power to shape responses and attitudes in a variety of settings. It also involves a sensitivity towards these differences and a recognition of one’s own cultural identity.”</p>

To understand further the relationship between having a diverse faculty and staff who are culturally competent and the head’s perception on how to develop and train that faculty and staff, Pearson correlation coefficients were performed with the survey data. While a positive correlation was found between these

variables (see Table 11), the relationship was weak. Put differently, heads that believe their faculty and staff are culturally competent are somewhat likely to lead ongoing cultural competency training for faculty and staff, the administrative team, and hiring managers and human resources employees.

Table 11: Correlation Cultural Competency & Training and Development

Correlation between the Belief that Faculty and Staff are Culturally Competent and Training and Development	
Question: “To what extent do you agree there is...”	r
Ongoing Faculty and Staff Cultural Competency Training and Development	.33
Ongoing Cultural Competency Training and Development for the Administrative Team	.33
Ongoing Cultural Competency Training and Development for Hiring Managers and Human Resource Employees	.29

Retention of TOC

Retention of faculty involves specific programming related to DEI during the on-boarding process and in professional expectations. Heads and senior administrators lead and execute these efforts. One head hired an “adult diversity practitioner” whose focus is on faculty and the parent community, and this employee facilitates affinity groups for both constituencies. At Crest, all new teachers engage in an orientation that focuses on diversity training. One teacher explained, “we went through like three days of diversity training before we ever

even started like our Crest experience together... we came in knowing that was an expectation that we were, you know, a diverse community who supported each other and it was okay to make mistakes but that we needed to learn and grow and continue that way.” All teachers are encouraged—though not required—to participate in division-wide DEI committees, and administrators are expected to attend POCC on a semi-regular basis. Another head interviewed shared that his school also emphasizes DEI during its faculty on-boarding process; in

addition, his school requires all hiring committee members to engage in cultural competence training before participating on a hiring committee, and part of the faculty evaluation process includes a DEI component so as to ensure that every faculty member is engaged in those conversations. Many heads discussed their formal mentorship programs that are put in place for new teachers. One DEI director shared the importance of making the right mentor-mentee match and that teachers of color may benefit from several mentors, including a mentor of color. Other heads referenced annual and semi-annual DEI professional development for all faculty during in-service days.

For heads, ongoing professional development was seen as a retention tool that demonstrated to TOC that they were not just playing lip service to DEI; instead, DEI is a core institutional priority, attitude, and behavior for teachers and leaders alike.

Affirmation and support to retain teachers of color go beyond facilitating a culturally competent faculty and staff; it also includes providing affirmation and multiple support structures such as the mentoring programs mentioned above.

One DEI director identified the importance of affirming the job performance of TOC. She went on to share that it takes a lot longer for a TOC to feel as if he/she belongs in a predominantly white culture.

“Teachers of color are held to a much higher level of scrutiny and they feel that one mistake will get them in trouble with the parents or other faculty members.”

In order to provide this needed support, the school recently added “Give affirmation to new teachers” as part of a checklist for teacher supervisors such as department chairs or other faculty supervisors. Culturally responsive administrators understood the need to ensure teachers of color belonged. The upper school director at Agora asserted her desire that teachers of color “be able to bring their whole selves to work.” One head reiterated the same sentiment during her candidate interviews as she said she constantly wondered whether candidates are able to be their true selves at work.

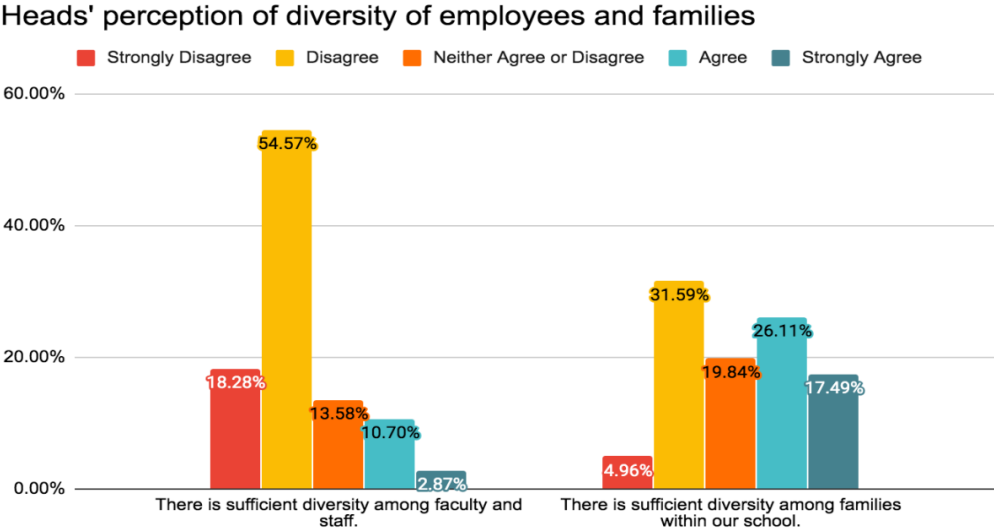
Q#2: How do schools with higher rates of recruitment and retention of teachers of color compare to schools with lower rates of recruitment and retention of teachers of color in the key areas of leadership practices, organizational culture and social networks?

Intentional Hiring Practices - “It Just Takes Longer”

Survey data reveal the importance of taking an intentional approach to creating an organizational culture that welcomes TOC. Schools that are successful in recruiting and retaining TOC are deliberate and strategic in their hiring practices, set recruitment goals and view the diversification of faculty as beneficial to their entire community. These schools view the need to have a strategic, long-term approach to hiring TOC. Regardless of their role in the hiring process, generally speaking, heads of school set the hiring expectations and DEI goals. School data from the heads of school survey reveal a disconnect between DEI

goals and how to achieve those goals. When asked whether their schools have sufficient diversity among faculty and staff, only 14% of heads surveyed agreed or strongly agreed that the level of diversity was satisfactory while 73% of heads disagreed or strongly disagreed that the level of diversity was satisfactory (see Figure 7). When asked whether they were satisfied with the level of diversity among families at their school, heads showed an increased level of satisfaction with 44% expressing satisfaction or strong satisfaction and 37% dissatisfaction or strong dissatisfaction.

Figure 7: HOS Perception - Diversity of Employees and Families



Successful schools develop hiring practices that demonstrate a long-term commitment to the recruitment and retention of TOC. They realize the necessity to create intentional goals and to infuse hiring practices and policies into their institutions that clearly articulate these goals throughout their entire community. When heads of school were asked in the survey whether their schools have effective hiring policies and practices in place to attract, recruit and retain a diverse faculty and staff, only 45% of heads surveyed affirmed having effective policies and practices with 35% admitting to not having effective policies and practices in place.

A strong correlation (see Table 12) was found in the survey between schools with effective hiring policies and practices in place and those heads that believe their school reflects a sufficient level of diversity.

An administrator responsible for hiring at Agora explained that it takes longer to hire faculty of color and then shared more about the steps his school took to improve the diversity of his faculty: “I would say that the story our data would basically show is we invested—10 years ago—resources, time, and building up a core critical mass of, in this case teachers of color, that has allowed us to use this core as networking and also use that [for] hiring because teachers have come in, they're not the only person that identifier,

but it becomes more welcoming.” When asked about what was meant by time and resources, this hiring manager shared that he had attended professional development workshops focused on anti-bias training as well as slowing down the application process so as to increase the pool of candidates for each round of the hiring process and conducting more video interviews.

A division head at the same school affirmed the importance of intentionality, saying, “if you're going to find people you need to go to the places where those people are and it may take two or three years of developing relationships”

Both of these administrators explained that “finding” strong candidates of color meant using resources—like networks and minority search firms—in addition to consulting agencies. Four heads interviewed shared that a diversity practitioner is always placed on every hiring committee to ensure DEI conversations are at the core of the interview process. Targeting certain need areas is another strategy schools have used to diversify their faculty. The head at Somerset was acutely aware of areas—such as English and Visual Arts—where diversity was lacking; as such, when an English position became available, she made hiring a TOC a clear goal, and the school met its goal in hiring a TOC for that position.

Table 12: Correlation between Effective Policies and Internal Practices

Correlation between Effective Policies and Practices to Attract, Recruit and Retain a Diverse Faculty and Staff & Internal Practices	
Question: “To what extent do you agree there is...”	r
Sufficient diversity among the faculty and staff	.50
Sufficient compensation for faculty and staff to recruit faculty and staff of color	.37
Sufficient compensation for faculty and staff to retain faculty and staff of color	.37

Interview data also reveals that training those involved at all levels of hiring increases the likelihood of successfully recruiting more teachers of color. The hiring manager at Agora shared, “we've done a lot of work with our department chairs of understanding that the hiring practices are different.” A head shared that when forming a hiring committee, certain practices are in place. For example, the hiring committee chair begins the hiring process by leading a discussion on implicit biases committee members may have that may impact that particular hire. She went on to explain how each hiring committee creates a rubric for their search and evaluates each candidate based on the rubric. One DEI practitioner shared how her role in hiring has expanded over the years; she remarked, “I am involved in the process of hiring and recruiting teachers. Four years ago we rewrote teacher hiring protocols. We are doing this again now for staff. Each of the divisional

leaders and I attend all hiring fairs - divide it up. The expectation is that all faculty and leadership positions will meet with me. I interview the candidate and if I am not available, I designate someone from our DEI committee. We have a specific set of questions we ask.” Another head shared that all hiring managers at her school are trained in cultural competency, standardized questions are used for all hires and that there is intentionality about ensuring a variety of backgrounds are represented in the candidate pool and the interview rounds. She observed that when assessing a candidate’s strengths, the school looks closely at all aspects of a candidate’s qualifications and disaggregates their strengths separately.

To assist schools in reaching their goals, specialized hiring firms such as NEMNET, Strategenius and East Ed have hosted job fairs, led workshops and provided consulting to assist independent schools in recruiting TOC. In November 2019, the

Association of Independent Schools of Greater Washington sponsored a NEMNET workshop for its members entitled, Overcoming Obstacles to Recruiting Minority Teachers, Administrators and Coaches, during which its founder, Warren Reid, shared best practices in hiring TOC. His belief is that the most important factor in a minority candidate's decision to take a

position is the school's commitment to diversity. Why a teacher will stay in his/her position is most determined by the support network the teacher finds at the school. Mr. Reid's belief is also shared by many hiring managers interviewed who asserted that schools must cast a wider net for candidates and expect the process to take longer.

Organizational Culture

RQ#2: Intentional Hiring Practices "It Just Takes Longer"

"If you're going to find people you need to go to the places where those people are and **it may take two or three years** of developing relationships."

"I would say that the story of our data would basically show is **we invested - 10 years ago - resources, time** and building up a core critical mass of, in this case, teachers of color, that has allowed us to use this core as networking."



Social Networks

Q#1: How do leadership practices, organizational culture and social networks impact the recruitment and retention of teachers of color in independent schools?

POCC and Interconnected Circles of Community

Interviews with teachers, senior administrators and heads of color reveal the important influence of their independent school social network in developing a strong support system in an otherwise predominantly white and privileged context. Many consider these informal networks critical to their entrance into and their longevity in the independent school world.

One central experience crucial in independent school social network development is participation in the People of Color Conference (POCC) whose central mission is “to provide a safe space for leadership, professional development, and networking for people of color and allies of all backgrounds in independent schools” (NAIS, About NAIS POCC, n.d.). The 2019 conference program further elaborates on the critical role networking serves at the conference by explaining to first-time attendees

For decades, POCC has nourished and sustained people of color in independent schools. By accepting long-practiced community norms, attendees, speakers, presenters, and staff help create a space that lifts up, protects, and affirms the dignity and lived experience of people of color in our schools and society. As a conference participant, you have the opportunity to embody interactional principles that advance equity. You also form connections with others who remain committed to creating and sustaining independent school communities in which people of color can thrive.

(NAIS POCC Program, 2019, 4).

By encouraging and supporting their TOC, NAIS plays a critical role in establishing independent school social networks.

All NAIS-recommended interviewees had attended POCC numerous times, some for decades, and actively participated in the planning and implementation of the conference or the corresponding Student Diversity Leadership Conference (SDLC). Many of the teachers and administrators



of color interviewed on site visits also identified attending and/or playing a leadership role in POCC. If they had not attended, they were well aware of the central role POCC plays in the lives of independent school people of color.

Of the heads surveyed, 16.5% indicated attending POCC as part of DEI training received. Only 6% indicated attending the Equity Seminar on Culturally Responsive Hiring that is offered at POCC.

The support network for teachers/administrators of color at POCC is critical for many attendees. An administrator of color at Somerset described POCC as “a space to reconnect with other people of diverse backgrounds being at schools often that are primarily Caucasian and not having a lot of representation of other cultures, so it was almost in some ways a mini reunion with people from different experiences that have become friends with.”

A white administrator at Agora shared, “POCC is a great networking opportunity, certainly for our faculty of color. They have a great affinity for the conference as a place to network with people who are in the same experience that they are and so that's very important.”

Teachers concurred with this observation. One TOC remarked,

“it was a life changer, I walked away feeling heavy, but also empowered at the same time and

fueled with more energy to know, it may sound cheesy, and make change.”

Another teacher expressed a sense of belonging,

“Yeah, absolutely life changing for me. I'm mixed black and white and never in my life have I felt comfortable. You know, not black enough not white enough not this, not that enough. So being there and seeing in the affinity space 300 other biracial people with curly hair like mine with skin like mine, men and women. Never in my life have I been in a situation.”

Several other TOC also expressed the importance of the affinity group experience. One remarked, “for me, it feels like a homecoming.”

Another said, “It took me back to my days at Howard... educators who look like you, who experienced some of the same things you have, and maybe didn't have a space to talk about it because you thought it was just in your head and at times thought, well, maybe it's just me.” These teachers affirmed the importance of POCC in their professional and personal lives.

Another important aspect of POCC is its professional development opportunities. According to the NAIS-POCC website:

With seminars, a master class, and more than 100 workshops on diverse topics relevant to people of color in independent schools, POCC equips educators at every level, from teachers to trustees with new skills. You'll leave with knowledge and experiences to improve the interracial, interethnic, and intercultural climate in your school, which will have a positive impact on the academic, social-emotional, and workplace performance outcomes for students and adults alike.

This year's conference provided the more than 4,500 adult participants a number of opportunities to learn more about best practices around recruiting and retaining teachers of color. In all, four sessions were offered: one full-day equity session and four one-hour fifteen minute workshops (see Table 13). In contrast, the NAIS Annual Conference, attended by more than 4,600 adult participants provided attendees with only two one-hour sessions.

A few interviewees expressed the benefits of attending professional development workshops at POCC. An administrator of color at Somerset shared of her attendance over the years, "Certainly there are lots of workshops and training sessions whether it had to do with curriculum with leadership with bias or what have you, things that were both professionally edifying but also things that I can bring back to my schools where I served at different times." However, most of the times interviewees noted the social networking importance of POCC as did a head of color, "I have an opportunity [at POCC] now to really engage in conversations with my peers, who are you know heads of color, and are able to have some fellowship and think about ways to strengthen each other." This head went on to describe how her participation in POCC has evolved and changed as she has developed as a leader.

Table 13: Professional Development Workshops at POCC and Annual Conference

Professional Development Workshops to Assist NAIS Schools in Recruiting and Retaining Teachers of Color 2019-20 Conferences	
POCC December 2019	Annual Conference February 2020
Equity Seminar: Connecting the Dots in Culturally Competent Leadership for Independent Schools: Climate, Recruitment, Hiring, Retention, and Accountability (9 hours)	Breaking the Bonds of Bias in Hiring Practices (1 hour)
Hiring Leaders of Color: Easier Said Than Done? (1 hour 15 minutes)	Your People Are Your Legacy: Intentionally Crafting School Culture Through Hiring Practices (1 hour)
Keeping the Promise: Designing a Professional Growth Plan for Retention of Faculty of Color (1 hour 15 minutes)	
MENTORSHIP: Taking Matters Into Our Own Hands (1 hour 15 minutes)	
A New Prescription for Your Lens on Hiring: Attracting and Retaining Faculty of Color (1 hour 15 minutes)	

The networking potential of POCC extends to hiring firms as well. Independent school search firms have always had a major presence at the NAIS Annual Conference, where these firms serve as matchmakers and facilitate multi-day interviews between administrator and teacher candidates and schools. Their presence is also apparent at POCC where search firms serve as exhibitors and sponsors of the conference (see Figure 8). With fewer

exhibitors at POCC than at the Annual Conference, the presence of search firms at POCC is conspicuous (see Appendix D and E). One placement firm specializing in the recruitment of teachers of color was at odds with allowing recruitment firms to take an active role at POCC. He shared:

“To be frank, it is our belief that POCC has moved toward being a recruitment venue. We are at odds with that because [the people who

attend are] already in independent schools. The idea that we would be playing musical chairs is not our focus. The idea that one of our schools would send someone to POCC and that faculty members would leverage this to find employment does not always feel just. You will not see us, like our

competitors, recruit the talent already present. Philosophically, we struggle with that. We prefer to be involved to conduct workshops. That feels good, right, just.”

This recruiter pointed out their firm had delivered workshops at past conferences but did not attend the 2019 POCC.

Figure 8: POCC and Annual Conference Sponsors

<p>NAIS POCC 2019 Sponsors From NAIS POCC Program Guide 2019</p>	<p>NAIS 2020 Annual Conference Sponsors From NAIS Annual Conference Program Guide 2020</p>
 <p>The graphic for NAIS POCC 2019 Sponsors features the word "SPONSORS" in large green letters at the top, followed by "THANK YOU TO OUR GENEROUS SPONSORS" in smaller teal letters. Below this, there are five horizontal bars representing sponsorship levels: PLATINUM (orange), GOLD (yellow), SILVER (light blue), BRONZE (green), and COPPER (teal). Each bar contains logos for sponsors at that level. Platinum sponsors include JONES (OVER 20 YEARS OF DEVELOPING LEADERS). Gold sponsors include RG 175 (Change as Opportunity) and strategenius. Silver sponsors include Carney Sandoe & ASSOCIATES and EDI (EDUCATOR'S ALLY). Bronze sponsors include CalWest (EDUCATORS PLACEMENT*) and TIAA (WELLNESS SPONSOR). Copper sponsors include THE GLASGOW GROUP LLC and POLYANNA (Every Voice Matters).</p>	 <p>The graphic for NAIS 2020 Annual Conference Sponsors features the word "SPONSORS" in large green letters at the top. Below this, there are four horizontal bars representing sponsorship levels: DIAMOND (red), PLATINUM (orange), SILVER (light blue), and COPPER (teal). Each bar contains logos for sponsors at that level. Diamond sponsors include ATOMS PLACEMENT SERVICES. Platinum sponsors include ism® and DEWAR (Since 1930). Silver sponsors include TIAA. Copper sponsors include SAUL EWING ARNSTEIN & LEHR, BENDINGER NECKWEAR, and EXQ (Infinite Knots How for EXQ).</p>

Q#2: How do schools with higher rates of recruitment and retention of teachers of color compare to schools with lower rates of recruitment and retention of teachers of color in the key areas of leadership practices, organizational culture and social networks?

Chatter and Feelers: “That’s the School I Want to Be At!”

Interviews with teachers, senior administrators and heads of color reveal the importance of their independent school social networks in identifying job opportunities and whether the organizational culture of a school can provide the types of support needed for TOC. The importance of POCC as a place of social networking came up again. One TOC remarked,

“When I go to POCC, it reminds me how far along we are. Because I always run into people, a lot of people who say ‘oh my god you go to Crest that’s the school, the one I want to be at.’”

This teacher went on to explain that her school consistently sends twenty plus staff members to POCC and pays for all expenses to the conference and provides class coverage. She pointed out that several of her colleagues at the conference are expected to use vacation days and pay for their own expenses.

When looking for a specific position, two-thirds of TOC interviewed stated they had found their positions through the use of

social networks. One teacher shared, “For me it was through acquaintances who worked at Crest who had shared that there was an English teacher position open in the Upper School.” Another teacher remembered that her present school had partnered with her former school in Venezuela for Spanish language immersions/exchanges and she had noted the school was a place she would want her kids to attend if ever they moved to that city. Two more teachers at the same school shared their experience using social networks to find their positions. One, before moving to her present city location had asked a friend which independent school had a diverse faculty. Another had a child at the school and was encouraged by the child’s teacher to apply for a position at the school.

While TOC acknowledge the importance of social networks, so do the schools themselves. An administrator of color at Agora remarked about the closeness of the independent school community: “But again, we talked about you know the seemingly two degrees of separation in the world of independent schools.” The hiring manager at Agora shared the importance of utilizing networks of newly hired teachers, who he routinely asks,

“Tell me three people, the best teachers I should talk to.’ It doesn't matter if we have an opening, their networks are still very active in a way that once you are here over five years, your networks don't tend to be as external facing as some of the networks of teachers.”

Another administrator at a different school concurred, stating, “One of the major ways to recruit faculty and staff of color is word of mouth, and you have to create a critical mass of people so that they are feeling like, 'Oh, my friend should work here or I know somebody else who does not love to not be the only person of X-race at their school.’” Having a mass of TOC at a school may even attract leadership to a school as one head stated this is what attracted her to her present position. This same head acknowledged her use of the POCC listserv when looking to hire additional TOC.

These schools also acknowledged the changing nature of the role of search firms

in the independent school world. One administrator pointed out when they first began to work at an independent school, the use of search firms was the only way a majority of schools found their candidates. The administrator went on to say, “This is not a way to find, you know candidates, particularly if we're looking for faculty of color or looking at how to sort of grow the diverse faculty.” Another administrator agreed with this observation and shared that they do not get the most diverse pool of candidates when they had used mainstream search firms; however, when using search firms that specialize in recruiting TOC, they were more successful. She remarked that search firms with people of color on their teams tend to be broader and more multifaceted in the way they think about hiring and in particular, are more likely to embrace the benefits of using non-traditional channels to identify potential TOC candidates.

7. Discussion

Leadership

One of our most definitive findings suggests that heads consider their role in DEI activities to be among the most important responsibilities they hold. This key finding is aligned with what the extant literature suggests ought to be the case. Along with the NAIS Principles of Good Practice (2020), Brosnan (2001) argues that heads of school should play a central role, as most of the suggestions offered in his assessment on how to best increase the recruitment and retention of TOC include action items that can be taken directly by the head. For one, the head “must make sure everyone understands the mission” as it relates to hiring TOC by “point[ing] to the practical reasons and moral imperatives driving diversification” (Brosnan, 2001, p. 480-1). Similar to heads who call themselves the “chief diversity officer” or “champion” of diversity, Brosnan (2001) goes on to call the head the “part cheerleader...helping everyone in the school understand that hiring people of color is an institutional priority” (p. 481). On the whole, Brosnan (2001) asserts that heads must be “uncompromising” in their support for DEI (p. 481), a sentiment echoed by heads in survey responses and through interviews. Likewise, Kane & Orsini (2003) found a strong correlation among the support felt by TOC and “the degree to which

institutional leaders were committed to discussing issues of diversity” (p. 95). Put simply, heads’ perception of their role is not unlike what the literature recommends.

Nevertheless, the gap exists separating what ought to be and what is. Schools should employ diversity practitioners who work in tandem with heads in leading DEI initiatives and also serve on hiring committees (Brosnan, 2015), but data from this study and another suggests that role remains unfilled. Survey data from both Torres (2015) and this study aptly demonstrated areas where growth has been slow or even stagnant: 44% of our survey’s respondents and 45% of Torre’s (2015) respondents shared that their school had a strategic plan specifically for DEI. Interesting, a similar proportion of diversity practitioners were involved in the hiring process: 60% of heads in our study included diversity practitioners in the hiring process and 69% of diversity practitioners in the Torres (2015) study were involved in their school’s hiring process. In spite of the Principles of Good Practice (2020) stating, “The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams” (p. 12), little progress has been made in the four years since the Torres (2015) study.

The role of heads in the hiring process continues to vary considerably from school to school. In their case study of independent schools in New York City, Kane & Orsini (2003) indicated that heads may provide overarching goals, but their direct involvement in or orchestration of the hiring process was inconsistent. Likewise, the role of the head in hiring at site visit schools was not only different at each school, but, according to the teachers interviewed, the head's role differed within the school. That is, some teachers within the same school reported different forms and duration of engagement with the head as part of their hiring process. Some of those differences may be attributed to changes in leadership, the nature of the hire (e.g., an 'emergency' requiring an immediate hire), and schools' ongoing efforts to develop clear and equitable hiring practices aligned with Principles of Good Practice (2020).

Overwhelmingly, heads in our study reported their engagement with and leadership of professional development in the area of DEI. In doing so, school leaders appear to be actively aligning themselves and their school with the Principles of Good Practice (2020) and Coleman & Stevenson's (2013) argument that simply increasing dialogue about diversity is not enough to truly lead change. Heads are seeking what Brown & Greenwood's (2010) call "a school's genuine commitment to diversity" so as to develop more culturally competent communities (Khalifa, 2019). Interviews suggest that

doing so creates a culture and reputation that becomes one of the "most compelling factors for most candidates of color when choosing their place of employment" (p. 59). A similar trend was noted in interviews with teachers who "knew" about schools because of their DEI work. As reflected in teacher interviews and suggested by Brosnan (2001) and Kane & Orsini (2003), school's that engage in purposeful and effective discussions of issues related to DEI are also becoming more attractive to TOC. School leaders that collaborate with DEI consulting groups and engage in professional development can create more welcoming and positive work environments, thereby attracting and retaining TOC (Gu, et al, 2013). With minor exceptions, interviews with white teachers and TOC both indicated a strong preference for school leaders to continue to support these ongoing efforts. Those who expressed frustration were less repelled by the substance of DEI-focused conversations and more concerned with how those discussions or workshops were delivered.

Though TOC in another study (Tyler, 2016) shared that they cannot expect significant support from their supervisors, the vast majority of TOC at site visit schools felt deeply supported by the leadership and administration in their contexts, sharing specific stories about leaders who were humble, authentic, and caring. Unlike what Griffin & Tackie (2016) found—that is, black teachers recalled instances when

their credentials and qualifications were questioned—the teachers interviewed did not report similar experiences.

Many heads have come to recognize the wisdom of a leadership model that leverages the talents of others. According to Donna Orem (2018), President of NAIS, “Increasingly, it is how leaders use their skills to leverage the talents of others that can make or break an organization” (p. 95). In the realm of recruiting and retaining teachers—including TOC—such a paradigm shift can have a powerful impact, as schools like Agora and Crest have demonstrated. The establishment of leadership development programs creates opportunities for all teachers to grow and advance their careers. Carter Andrews, et al (2019) deemed effective school leaders as those who “provide excellent training and support, and actively appreciate/reward the additional mentoring and support work that TOCs do” (p. 9). By formalizing leadership development, these schools are not just “keeping” faculty, but growing them.

Organizational Culture

In both our survey and interview data, we found heads must model and demonstrate culturally responsive leadership. This includes setting and benchmarking school diversity goals, ensuring hiring and onboarding practices support these goals, and effectively utilizing their DEI directors in the hiring and onboarding processes. In addition,

effective heads support and encourage continuous cultural competency training on their campuses.

Heads must pay close attention to the organizational culture of their institutions to not only attract teachers of color but encourage them to stay. Kane & Orsini (2003) point out that schools “need to commit to transforming themselves into truly multicultural institutions (pg. 140). This means fully investing in the practice of culturally responsive leadership which is characterized by a core set of leadership behaviors including the development and sustainment of culturally responsive teachers and being reflective about your own leadership and identity (Khalifa, 2019). Culturally responsive teachers have strong cultural competencies which allow them to examine their own biases, misconceptions and prejudices before then understanding the culture of others (Pang et al., 2011). For heads to encourage and direct DEI professional development at their schools, they must first be aware of their own identity and biases. Most independent school leaders interviewed who demonstrated culturally responsive leadership, were also successful in diversifying their faculties. These heads were intentional about their own DEI educational goals, reflective of their own identity journeys, patient in achieving their school’s diversity goals and deliberate in ensuring hiring policies and practices supported these goals. In order to diversify their faculties, heads must strive to be culturally responsive leaders who

genuinely want their faculty and staff to reflect their ever-growing diverse student bodies.

Brosnan (2001) argues that, to truly be inclusive and thereby recruit and retain TOC, “a school’s climate and culture must be completely restructured, from the board of trustees down, to fulfill its stated mission” (p. 479). It would seem that schools are struggling with this charge as only 45% of schools appear to have a formal diversity plan (Torres, 2015). Elements and contributors of culture may include hiring practices (Gu et al., 2014) and other norms of behavior, including how issues of diversity, equity, and inclusion are discussed and managed (Hartnell et al., 2016). Brown and Greenwood (2010) found that the decision to accept an offer of employment in independent schools is itself deeply connected to organizational culture. Administrators and TOC interviewed concurred with this conclusion as many had used social networks to evaluate the level of cultural competency of an independent school community before accepting an employment offer. Schools who actively utilize their DEI directors in their faculty searches are more successful in hiring TOC than those who do not or do not have a diversity and equity director. In many schools, this new role “is still in the process of growth, formalization, and professionalization,” (Torres, 2015, p. 16) as many diversity practitioners also hold other positions and duties within the school. According to NAIS’s State of the

Diversity Practice Report (2019), the most common responsibilities among diversity practitioners include: planning and overseeing diversity programs, speaking engagements, participating on a diversity committee, working with faculty and administration on diversity-related issues, and supporting multicultural education. Only 41% of diversity directors participate in recruiting faculty/staff from underrepresented backgrounds, a surprisingly low number. Schools that invest in anti-bias training and have protocols and practices in place to require a diverse pool of candidates in their searches are more likely to make diverse hires. Once hired, heads must ensure quality mentorship programs and support systems are in place for their TOC. Successful support programs include providing multi-layered support for a longer period of time from culturally competent faculty who are aware of the difficulties TOC face in a majority white culture. Providing professional development opportunities for TOC is also an additional way to retain teachers. Encouraging and fully supporting these teachers to attend POCC is beneficial not only to the new hire but also to the institution.

Social Networks

In both our head of school survey and interview data, we found the importance of social networks in the recruitment and hiring of TOC. These networks have

taken the place of traditional independent school search firms. Schools utilize more readily search firms that specialize in the recruitment of TOC. Social networks, many of which gather yearly at the NAIS POCC, also serve as interconnected circles of community for independent school TOC who work in predominantly white, privileged school culture.

The NAIS independent school job market is distinctive and separate from pathways to employment found in the public or charter school worlds. Independent schools function as small businesses, with almost 70% having fewer than 500 students, with hiring practices as varied as the types of schools found in the association (NAIS, About NAIS, 2020). There is no central office or charter management organization with human resource offices or recruitment managers which help devise recruitment policies and long-term strategies to diversify the independent school workforce. Instead, independent school senior administrators often serve as recruitment managers and have little time to think deeply about the most effective ways to recruit TOC unless a school is well-resourced and has a dedicated human resource manager. Many schools rely heavily on traditional independent school recruitment firms, such as Carney Sandoe, to provide their schools with highly-qualified candidates. These firms have not always proved to be successful in recruiting candidates of color as evidenced by Carney's recent addition

of DEI recruiters and diversity recruitment workshops. Independent schools have found success using recruitment firms, such as NEMNET, Strategenius or East Ed, that specialize in the recruitment of TOC. Fewer schools are relying on search firms as mass online communication tools allow for easier connection among teacher candidates and schools. In addition, social networks have proven to be an effective way to identify job prospects. Teachers within independent school social networks utilize their connections to inform, influence and unify their members (Adler & Kwon, 2002). NAIS provides the teachers and administrators of color a venue at the yearly POCC in which to connect, inform and influence independent school practices and policies.

Social networks serve as invaluable resources in the independent school job market and may prove to be the most effective way to recruit and retain TOC. Networks can provide information, influence, and support in a prospective candidate's search (Castilla, Lan and Rissing, 2013). Jabbar, Cannata, Germain, and Castro (2019) acknowledges the rise in the use of social networks by educators to obtain employment in the public teacher labor market. They attribute this to the rise of charter schools, autonomous entities, and non-traditional teacher preparation programs. From the research conducted, it is clear social networks play a crucial role in the independent school labor market. They can be categorized as interconnected circles of community

which serve as information channels and provide support for teachers who work in a predominantly white, privileged school culture. POCC may be described as the bullseye of these circles as it unifies the entire independent school people of color community and provides safe spaces for networking and recruiting. Our research substantiates the Jabbar study findings (2019) which noted a substantial use of social networks when job markets have high degrees of fragmentation and job opening postings are less centralized, conditions mirrored in the independent school world. At POCC teachers maintain “constant chatter” and “feelers for new opportunities” as the Jabbar, et al., study (2019) further notes. Independent school

recruitment firms seemingly are part of these social networks as schools still utilize their systems for job postings and recruitment. Many of these firms sponsor POCC and are well-positioned in the conference exhibit hall. Independent schools that have successfully recruited and retained TOC support their teachers’ of color attendance and active participation in POCC. The direct benefits these schools receive include further relevant professional development, especially in the area of recruitment and retainment, and access to TOC social networks which allow these schools to further diversify their school communities in support of the NAIS mission and their own.

8. Conclusions and Recommendations

The primary goals of this study were to identify successful practices independent schools utilize to recruit TOC and to determine the kinds of structural features and conditions which might foster an environment where TOC thrive. Using a conceptual framework which combines theory and practice, the study found three areas—leadership practices, organizational culture and social networks—impact a school’s ability to diversify its faculty and maintain its long-term commitment to this goal.

The study posits a specific theory of action in independent schools which states that if schools commit to diversifying their faculty by intentionally leading DEI work with fidelity and deliberately practicing culturally responsive leadership, by tending to their organizational culture and by utilizing social networks, schools will recruit and ultimately retain more TOC. Having a more diverse faculty improves the school climate including student-to-student relationships, student-to-faculty relationships, and faculty-to-faculty relationships. It may also impact enrollment, particularly increasing the number of students of color who enroll in their schools as these students represent the highest demographic growth rates in the US today.

Heads of school who actively embrace their role in the recruitment of TOC will find more success in attracting TOC to their institutions. This means ensuring their schools follow the NAIS Principles of Good Practice in Equity and Hiring. Most important is to train senior managers, such as department chairs and hiring committee members, on DEI practices, cultural competency and culturally responsive leadership. These individuals lead the majority of hiring committees and/or make most of the hiring decisions. In addition, they are responsible for onboarding new teachers once hired. Heads should require hiring guidelines, protocols, practices and policies are updated regularly, in place and followed. Moreover, it is highly recommended that DEI directors are actively involved in every hire on campus. These individuals are highly connected within the independent school TOC social network and may serve as a source of recruitment while also assisting in the communication to the school community on the importance a diverse faculty brings to educational institutions.

Heads who actively tend to their school’s DEI climate have more success in recruiting and retaining teachers of color. This means reflecting on their own identity journey as part of their training to be a culturally responsive school leader.

We encourage heads to attend the POCC conference to show support to their TOC and to take advantage of the professional development workshops, more specifically, full-day equity workshops that provide guidance and strategies to achieve institutional DEI goals. Heads of school should make it a priority to invest in the time and professional development resources to train the board, staff and faculty in cultural competency. Heads must encourage their administrative teams to develop high-quality mentoring programs with multiple touchpoints or even multiple layers of mentors for TOC. Heads of school should acknowledge the importance of POCC in the independent school TOC journey; thus, encouraging attendance and investing in funding to POCC is critical. To further support and encourage TOC in their growth and development outside the classroom, heads of school should actively put in place internal leadership programs or encourage TOC to take advantage of leadership development programs within their local independent school associations.

While heads of school can profoundly impact their individual institutions in the recruitment and retainment of TOC, NAIS as an association can do the same for the entire membership. Presently, individual schools compete for the limited number

of TOC within the independent school community. To encourage schools to see themselves as partners rather than competitors, NAIS can implement several strategies. First, provide more opportunities for DEI training and social networking during the NAIS Annual Conference, similar to what is found at POCC. These include workshops for senior managers, trustees and teachers specifically addressing how best to recruit and retain TOC. Second, encourage regional, state and local associations to host workshops, such as the one offered by NEMNET, on best practices. It is important schools realize the need to play the long game instead of looking for a short fix. This realization can only occur with in-depth education. Third, knowing the powerful impact POCC has on its attendees, we encourage POCC organizers to invite potential TOC candidates from Historically Black Colleges and Universities (HBCUs), non-traditional and traditional teacher training programs in the hosting conference city. This will expand the pool of independent school teacher candidates and educate the minority community on the value of independent schools. Lastly, we encourage NAIS to consider replicating part of the POCC experience at its Annual Conference to provide more opportunities for dialogue, networking and training across these two seminal association experiences.

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10. Appendix A: Head of School Survey

Email to Heads of School

Dear Head of School,

You are encouraged to complete this survey (link to external survey site) investigating your role in the recruitment and retention of teachers of color in independent schools. An additional link that may be copied in your browser's address bar is included below.

The study is being conducted by doctoral candidates at Vanderbilt University's Peabody College of Education and Human Development. This team is working in coordination with NAIS.

The questionnaire takes an average of 15 to 20 minutes to complete. Please try to answer every question.

Your responses will be held in the strictest confidence. The team will analyze and summarize the responses in a manner that assures that no individual can be identified.

Thanks in advance for your help!

Nicholas Blair Munhofen III
Doctoral Student, Peabody College of Education and Human Development
Vanderbilt University

Welcome page:

The purpose of this survey is to collect information on your views regarding your work as a school leader in the area of the recruitment and retention of teachers of color. The study is being conducted by doctoral candidates at Vanderbilt University's Peabody College of Education and Human Development. This team is working in coordination with NAIS.

The questionnaire takes an average of 15 to 20 minutes to complete. Please try to answer every question.

Your responses will be held in the strictest confidence. The team will analyze and summarize the responses in a manner that assures that no individual can be identified.

Thanks in advance for your help!

Survey

1. When you were hired as a head of school at your current school, were you asked about your perspective on or experiences with practicing diversity, equity, and inclusion?
 - a. Yes
 - b. No

2. Does your school employ a diversity practitioner?
 - a. Yes
 - b. No

3. If yes, is that person involved in the hiring process?
 - a. Yes
 - b. No

4. What specific training have you received as part of your diversity, equity and inclusion practice? (Check as many as apply)
 - a. The Diversity Leadership Institute (formerly, the Summer Diversity Institute)
 - b. NAIS Equity Design Lab: Culturally Responsive Teaching
 - c. POCC Leadership Seminar for People of Color
 - d. POCC Equity Seminar on Culturally Responsive Hiring
 - e. I have had no formal training
 - f. Other (please specify)

5. What type of mentoring have you received and/or continue to receive to help you in your diversity, equity and inclusion work and how helpful has it been? (Free response)

6. Has your school participated in the NAIS Assessment of Inclusivity and Multiculturalism (AIM)?
 - a. Yes
 - b. No

7. If your school did participate, did your school create an action plan based on what they learned from the data?
 - a. Yes
 - b. No

8. Does your school practice the following? (yes/no)
 - a. Diversity and Inclusion is included as a key initiative in the School's Strategic Plan.
 - b. There is a clearly articulated Diversity and Inclusion Strategic plan.
 - c. The School has a separate diversity mission statement.

- d. Cultural competency/diversity assessment of the current school culture has been conducted.
9. Has your school included goals related to diversity, equity, and inclusion in its strategic plan?
- a. Yes
 - b. No
 - c. Not applicable
10. On a scale 1 to 5, where “1” means “strongly disagree” and “5” means “strongly agree,” how would you rate how much you, in your work as the school leader, agree to the following statements:
- a. I feel comfortable discussing issues of race and ethnicity with faculty, staff, parents, and students.
 - b. I seek opportunities to better understand my own racial and ethnic background.
 - c. While a head of school, my cultural competency has increased.
 - d. In my role, I believe I can make a positive impact on issues of equity and inclusion at my school.
 - e. I speak often (once or more per month) about issues of equity and inclusion with the chairperson at my school.
 - f. I realize that my own background may influence my attitudes and behaviors.
 - g. I consider it an obligation to familiarize myself with others’ culture and history.
 - h. I am sensitive to the cultural backgrounds of members in our school community.
 - i. When making decisions, I consider the implications of what is being suggested in relation to the cultural background of all members of our school’s community (unique dispositions, behaviors, and experiences).
11. Where do school-organized discussions of diversity, equity and inclusion occur at your school? (Select all that apply)
- a. Student-level
 - b. Faculty-level
 - c. Staff-level
 - d. Administrative-level
 - e. Board-level
 - f. Parent community
 - g. Professional learning communities (including affinity groups)
 - h. Other
12. Does your Board include a committee devoted to diversity, equity, and inclusion?
- a. Yes
 - b. No

13. On a scale 1 to 5, where “1” means “strongly disagree” and “5” means “strongly agree,” how would you rate how much you, as a leader in your school community, agree to the following statements:

- a. There is sufficient diversity at the board level.
- b. There is sufficient diversity among the faculty and staff.
- c. There is sufficient diversity among families within our school.
- d. There are effective policies and practices to attract, recruit, and retain a diverse board.
- e. There are effective policies and practices to attract, recruit, and retain a diverse faculty and staff.
- f. There are effective policies and practices to attract, recruit, and retain diverse families.
- g. Faculty and staff at my school are culturally competent.
- h. There are effective financial aid policies and practices to support the economic diversity of families.
- i. There is sufficient compensation for faculty and staff to recruit faculty and staff of color.
- j. There is sufficient compensation for faculty and staff to retain faculty and staff of color.

14. What does cultural competency mean to you? (free response)

15. On a scale 1 to 5, where “1” means “strongly disagree” and “5” means “strongly agree” to what extent do you agree with the following statements:

- a. There is ongoing board-level cultural competency training and education.
- b. There is ongoing faculty and staff cultural competency training and development.
- c. There is ongoing parent cultural competency training and development.
- d. There is ongoing cultural competency training and development for the administrative team.
- e. There is ongoing cultural competency training and development for the admissions team.
- f. There is ongoing cultural competency training and development for hiring managers and human resources employees.

16. If you could identify two core values that drive your decisions as an educational leader, what would those be? (free response)

17. What is the Head of School’s role in promoting diversity, equity, and inclusion? (free response)

18. In your school context, what issues related to diversity, equity and inclusion are most pressing? (free response)

19. On a scale 1 to 5, where “1” means “strongly disagree” and “5” means “strongly agree,” how would you rate how much you, as the school leader, agree to the following statements:

- a. I communicate effectively with others.
 - b. I am discerning and insightful.
 - c. I believe in myself and my abilities.
 - d. I do not doubt myself.
 - e. When I set goals, I achieve them.
 - f. When I make a decision, I stand by it.
 - g. I consider myself trustworthy.
 - h. I am consistent and reliable.
 - i. I enjoy interacting with colleagues.
 - j. I get along with others.
 - k. I am thorough and organized.
 - l. I work hard.
 - m. I care about the people I work with.
 - n. I can identify with others.
20. What do you consider to be your strongest traits as a head of school? (free response)
21. What is your gender? (Check one only)
- a. Male
 - b. Female
 - c. Transgender
 - d. Other gender not specified
 - e. Prefer not to say
22. What is your age (in years)? (Check one only)
- a. 35 years or less
 - b. 36-40
 - c. 41-45
 - d. 46-50
 - e. 51-55
 - f. 56-60
 - g. 61 years or more
23. Which of the following best describes your race or ethnicity? (Check one only)
- a. Black/African American
 - b. Asian, Asian Pacific Islander
 - c. South Asian
 - d. Latinx/Hispanic
 - e. Middle Eastern American
 - f. Native American
 - g. White/Caucasian
 - h. Multiracial
 - i. Unsure
 - j. Other (please specify)
24. What is the highest level of education that you have attained? (Check one only)

- a. 2-Year college degree (Associates)
 - b. 4-Year college/university degree (B.A., B.S.)
 - c. Post-graduate study without degree
 - d. Master's degree
 - e. Ph.D./Doctoral degree
 - f. Other (please specify)
25. Are you a graduate of an independent school? (Check one only)
- a. Yes
 - b. No
26. How long have you worked at your current school?
- a. Less than 1 year
 - b. 1 to 5 years
 - c. 6 to 10 years
 - d. 11 to 15 years
 - e. More than 15 years
27. Approximately how many students are enrolled in your school? (Check one only)
- a. Under 201
 - b. 201-300
 - c. 301-500
 - d. 501-700
 - e. Above 700
28. Does your school have a particular gender orientation? (Check one only)
- a. Boys
 - b. Girls
 - c. No
29. What grades does your school support? Please check all that apply either fully or partially. (Check as many as apply)
- a. PreK-K
 - b. 1-5
 - c. 6-8
 - d. 9-12
 - e. PG
30. Where is your school located? (Check one only)
- a. East (New Jersey, New York)
 - b. Middle Atlantic (Delaware, District of Columbia, Maryland, Pennsylvania, Virginia)
 - c. New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont)
 - d. Southeast (Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina, Tennessee)
 - e. Southwest (Arizona, Arkansas, Colorado, Kansas, Louisiana, New Mexico, Oklahoma, Texas)
 - f. Midwest (Illinois, Indiana, Iowa, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, West Virginia, Wisconsin)

- g. West (Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming)
- h. U.S. Territories (Guam, Puerto Rico, U.S. Virgin Islands)
- i. Other (please specify)

11. Appendix B: Interview Protocols

Attracting, Recruiting and Retaining Teachers of Color in Independent Schools

Board Member Interview Protocol

My name is _____, and I am a Vanderbilt graduate student. We are very grateful that you are taking the time to talk with us today so that we can learn from you about your experience as a Member of the Board at this school. We also wanted to let you know that we guarantee anonymity and will not share your responses. We would like to record our conversation today to make sure we capture all of our learning. Would that be okay?

If at any time you feel uncomfortable and wish not to answer the question or to end the interview, you have the right to not respond or end the interview. Before we begin, do you have any questions?

Background

- How long have you served on the Board of Trustees? How long is a term?
- What drew you to serving on the board?
- What do you see as your role as a Board member?
Organizational Culture
- What is the mission of the school?
- Does the school have a diversity statement? If so, what is it?
- From a Board member perspective, what are the major priorities of your school?
- From a Board member perspective, what are the major challenges facing your school?
- How are Board members selected?
- What is the Board's role in setting strategic priorities?
- How does the board influence hiring decisions?
- With regards to the hiring of the senior level administrators, how do you identify candidates?
- How do you describe the school to potential candidates?
- What challenges do you face in recruiting senior level administrators?
- Are there specific demographics or subject areas that you have trouble finding/attracting? If so, how have you addressed those challenges?
- Does your school utilize hiring practices that allow you to ascertain the level of cultural competency of a candidate?

Leadership Practices

- What challenges do you face in retaining senior level administrators?
- When a school leadership position is available, how likely is it that an internal candidate will seriously be considered?

- What types of diversity, equity, and inclusion training has the Board of Trustees participated in? Have these trainings been effective? How do you know?
- How often does the Board of Trustees discuss diversity, equity and inclusion topics? Who initiates these conversations (i.e., the Board, the Head of School, and/or both)?
- Does the Board of Trustees have a diversity, equity and inclusion subcommittee?
- Does the Board of Trustees reflect the makeup of your student body?

Social Networks

- To what formal professional organizations do you belong?
- Of these organizations, in which of them are you more actively involved?
- Have you ever attended the People of Color Conference? If so, in what capacity?
- Do you use social media for professional purposes? If so, can you describe how you use it?
- Do Board members have contact with teachers and staff?
- Do Board members connect employees of the school with their own professional networks? Can you think of any examples of this?
- How are new Board members supported as they join the Board?

Diversity Practitioner Interview Protocol

My name is _____, and I am a Vanderbilt graduate student. We are very grateful that you are taking the time to talk with us today so that we can learn from you about your experience as a diversity practitioner in this school. We also wanted to let you know that we guarantee anonymity and will not share your responses. We would like to record our conversation today to make sure we capture all of our learning. Would that be okay?

If at any time you feel uncomfortable and wish not to answer the question or to end the interview, you have the right to not respond or end the interview. Before we begin, do you have any questions?

Background

- How did you find out about your current position in your school?
- What are the expectations/responsibilities for a diversity practitioner at this school?
- How long have you been at this school?
- What other roles do you play at the school?

Organizational Culture

- If another diversity practitioner would ask you, “What is it like to work at _____?” How might you respond?
- What attracted you to this school?
- Could you describe the process you use to recruit and hire teachers? Are you involved in the hiring process?
- How do you identify candidates? What pools of candidates do you rely on? What are your best sources for teachers?
- How do you describe the school to potential candidates?
- Does your school utilize hiring practices that allow you to ascertain the level of cultural competency of a candidate?
- Do you take part in the onboarding process?

Leadership Practices

- What challenges do you face in retaining teachers?
- When a school leadership position is available, how likely is it that an internal candidate will seriously be considered?
- How do you encourage leadership development on campus?
- What types of diversity, equity, and inclusion training has your administration team participated in? Have these trainings been effective? How do you know?
- How often does your Board of Trustees discuss diversity, equity and inclusion topics?
- Does your Board of Trustees have a diversity, equity and inclusion subcommittee?

- Does your Board of Trustees reflect the makeup of your student body?

Social Networks

- How did you hear about this school?
- Who do you go to for support inside the school? For what?
- Who do you go to for professional support outside of the school? For what?
- To what formal professional organizations do you belong?
- Of these organizations, in which of them are you more actively involved?
- Have you ever attended the People of Color Conference? If so, in what capacity?
- Do you use social media for professional purposes? If so, can you describe how you use it?

Hiring Manager Interview Protocol

My name is _____, and I am a Vanderbilt graduate student. We are very grateful that you are taking the time to talk with us today so that we can learn from you about your experience as a hiring manager in this school. We also wanted to let you know that we guarantee anonymity and will not share your responses. We would like to record our conversation today to make sure we capture all of our learning. Would that be okay?

If at any time you feel uncomfortable and wish not to answer the question or to end the interview, you have the right to not respond or end the interview. Before we begin, do you have any questions?

Background

- What is your exact title?
- How did you find out about your current position in your school?
- How long have you been at this school?

Organizational Culture

- Could you describe the process you use to recruit and hire teachers?
- How do you identify candidates? What pools of candidates do you rely on? What are your best sources for teachers?
- How do you describe the school to potential candidates?
- How many applications do you typically receive for each teaching position?
- What challenges do you face in recruiting teachers?
- Are there specific demographics or subject areas that you have trouble finding/attracting? If so, how have you addressed those challenges?
- Does your school utilize hiring practices that allow you to ascertain the level of cultural competency of a candidate?
- Please describe the pay scale for teachers. How is the salary determined?
- What is your onboarding process?

Leadership Practices

- What challenges do you face in retaining teachers?
- When a school leadership position is available, how likely is it that an internal candidate will seriously be considered?
- How do you encourage leadership development on campus?

Social Networks

- What supports are in place for a new teacher during his/her first year?
- What supports are in place for teachers after the first year?
- How does your local independent school association help support teachers new to the profession?
- To what formal professional organizations do you belong?
- Of these organizations, in which of them are you more actively involved?

- Have you ever attended the People of Color Conference? If so, in what capacity?
- Tell me about your last professional development experience.
- Do you use social media for professional purposes? If so, can you describe how you use it?

Senior Administrator Interview Protocol

My name is _____, and I am a Vanderbilt graduate student. We are very grateful that you are taking the time to talk with us today so that we can learn from you about your experience as an administrator in this school. We also wanted to let you know that we guarantee anonymity and will not share your responses. We would like to record our conversation today to make sure we capture all of our learning. Would that be okay?

If at any time you feel uncomfortable and wish not to answer the question or to end the interview, you have the right to not respond or end the interview. Before we begin, do you have any questions?

Background

- How did you come to be in your current position at this school?
- How long have you been at the school?
- What drew you to the school?

Organizational Culture

- What is the mission of the school?
- Does the school have a diversity statement? If so, what is it?
- What are the major priorities of your school?
- What are the major challenges facing your school?
- Could you describe the process you use to recruit and hire teachers? Are you involved in the hiring process?
- How do you identify candidates? What pools of candidates do you rely on? What are your best sources for teachers?
- How do you describe the school to potential candidates?
- What challenges do you face in recruiting teachers?
- Are there specific demographics or subject areas that you have trouble finding/attracting? If so, how have you addressed those challenges?
- Does your school utilize hiring practices that allow you to ascertain the level of cultural competency of a candidate?

Leadership Practices

- What challenges do you face in retaining teachers?
- When a school leadership position is available, how likely is it that an internal candidate will seriously be considered?
- How do you encourage leadership development on campus?
- What types of diversity, equity, and inclusion training has your administration team participated in? Have these trainings been effective? How do you know?
- What types of diversity, equity, and inclusion training has your Board of Trustees participated in?

- How often does your Board of Trustees discuss diversity, equity and inclusion topics?
- Does your Board of Trustees have a diversity, equity and inclusion subcommittee?
- Does your Board of Trustees reflect the makeup of your student body?

Social Networks

- What supports can new teachers to your school find?
- To what formal professional organizations do you belong?
- Of these organizations, in which of them are you more actively involved?
- Have you ever attended the People of Color Conference? If so, in what capacity?
- Tell me about your last professional development experience.
- Do you use social media for professional purposes? If so, can you describe how you use it?

Teacher Interview Protocol

My name is _____, and I am a Vanderbilt graduate student. We are very grateful that you are taking the time to talk with us today so that we can learn from you about your experience as a teacher in this school. We also wanted to let you know that we guarantee anonymity and will not share your responses. We would like to record our conversation today to make sure we capture all of our learning. Would that be okay?

If at any time you feel uncomfortable and wish not to answer the question or to end the interview, you have the right to not respond or end the interview. Before we begin, do you have any questions?

Background

- How did you find out about your current position in your school? (make sure you prompt origin of job source)
- How long have you been at this school?
- What do you teach?
- What other roles do you play at the school?

Organizational Culture

- If another teacher would ask you, “What is it like to teach at _____?” How might you respond?
- What attracted you to this school?
- Tell me about the hiring process.
- When you were hired, did you have some sort of orientation or onboarding? What worked and what didn't?
- Were you assigned a master or mentor teacher during your first year at the school?
- If so, how often did you meet with your master or mentor teacher?
- How effective was your mentor or master teacher in helping you adapt to your school's culture?
- What kinds of supports are available for faculty to improve their teaching?
- What are the major priorities of your school?
- What are the major challenges facing your school?
- What makes your school special?
- To be a better school, your school should _____.
- Why do you stay at this school?

Leadership Practices

- What is the mission of the school?
- How are major decisions made and communicated at your school?
- Think about a problem your school has faced recently. How did your school respond to that problem?

- If a prospective teacher candidate would ask you, “What is the administration like at _____?” How might you respond?
- Do you consider the administration culturally competent? If so, might you give some examples?

Social Networks

- How did you hear about this school?
- Who do you go to for support inside the school? For what?
- Who do you go to for professional support outside of the school? For what?
- To what formal professional organizations do you belong?
- Of these organizations, in which of them are you more actively involved?
- Have you ever attended the People of Color Conference? If so, in what capacity?
- Tell me about your last professional development experience. (prompt - social context of PD experience)
- Do you use social media for professional purposes? If so, can you describe how you use it?

12. Appendix C: Observation Protocols

Observation Protocol for NAIS Annual Conference

Observation Protocol: Formal Sessions

Main bucket: Social Networks

Questions drawn from Qualitative Research & Evaluation Methods, Michael Quinn Patton, 2015 pp. 327-420

Pre-session Observations

- Formal Interactions and Planned Activities: Type of activity (session, workshop, keynote/speech, hiring event)
- Physical Setting: What is the physical setting?

Session Observations

- Who is present?
- What was said?
- How did participants respond to what was said?

Body of Program

- Who is involved?
- What is being done and said by staff and participants?
- How do they go about what they do?
- Who is interacting with who? Who isn't interacting with others?
- How are groups formed?
- Who is 'engaged' (i.e., speaking, questioning, etc.)?
- Who isn't 'engaged'?
- Where do activities occur?
- When do things happen?
- What are the variations in how participants engage in planned activities?
- How does it feel to be engaged in the activity (from the observer's perspective)?
- How do behaviors and feelings change over the course of the activity?
- What is being communicated nonverbally?

Closure

- Who is present?
- What is said?
- How do participants react to the ending of the activity?
- How is the completion of this unit of activity related to other program activities and future plans?

Other Considerations

- Informal interactions and unplanned activities
- Capturing people's language and meanings (the 'native' language of participants)

- Emic and etic
Emic: participants' own understandings of their experiences
Etic: researchers' understanding of participants' experiences
- Nonverbal communication

Observation Protocol: Informal interactions and unplanned activities

Main bucket: Social Networks

Questions drawn from Qualitative Research & Evaluation Methods, Michael Quinn Patton, 2015
pp. 327-420

Informal interactions and unplanned activities: Type of Activity (networking between sessions, exhibition hall, etc.)

Physical Setting

- What is the physical setting?

The Human, Social Environment

- How are groups formed?
- Who is 'engaged' (i.e., speaking, questioning, etc.)?
- Who isn't 'engaged'?

The Interactions/Activities

- What is happening?

Other Considerations

- Informal interactions and unplanned activities
- Capturing people's language and meanings (the 'native' language of participants)
- Emic and etic

Emic: participants' own understandings of their experiences

Etic: researchers' understanding of participants' experiences

- Nonverbal communication

13. Appendix D: List of Exhibitors – POCC and Annual Conference

POCC 2019 Exhibitors From POCC Program Guide 2019 (pg. 15)

EXHIBITORS

Stop by and meet with experts in the field to find resources for diversity work at your school. Find detailed information and locations for each exhibitor in the mobile app.

■ PoCC Sponsor
■ NAIS Supporter
■ PoCC Sponsor and NAIS Supporter

12M Recruiting Booth 28	Johns Hopkins University Center for Talented Youth Table 20	Search Associates Booth 1
CalWest Educators Placement Booth 11	JONES Booth 4	SpeakOut-The Institute for Democratic Education and Culture Booth 6
Carney, Sandoe & Associates Booth 18	Lakeside School Booth 8	StrateGenius Booth 26
City Love Booth 24	Manhattan Placements Booth 9	The Klingenstein Center Booth 27
Domino Sound Booth 33	Middlebury Bread Loaf School of English Booth 17	The LAB Program Booth 29
Duke University Talent Identification Program Booth 23	Mirus Toys Booth 2	The Origins Program Booth 22
Educator's Ally Booth 19	Olive Branch Educators, LLC Booth 16	The Privilege Institute Booth 32
Explore St. Louis Booth 31	Pollyanna Inc. Booth 10	Universidad Internacional – The Center for Linguistic & Multicultural Studies Booth 30
Farm & Wilderness Foundation Booth 7	Resource Group 175, LLC Booth 34	
Independent Trust Booth 12	Road to Racial Justice Game Booth 25	

NAIS 2020 Annual Conference Exhibitors
From NAIS Annual Conference Program Guide 2020
 (pgs. 81-85)

- NAIS Supporter
- NAIS Supporter and Sponsor
- NAIS Annual Conference Sponsor



SEE PAGE 16 FOR ALL THE FUN PROGRAMMING HAPPENING IN THE EXPO, INCLUDING FREE LUNCHESES!

CHECK OUT THE CONFERENCE APP FOR COMPANY DESCRIPTIONS AND CONTACT INFORMATION.

LIST CURRENT AS OF JANUARY 24, 2020

4Points Expeditions

4pointsguides.com/wilderness-medicine
 Booth 422

A La Mode

alamodeshoppe.com
 Booth 415

A.W.G. Dewar, Inc.

tuitionrefundplan.com
 Booth 1015

Abacus Sports Installations

abacussports.com
 Booth 1115

ACIS Educational Tours

acis.com
 Booth 905

ACLU National Advocacy Institute

aclu.org/issues/aclu-advocacy-institute
 Booth 324

ACS Consultants, Inc.

acsconsultantsinc.com/home
 Booth 1118

African Leadership Academy

africanleadershipacademy.org
 Booth 12

AISAP | Association of Independent School Admission Professionals

aisap.org
 Booth 627

Alexander Muss High School in Israel

amhsi.org
 Booth 24

Altruize by LetsTHRIVE360

altruize.com
 Booth 1128

Alumnifire

alumnifire.com
 Booth 509

Apptegy

apptegy.com
 Booth 624

Authentic Connections

authconn.com
 Booth S1

The Better Education Company

bettereducationcompany.com
 Booth 628

Black Rocket Productions

blackrocket.com
 Booth 1522

Blackbaud Inc.

blackbaud.com
 Booth 312

Blackney Hayes Architects

blackneyhayes.com
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bowiegridley.com
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Breakwater Expeditions

breakwaterexp.com
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Brock & Company, Inc.

brockco.com
 Booth 505

BTS Spark

bts.com/spark
 Booth 14

CampSite

campmanagement.com
 Booth 318

Carney, Sandoe & Associates

carneysandoe.com
 Booth 1211

CCS Fundraising

ccsfundraising.com
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 Booth 13

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chetu.com
Booth 1213

Chill Expeditions
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Booth 1010

Classical Academic Press
classicalacademicpress.com
Booth 630

Close Up Foundation
closeup.org
Booth 322

CodeMonkey Studios Ltd
codemonkey.com
Booth 531

Columbia University Pre-College Programs
precollege.sps.columbia.edu/highschool
Booth 527

Convion
convion.com
Booth 530

Cooper Carry
coopercarry.com
Booth 604

Council of International Schools (CIS)
cois.org
Booth 8

cox graae + spack architects
cgsarchitects.com
Booth 1113

The CTTL at St. Andrew's Episcopal School
thecttl.org
Booth 1426

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dennisuniform.com
Booth 710

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designedforfun.com
Booth 1130

Diamond Assets
diamond-assets.com
Booth 331

Digistorm
digistorm.com.au
Booth 424

Disney Youth Programs
disneyyouthgroups.com
Booth 707

Drumme Rosane Anderson, Inc.
draws.com
Booth 1023

The Duke of Edinburgh's International Award
usaward.org
Booth 21

Duke University Talent Identification Program
tip.duke.edu
Booth 1

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Booth 1212

eCampus.com K-12
eCampusk12.com
Booth 718

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The Enrollment Management Association
enrollment.org
Booth 705

ERB
erblearn.org
Booth 811

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everlastclimbing.com
Booth 1125

EwingCole
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Booth 1314

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exqinfinitetech.com
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FACTS
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Booth 1310

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Booth 726

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SchoolSafety.gov
Booth 3

Finalsite
finalsite.com
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flemingcamps.com
Booth 1514

FLIK Independent School Dining
flikisd.com
Booth 1004

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flynnohara.com
Booth 904

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foliocollaborative.org
Booth 1111

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Foundation for Individual Rights in Education

thefire.org
Booth 28

Freenotes Harmony Park, PlayCore

freenotesharmoniypark.com
Booth 704

Friends Council on Education

friendscouncil.org
Booth 25

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fujitsu.com/us
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Fusion Academy

fusionacademy.com
Booth 1506

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futuredesignschool.com
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gilderlehrman.org
Booth 1425

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grandclassroom.com
Booth 507

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greenleafenergy.com
Booth 724

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hackerarchitects.com
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Handwork Academy Online

thehandworkstudio.com/academy
Booth 625

Heifer Project International

heifer.org/schools
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HMFH Architects, Inc.

hmfh.com
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hcm2.com
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inventingheron.com
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ISM | Independent School Management

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friendly.co
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Kiwanis Youth Programs

kiwanisone.org
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Klassroom.com

klassroom.com
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klingenstein.org
Booth 1323

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la-financialmanagement.com
Booth S7

Lab-Aids, Inc.

lab-aids.com
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Lands' End

landsend.com/school
Booth 1005

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laurelsprings.com
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Learning Across Borders (The LAB Program)

thelabprogram.org
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MEd Independent School Leadership, George Mason University

gse.gmu.edu/education-leadership/academics/independent-school-leadership
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Booth 1114

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teamnational.com
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thefourishingcenter.com/our-programs/positive-educator-certificate-pec/
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Prometric
prometric.com
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rediker.com
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responsiveclassroom.org
Booth 425

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rhodesbranding.com
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sais.org
Booth 1423

Scanning Pens Inc
scanningpens.com
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proplayus.com
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teach21.theschool.columbia.edu
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empl0.com
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som.com
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Smith System
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Smithsonian American Art Museum
americanart.si.edu
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thesocialinstitute.com
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gse.upenn.edu
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untoldhorizons.com
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uscurrency.gov
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about.vidigami.com
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Zion Ponderosa Ranch Resort
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