

MINORITY FACULTY RECRUITMENT, HIRING, AND RETENTION IN AN INDEPENDENT SCHOOL:

AN ACTION RESEARCH STUDY

by

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(Under the Direction of Sheneka M. Williams)

ABSTRACT

In public and private K-12 schools across the nation, diversity among student populations is rapidly increasing. However, the historically White, female, teaching force has not undergone the same demographic shift (Ingersoll & May, 2011). Research has shown a multitude of social and academic benefits for all students when they are taught by a diverse teaching staff (Dee, 2004; Ingersoll & May, 2011; Ladson – Billings, 1995; Villegas, 2012). Administrators at Calvin School¹ have made a concerted effort in recent years to diversify the student body, and while these efforts have resulted in significant increases in students of color, the faculty have remained 95% White. The widening racial gap between students and faculty is problematic not just for a growing minority student population who need to see themselves reflected in positions of authority, but also White students who need to have relationships with people of color who challenge common stereotypes.

In response to this concern, this action research case study seeks to examine the best practices approach for independent schools in recruiting and hiring minority faculty². Three research questions guided this study:

1. What factors encourage teachers of color to teach at independent schools?

2. What factors lead to the effective recruitment and retention of teachers of color at independent schools?
3. How does the action research change intervention affect the way teachers of color are recruited and hired at Calvin School?

Using an action research paradigm, the researcher/participant worked with a team of teachers and administrators to answer these questions. Data sources included Calvin School documents, literature review, Action Research team meeting notes, and interviews. The study's findings include recommendations for a new hiring paradigm and support for the action research process as an intervention to create needed change in a school community.

Key words: Action research, minority faculty hiring, independent school

¹*Calvin School is a pseudonym*

²*The phrases "minority faculty" and "teachers of color" are used synonymously throughout this paper.*

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DEDICATION

This dissertation is dedicated to my loving and supportive wife, Laura. It was her questioning that started me on this journey and her support that gave me strength to keep asking hard questions. Without her encouragement, understanding, and hard work keeping our house together while I was working, this work would not have been possible. I love you more than words can express.

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CHAPTER 1

INTRODUCTION

The US. Department of Education reported in 1972 that students of color made up 22% of the total student enrollment in the nation's public schools and teachers of color constituted 12% of the teacher workforce. By 1982, students of color made up 27% of total enrollment while the percentage of teachers of color had shrunk to 10% of the nation's teaching force (Villegas, Strom & Lucas, 2012). More recently, the National Center for Education Statistics (U.S. Department of Education, 2013) found 16.9% teachers of color in public schools nationwide during the 2007-08 school year and 18.1% during the 2011-2012 school year. This slight increase is encouraging, but it has not kept pace with student diversity increases.

Unlike minority teachers, NCES (2013) found the percentage of students of color in public schools to be rapidly increasing. In 2002, 41% of public school students were students of color. Ten years later, students of color made up 49% of total public school enrollment. NCES (2013) predicts that students of color will make up 54% of all public school students by the fall of 2024 (U.S. Department of Education, 2013). To keep pace with student demographics, schools must act now to increase faculty diversity.

The picture in private schools shows a similar, growing gap between student and teacher diversity. The National Association of Independent Schools (NAIS, 2014) reported 12% of all teachers and 21.9% of all students were people of color in the 2006-07 School year. In 2014, the gap between teacher and student diversity had grown to 13.1% of faculty

and 29.7% of all students. Similar to public schools, there is a widening gap between the racial make-up of teachers and students in private schools across the United States.

When minority teachers are missing from schools, all students suffer. Research shows that teachers of color can provide positive role models that break down negative stereotypes for all students (Villegas, 2012, Kane & Orsini, 2003). Additionally, they create benefits for students of color who share cultural norms with their teachers (Ingersoll & May, 2011), and may help to close the achievement gap between White students and students of color (Bireda & Chait, 2011, Clotfelter 2004, Ladson-Billing, 1995, Villegas, 2012).

In public and private schools alike, administrators are looking for qualified minority teachers to work in their schools. Research has shown a multitude of social and academic benefits for all students when they are taught by a diverse teaching staff (Dee, 2004; Ingersoll & May, 2011; Ladson-Billings, 1995; Villegas, 2012). Despite the obvious need and active recruitment efforts by local school administrators and policy makers, the gap in racial demographics between students and teachers continues to widen. (Ingersoll & May, 2011).

Study Purpose and Research Questions

The goal of this study was to examine how a Christian independent school in a southern State might increase the diversity of its teaching and administrative staff for the benefit of all students and the fulfillment of the school's mission: "To be a Christian school of academic excellence that provides each student with a diverse college preparatory education." Research questions included the following:

- What factors encourage teachers of color to teach at independent schools?

- What factors lead to the effective recruitment and retention of teachers of color at independent schools?
- How does the action research change intervention affect the way teachers of color are recruited and hired?



Figure 1. Conceptual framework of the study.

The conceptual framework for this study starts with a problem: an achievement gap between students of color and White students at Calvin School. Research shows that a possible cause of this gap is a lack of cultural responsiveness in teaching caused by a lack of diversity in the teaching force. Social contact theory posits that when people of different cultures are brought together on equal footing, there are benefits for all in the community. Ultimately the goal is to produce a diverse teaching staff who will be role models for all students and will help to close the observed achievement gap between White students and students of color. These theories are covered in detail below.

Theoretical Framework

Several theories undergird this research. The research on diverse communities in an educational setting is dense. Three specific theories were used to support and understand the

findings in this study: culturally relevant pedagogy, funds of knowledge theory, and social contact theory.

The theory of culturally relevant pedagogy (Ladson-Billings, 1995, Gay, 2000, Howard, 2010) supports the idea that teachers of color are most able to bring cultural skill and knowledge to bear on their teaching to the advantage of underserved students of color. This theory was developed by Gloria Ladson – Billings (1995) during her study of successful teachers of African American children and applied by many other subsequent researchers. Ladson-Billings (1994) describes the concept as one that “empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes (p.18).” This theory indicates that students of color benefit when culturally relevant teachers consider the culture of the students in the classroom and modify the curriculum and delivery to take advantage of the cultural skill and knowledge within the community. Teachers who share a common culture with their students are most able to make these connections. Geneva Gay (2000) suggests that teachers can use student culture as a resource by using “the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming (Gay, 2000 p. 29).” Diversity of student culture is a significant benefit to the classroom if teachers are prepared to use these strengths.

Cultural relevant pedagogy sees cultural difference as a strength in the classroom and stands opposed to deficit views of culture that have been used to explain the achievement gap between White students and students of color. These deficit-based explanations argue that students come from a culture that is not suited for academic success, that they come from an

oppositional culture, or have parents who lack concern for their children's academic performance (Ladson-Billings 1995, McWhorter 2000, Steele 1990, Valencia 1997).

Culturally relevant teachers see past deficit thinking and instead locate the responsibility for closing the achievement gap within themselves.

Being culturally responsive in the classroom is not a simple technique. It is inclusive of the teacher's entire worldview. Tyrone Howard (2010) describes culturally relevant pedagogy as a concept that "embodies a professional, political, cultural, ethical, and ideological disposition that supersedes mundane teaching acts; it is centered in fundamental beliefs about teaching, learning, students, their families, and their communities, and an unyielding commitment to see student success become less rhetoric and more of a reality. Culturally responsive pedagogy is situated in a framework that recognizes the rich and varied cultural wealth, knowledge, and skills that students from diverse groups bring to schools, and seeks to develop dynamic teaching practices, multicultural content, multiple means of assessment, and a philosophical view of teaching that is dedicated to nurturing student academic, social, emotional, cultural, psychological, and physiological well-being (p.67)."

Becoming a culturally responsive teacher is a lifelong endeavor and one that all teachers should pursue, however teachers are most likely to be able to access cultural resources when they share the culture of their students. As applied to my study, this theory holds that I would expect culturally relevant pedagogy to justify why hiring minority teachers is important to the community and to inform how we might use cultural insights to evaluate our hiring and recruitment process. The students at Calvin School are becoming more diverse each year while the diversity of teachers has remained largely White. Recruiting and hiring

teachers of color at Calvin School will bring needed cultural diversity and understanding to our teaching staff for the benefit of all students.

Funds of knowledge theory (Gonzalez, Moll, & Amanti, 2005) suggests that sources of knowledge drawn from teachers of diverse cultures and households can inform teaching and enhance learning. This theory was developed by researchers who were seeking to develop innovations in teaching that capitalize on knowledge and skills found within communities. Moll, Amanti, Neff, and Gonzalez (1992) conducted a qualitative research study to determine strategic connections between classrooms and households. Researchers found that “funds of knowledge are generated through the social and labor history of families and communicated to others through the activities that constitute household life, including through the formation of social networks.” (Gonzalez, Moll, & Amanti, 2005, p. 18) Classroom teachers who were involved in the research developed a more sophisticated view of the culture of their students and were able to use these insights in the classroom.

While any teacher can develop this knowledge with effort and time, this theory supports the idea that minority faculty members bring cultural knowledge to the community from their own family history. Teachers of color are cultural insiders who can help the entire school community value the cultural knowledge that students of color bring with them into the classroom. The source of this knowledge is found in the teacher’s own cultural background and creates a bridge between the school and families of color. This theory supports the idea that minority faculty bring sources of knowledge into the school community that are necessary for the school to realize the value of a diverse community.

Finally, Gordon Allport’s (1954) social contact theory supports the idea that prejudice and belief in negative stereotype are reduced when people of different cultures are brought

into social contact. Researchers studying the Detroit race riot of 1943 observed that Blacks and Whites who knew each other not only refrained from violence, but often helped one another. Blacks and Whites who were close friends were particularly protective of one another (Lee & Humphrey, 1968). Allport (1954) found that social contact between groups reduces stereotype and prejudice when the following three conditions are met: (a) groups have equal status, (b) cooperative interdependence exists, and (c) all groups receive positive support from those in authority. Allport (1954) derived these conditions by observing increased prejudice in situations where these criteria were violated. He observed that White college students from the North increased in anti-Black prejudice with every year spent in the South. More recently, researchers have found that intergroup contact can facilitate greater trust and forgiveness for past transgressions (Pettigrew, Tropp, Wagner, & Christ, 2011). While some researchers deny the idea that simple social contact is a panacea for intergroup conflict, it is seen as a necessary step towards positive contact between groups (Hewstone, 2003). Segregation has proven to be a failed policy from South Africa to Northern Ireland to the American South. In every instance segregation resulted in smoldering resentment and eventual conflict.

Social contact theory supports the idea that all students at Calvin School will benefit from a more diverse community. One of the distinctive features of Calvin School is that mentoring relationships between teachers and students are encouraged. Social contact theory supports the idea that teachers of color serve as role models and mentors to both White students and students of color and help to break down negative stereotypes.

Significance

Multiple theories support the idea that there are benefits to all members of our community when the community is diverse. Understanding best practices in recruitment, hiring and retention of minority faculty is widely desired but poorly understood. Despite significant efforts by foundations and the federal government over the past 20 years, there remains broad disparity between student and teacher diversity (Villegas, Strom & Lucas, 2012; U.S. Department of Education, 2013). Understanding how this process works in independent schools is even less well understood. This study helps to fill the gap in understanding on how independent schools can seek diversity in their faculty and administration.

CHAPTER 2

LITERATURE REVIEW

There are multiple reasons for the call to recruit minority teachers into our schools. Minority teachers are important role models for all students (Villegas, 2011; Kane & Orsini, 2003). Students of color benefit by seeing a member of their ethnicity represented in the teaching field, and all students benefit from having positive interactions with a person of color, an interaction that can challenge negative stereotypes (Kane & Orsini, 2003). The need for a role model for students of color in independent schools may be particularly acute: “For these young people of color, many of whom are studying in an upper-middle-class version of White-dominated society, the teacher of color who already has successfully negotiated such a world could be a great source of wisdom, a provider of cues for behavior, a source of inspiration, and a cultural decoder (Kane & Orsini, 2003, p. 10).”

A second reason for pursuing minority teachers for our schools focuses on what is called cultural synchronicity (Ingersoll & May, 2011). This idea is based on the belief that minority students benefit from being taught by a teacher who comes from a similar cultural background. This background gives teachers insights that have been shown to benefit student learning (Villegas, 2011). “The notion that people of color are well suited to teach students of color is not only consistent with theories of learning but also receives support from a large body of qualitative research that illustrates numerous ways in which competent teachers of color draw on the cultural backgrounds of students of color to facilitate their learning” (Villegas 2011, p. 287). Since it is impossible for one person to connect to the culture of all students, even those of the

same race, it is especially important for the teaching staff to reflect the diversity of the students in the school.

A third reason policy makers desire more minority teachers in schools concerns the idea that minority teachers can help close the achievement gap between White students and students of color. The achievement gap between students can be seen easily in the following table of graduation rates in the state of Georgia for the 2013-2014 school year (Georgia Department of Education, 2014).

Table 1. 2013-2014 Georgia graduation rate by ethnicity

Ethnicity	Graduation Rate
All Students	71.5 %
Asian	81.7 %
African American	64.3 %
Hispanic	62.3 %
American Indian	64.4 %
White	78.9 %
Multi-Racial	74.9 %
English Learners	43.8 %

Across the nation, the numbers are even more striking. In 2010, more than 75% of all White and Asian students graduated from high school, but only 56% of Hispanic students, 54% of African American students, and 51% of Native American Students received a diploma. Of those students who do graduate from high school, only 56% of African American graduates and 64% of Hispanic graduates matriculate to college. Persistence in college is also a major issue; the college graduation rate was only 40.5% for African American students and 46.8% for Hispanic students (Bereda & Chait, 2011).

Ladson-Billings (2006) has suggested the term “education debt” as a more accurate descriptor than the more common phrase “achievement gap” to describe the difference in academic performance between students of color and their White classmates. She makes the argument that we should not look at individual White and minority students in isolation and wonder at the gap of achievement between them, but instead should see the effects of a mounting generational and societal debt owed to students of color. Factors affecting generations of people of color include lack of access to quality teachers, lack of a voice in school community decisions, and lack of funding for schools that serve minority students (Howard, 2010; Ladson-Billings, 2006). Like the national debt, this debt has mounting interest that must be paid. Ladson-Billings (2006) argues that this debt interest “manifests itself in the distrust and suspicion about what schools can and will do in communities serving the poor and children of color (p. 9).” This debt is cumulative and is resulting in a situation where schools are failing students of color; fewer students of color graduate from high school, fewer matriculate to college, and fewer graduate from college than students who are White (Bereda & Chait, 2011; Clotfelter, 2004). Fewer college graduates means fewer qualified teachers of color who could help to close the achievement gap, and the circle continues. There is a moral imperative to pay the debt owed to children and communities of color.

Culturally relevant teaching, a term coined by Gloria Ladson-Billings (1995), is the suggested remedy for the education debt. Culturally relevant teachers consider the culture of the students in the classroom and modify the curriculum and delivery to take advantage of the cultural skill and knowledge within the community. Teachers who share a common culture with their students are most able to make these connections.

What are the Challenges?

The gap between student and teacher racial demographics is widening (Ingersoll & May, 2011). Because research has shown increased academic performance in students when they are paired with a same-race teacher, some are calling for racial parity between teachers and students (Dee, 2004). To accomplish this goal, school districts across the nation would need to hire 1,504,790 new minority teachers. To illustrate just how large this number is, in 2011 schools employed just 575,364 teachers of color nationwide (Villegas, 2012). So, schools would need to nearly triple the number of minority teachers working in public schools to reach racial parity with students. Additionally, the low high school and college graduation rates mentioned above impact the number of people of color who are qualified to teach. People of color who have graduated from college have a host of career opportunities open to them, so schools have to work particularly hard to recruit from this pool of qualified candidates.

In addition to the challenges in recruitment, schools have met significant challenges in retaining teachers of color. Research has shown that teachers of color are less stable in their careers than their White colleagues. During the 2003-2004 school year, nearly 1/3 of the minority teachers in the nation moved into, between, or out of schools (Ingersoll & May, 2011). Working to retain teachers of color is a significant challenge for school leaders.

Efforts by Federal, State, and Local Policy Makers

In the early 1990's, two private foundations, the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation, made a combined donation of nearly \$75 million in an effort to increase minority teacher presence in schools. These programs targeted non-traditional pools of potential teachers, including uncertified teachers, paraprofessionals, and promising

high school students (Villegas, 2011). These efforts by foundations combined with those of federal, state, and district policy makers have been successful, yielding a 96 percent increase in the overall number of minority teachers over the last 20 years (Villegas, 2011).

Despite this focused attention and success with minority teacher recruitment in the 80's and 90's, the gap between students and teachers persisted, and lawmakers continued to call for change. In 1998, U.S. Secretary of Education Richard Riley justified the continued attention to minority teacher recruitment and retention by reasoning, "If we are to be responsive to the special demands and great opportunities of our nation's pluralistic makeup, we should develop a teaching force that is diverse...Children need role models – they need to see themselves in the faces of their teachers" (Villegas, 2011). A little more than a decade later U.S. Secretary of Education Arne Duncan made the following comment when launching Teach.gov: "I'm very concerned that increasingly, our teachers don't reflect the great diversity of our nation's young people, and so making sure we have more teachers of color and particularly more men, more African American and Latino men, coming into education is going to be a significant part of this Teach Campaign (Bireda & Chait, 2011, p. 1)."

To answer the call to improve racial parity, states have sought teachers from traditional sources such as colleges of education, but also several non-traditional sources. Non-traditional programs include alternative certification programs such as Teach for America, "Grow your own" programs where districts work with local universities to prepare non-certified school personal for teaching, and early outreach programs that attract promising high school students before they enter college (Bireda & Chait, 2011).

These recruitment strategies have been very successful. Since the late 1980's, the number of minority teachers in schools has increased nearly 100%, growing faster than both the percentage of White teachers and the growth in minority students (Ingersoll & May, 2011). Despite these gains, the gap between teachers and students has not decreased, but widened.

Ingersoll and May (2011) conducted research on the widening gap between students and teachers of color. In the 2003-2004 school year, about 48,000 people of color entered teaching nation-wide. At the end of that school year, over 56,000 minority teachers left the teaching profession. This research suggests that the continued gap between teachers and students of color may not be due to poor recruitment strategies, but rather poor retention.

When they looked into *why* minority teachers are leaving their classrooms, Ingersoll & May (2011) found that organizational conditions within schools were strongly related to the departures. They reported that “the strongest organizational factors for minority teachers were the levels of collective faculty decision-making influence in their school and the degree of individual instructional autonomy held by teachers in their classrooms” (Ingersoll & May, 2011, p. 43). Minority teachers need to have a voice in how the school is managed. Ingersoll & May (2011) found these factors to be particularly pronounced in urban schools.

Conclusion

A review of the literature supports the idea that a diverse faculty provides benefits to all stakeholders and exposes a need for greater understanding on how schools can create diversity within their teaching staff. The studies I reviewed focus either on the value of hiring minority faculty (Dee, 2004; Ladson-Billings, 1995) or on best practices in minority faculty hiring (Bireda, & Chait, 2011; Kane & Orsani, 2003; Ingersoll & May, 2011;

Villegas, Strom, & Lucas, 2012). This study rests upon the assumptions and theory of culturally relevant pedagogy, developed by Gloria Ladson-Billings (1995). I use her theory of culturally relevant pedagogy as a foundation for the assumption that there is value to student learning when the faculty is diverse. Resting on this assumption, this research seeks to answer questions about what impedes hiring minority faculty and what practices could be employed to increase these hires. This study broadens the overall research in the field because it is set in an independent school whereas the others studies were in public school settings, and employs an action research methodology to create change, whereas other studies took a quantitative approach to data covering hundreds of schools.

CHAPTER 3

STUDY CONTEXT

Calvin School was founded in 1963, at a time when public schools in the area and throughout the United States were actively being desegregated. During this time, many White families in the South were resistant to the process of desegregation and therefore started looking for alternative schooling options where their children could avoid attending integrated schools (Clotfelter, 2004). Other families sought private schools as a means of providing religious instruction to their children. Providing a Christ-centered education has always been a key objective at the school, and this is certainly a reason why some families chose to send their children to the school. It is unclear whether the founding families of this school were also looking to avoid integrated schools, but it is clear that the school provided this option. The school has always had a student body that was at least 85% White.

Attitudes towards diversity have evolved over time. Fifteen years ago, when I was hired, the school had a passive view towards diversity. If qualified students or faculty of color applied, they were admitted or hired, but increasing student and faculty diversity was not an expressed goal. Issues of bullying were addressed, but racial bias was not discussed broadly in the school. As a result of this passive policy, very few minority students or faculty were attracted to the school and the school maintained less than 10% students of color until 2005.

Over the past ten years, like-minded teachers and administrators formed a grassroots effort to actively address racist and biased attitudes in the school. These efforts included teacher focus groups, parent diversity committees, diversity speakers, and special efforts in admissions

to attract a diverse student applicant pool. Today the school actively works to create a more inclusive community and deliberately pursues students and faculty of color through admissions and hiring. The school has a board-approved diversity statement that makes public and clear the school's desire to create an inclusive community and to pursue a diverse student body and faculty (Appendix A).

As the needs of the school became more clear to those of us volunteering in the grassroots effort, we saw that creating a faculty position to pursue the school's diversity goals was necessary. We petitioned the administration on this issue, and they agreed that a full-time position should be created to spearhead this effort. Three years ago, I was offered and accepted the newly created position of Dean of Diversity. As a White male and a solid member of the majority culture, I am an odd choice for this role. My path to this position followed a series of observed needs, active petition for the school to do more to serve our students of color, and most importantly a spiritual conviction to serve those on the fringes of our community.

Prior to holding this position, I served as the Dean of Students in the middle school for six years. As the person in charge of discipline, I dealt with several problems between students that were started by racial insensitivities, bias, and outright racism. I quickly became convinced that these issues did not simply require discipline, but education. This education needed to be deliberate and intentional and needed to take place in the context of a diverse student body. At the same time, a growing number of people within the administration saw the need to be more intentional in how we serve our families of color and to address the lack of student and faculty diversity at the school. The board of directors also saw a need and decided to include hiring a diversity practitioner as part of the current strategic plan.

The job description includes both internal and external efforts. External efforts involve advertising to and recruitment of a diverse student body to apply for admission. Internal efforts involve working to nurture community attitudes and norms that are appreciative of diversity and in which all students can thrive. This newly created position is the first of its kind at this school. Creating a formal diversity position is a common answer to a common problem in independent schools. The National Association of Independent Schools reports that 42% and 26% of diversity directors at its member schools are the first or second person, respectively, to hold the diversity position at their school (Torres, 2015).

In my first year as Dean of Diversity, I experienced several signs of success. Parent advisory and faculty advisory groups were created in each division. These groups worked with me to write the school's first mission statement for diversity. We worked hard to ensure that our diversity mission connects to the mission statement of the school. This mission statement was presented to the board of directors and approved (Appendix A). A student diversity group was founded in the high school and student leaders were trained and empowered to lead their peers. This student group planned field trips to the MLK center, the High museum of Art and to the Civil Rights museum. Speakers were invited to come to the school to address the students on topics such as the Freedom Rider movement and international news reporting. A bulletin board was put up in the high school for use by this group to highlight a different student ethnicity each month. The admissions team made school visits to several independent K-8 schools with a large minority student demographic to talk with them about opportunities to attend our school. Additionally, the admissions team worked with current minority families to host admissions events at their homes.

These efforts produced increased applications, admits, and enrollment from students of color. For the 2014-15 school year, 26% of the newly accepted students in grades K-12 were students of color. This influx of minority students increased our percentage of students of color to 14%. In the high school, 44% of the new students were non-White, bringing the diversity in that division up to 17%.

Attrition numbers are also encouraging. For the last five years, 14% of the students who have left the school before graduation have been students of color. Since the overall percentage of students of color is also 14%, minority students are leaving at the same rate as White students. These statistics and trends are good, but considering that the county where this school is located is already more than 50% non-White, we still have a long way to go before we can feel confident that we are fulfilling our mission to serve our community (U.S. Census Bureau, 2015). The school’s racial demographic data can be seen in the chart below.

Table 2. Calvin School student diversity 2014-2015

	2014-2015 K-12 Racial Diversity			
	Male	Female	Total	Percent
African American	31	35	66	6%
Asian	23	20	43	4%
Hispanic	8	14	22	2%
Multi-racial	12	11	23	2%
White	487	488	975	86%
Total Minority Students	74	80	154	14%
Total	561	568	1129	

Students of Color and Academic Performance

Perhaps it is a sign of progress that the school is attracting and retaining students of color, but how are these students doing once they get to the school? The 2015-16 senior class was evaluated to determine if minority students were performing on par with their White classmates.

With 15% students of color and 20% of the class on financial aid, this group of 112 students is fairly representative of the school as a whole. All students applying to the school in grades 6-12 take the Secondary Schools Admissions Test (SSAT). This is a norm-referenced standardized test given across the country to students applying to independent schools. After placing students in cohort groups according to SSAT entry test scores, students were then compared by three measures of academic success: average GPA, average ACT composite score, and average SAT composite score.

Before discussing the differences between students within cohort groups, it is notable that the average SSAT entry scores for White and African American students in this class differed by 20 points. African American students averaged a score of 42 on the SSAT while White students averaged 62. When I divided the class into cohorts based on entry test scores, I found 13 African American students in the lowest cohort, 4 in the middle cohort, and only one Black student in the highest SSAT cohort. Since the SSAT is designed to measure academic skills possessed by students before admission, it is assumed predictive of student readiness for rigorous course work. This data seems to support the idea that African American students, as a group, were less prepared than the White student group admitted to the same class.

While none of the African American students fell out of the normal range of accepted students – the lowest scores of accepted students were White – the significantly lower average score indicates that this group as a whole were admitted with less preparation for the most rigorous course work. As can be seen in Table 3 below, African American students have significantly lower GPA, ACT and SAT composite scores when compared to their White and Asian classmates, and they took half as many advanced placement courses over their high school careers.

Table 3. Class of 2016 SSAT, GPA, rigor, ACT, and SAT by ethnicity

CLASS OF 2016 COMPARED BY ETHNICITY					
Ethnicity	Average SSAT	Average GPA	Average #AP Classes	Average ACT Composite	Average SAT Composite
White (95)	62.3	3.6	3.5	29.0	1861.6
African American(13)	42.8	3.3	1.3	23.5	1667.5
Asian(4)	57.3	3.7	3.8	31.5	1936.7
Minority (17)	46.2	3.4	2.0	24.7	1794.2
All Students (112)	58.2	3.5	3.2	28.4	1811.3

The data in this figure suggest that on every measure of access and achievement, African American students in the senior class are significantly underserved and underachieving when compared to their White and Asian classmates. African American students take less than half as many AP courses and have GPA's that are 3 tenths of a point lower than White students. African American students score 5.5 points lower on the ACT and score nearly 200 points lower on the SAT than their White classmates. However, the question remains as to how much of this is due to lack of academic skill developed before admission to Calvin, as evidenced by lower average entry SSAT scores, and how much is due to the education received at Calvin. In order to control for the lower level of readiness evidenced by the lower SSAT scores, students were grouped into three cohorts according to SSAT score. Results of these groupings can be seen in tables 4, 5, and 6.

Table 4. Class of 2016 - low SSAT cohort

SSAT SCORE COHORT 8-39					
Ethnicity	Average SSAT	Average GPA	Average #AP Classes	Average ACT Composite	Average SAT Composite
African American (5)	25.4	3.03	0.4	19.8	1365.0
White (8)	21.5	2.99	0.6	22.3	1532.5
All in Cohort (13)	23.0	3.01	0.5	21.2	1448.8

Table 5. Class of 2016 – middle SSAT cohort

SSAT SCORE COHORT 42-69					
Ethnicity	Average SSAT	Average GPA	Average #AP Classes	Average ACT Composite	Average SAT Composite
Asian (2)	50.0	3.60	3.5	n/a	1940.0
African American (4)	53.8	3.24	2.5	26.7	1577.5
White (13)	58.2	3.40	2.8	28.4	1728.3
All in Cohort (19)	56.4	3.39	2.8	28.1	1713.3

Table 6. Class of 2016 – high SSAT cohort

SSAT SCORE COHORT 72-96					
Ethnicity	Average SSAT	Average GPA	Average #AP Classes	Average ACT Composite	Average SAT Composite
Asian (1)	72.0	3.64	1.0	n/a	1930.0
African American (1)	86.0	3.88	2.0	30.0	1900.0
White (17)	84.6	3.68	4.4	30.6	1966.3
All in Cohort (19)	84.0	3.69	4.1	30.6	1960.6

Once students are grouped according to SSAT scores, the differences between White and African American students are less pronounced, but are still significant. In all three

cohorts, African American students took the fewest AP courses and scored the lowest on ACT and SAT tests. The only measure where African American students did not significantly underperform relative to their cohort was in GPA. These results indicate a stark reality: African American students are not achieving at the same level as their White classmates at Calvin School. There is a clear achievement gap between White and African American students that mirrors the achievement gap researchers have noted in the nation as a whole (Clotfelter, 2004; Gay, 2000; Howard, 2010).

Everything hinges on what educators do with information like this. Some educators will locate the problem within the African American students themselves, thinking that there is some deficit inherent in them that is causing the difference (Valencia, 1997). Culturally relevant teachers will take responsibility for these differences in and locate the responsibility for change within themselves (Ladson-Billings, 2006). This data illustrates an achievement gap between African American students and White students. Research suggests that a diverse faculty can help to close this gap (Dee, 2004; Ingersoll & May, 2011; Villegas, Strom, & Lucas, 2012).

Signs of Progress

Each division of the school hosts a “Parent’s night” during the month of August. This is an opportunity for parents to meet each teacher instructing their child and to hear from the principal and Headmaster. This year the Headmaster met with me in advance of this night and told me that diversity is one of the main things that he was planning to focus on during the 2016-2017 school year, particularly diversity in the teaching staff, administration, and on the board of trustees. We discussed how and if he would “go public” with this goal. Fearing that we may not make the progress we want, he did not want to make any false promises to the parents. During

this discussion we decided that it would be good to share the goal because it would be an encouragement to families that desire to see this improvement in the school, and it would provide some public accountability. I was in the audience when he told parents that diversity is central to the school's mission, a statement that reads as follows: "Calvin's mission is to be a Christian school of academic excellence by providing each student a diverse college preparatory education guided by Christian principles and beliefs: by challenging and nurturing the mind, body and spirit: and by developing responsible stewardship in our changing world." He also said that creating a more diverse, inclusive community matters to him personally because of his belief that God calls us to love people. He shared that we have made good progress in diversifying our student body, but our efforts thus far to bring diversity to our staff has been ineffective, and "the definition of insanity is trying the same thing over and over, expecting a different result." He ended by letting the parents know that we are actively seeking to change our hiring strategy and are willing to work hard to bring diversity to our faculty and administration.

Also during the month of August of the current school year, I was invited to attend a committee meeting of the board of trustees focusing on identifying potential minority board members. The Headmaster, the chairman of the board and the vice chairman of the board were all in attendance at this meeting. The board chair closed the meeting encouraging the group to find not one, but two or three minority board members before the end of the current school year. The timing for this action research project could not be more perfectly aligned with the need and desire for change at the school.

Conclusion

Calvin School is experiencing a growing racial divide between students and teachers as well as an achievement gap between African American students and their White peers. This

phenomenon is happening not just at Calvin, but in private and public schools across the nation. At Calvin, the growing student diversity has been the result of purposeful and active strategy to diversify the student body. While efforts have been made to diversify Calvin's teaching faculty, little progress has been made. This study is a collaborative attempt to develop and implement a purposeful strategy for minority faculty recruitment, hiring and retention.

CHAPTER 4

METHODS

Herr and Anderson (2015) use the analogy of “designing the plane while flying it” (p. 83) to describe the process of creating a methodology for action research. By design, the researcher is constantly evaluating and reevaluating the study, and it is in constant state of improvement.

This chapter reviews the methodology selected for this study including data collection, data analysis, limitations and the researcher’s positionality in the study. The purpose of this study was to determine the best methods of recruiting, hiring, and retaining minority faculty in an independent school, and to understand how the action research process creates change. Specifically, research questions included the following:

- (1) What factors encourage teachers of color to teach in independent schools?
- (2) What factors lead to the effective recruitment and retention of teachers of color in independent schools?
- (3) How does the action research change intervention affect the way teachers of color are recruited and hired?

Various methods and data sources were used to answer these questions. This chapter begins with a discussion of why a qualitative action research study was selected, discusses the methodology that was selected for this study, and ends with a discussion of the limitations of the study and my positionality as researcher and employee at the institution being studied.

Qualitative Research

Qualitative research is defined by Creswell (2014) as “an approach for exploring and understanding how meaning individuals or groups ascribe to a social or human problem” (p. 4). The problems presented in qualitative research are complex and do not fit well into the scientific research paradigm and quantitative testing of theories. Miles, Huberman & Saldaña (2014) suggest that, with qualitative research, “the possibility for understanding latent, underlying, or nonobvious issues is strong” (p. 11). The questions guiding this study are highly complex because they involve social systems that have been in place for years, decades, and in some cases, centuries, and thus are highly suited for a qualitative research paradigm.

Action Research Methodology

Richard Sagor (2011) defined action research as “research conducted by the person or the people empowered to take action concerning their own actions, for the purpose of improving their future actions” (p.5). This is significantly different from traditional quantitative research studies where the researcher is a detached observer of a specific phenomenon, holding all variables constant except for the experimental variable. Ernest Stringer (2014) described the difference this way: “Unlike experimental or quantitative research that looks for generalizable explanations related to a small number of variables, action research seeks to engage the complex dynamics involved in any social context (p. 1)”. Action research was the ideal methodology for this study because I was both researcher and employee in the institution being studied, and because the complexity of this problem and context were beyond the scope of traditional experimental research, but perfectly suited to an action research study.

A Single Case Study

Robert Stake (2006) defined a single case as “a noun, a thing, an entity (Stake 2006, p 1).” Because this study was bounded within a single school and because the factors affecting hiring are applied throughout the school somewhat uniformly, this study was a single case study. The impetus for this case study was a specific problem in a specific place: lack of faculty diversity in an independent school. Increasing faculty diversity promised to provide improved academic outcomes for students of color and an opportunity to examine stereotype and bias in White students. The action research paradigm provides structure for practitioners looking to solve complex problems in a specific context, and therefore was the ideal approach for creating a hiring plan that results in increased faculty diversity.

Action Research Cycles

Sagor (2011) suggests a four stage process for action research: 1) Clarifying vision and targets, 2) Articulating theory, 3) Implementing action and collecting data, and 4) Reflecting on data and planning informed action. While I have suggested an overall vision and theory for the project, increasing diversity of faculty through hiring, there were individual targets with each cycle of the study. Steps 3 (implementing action and data collection) and 4 (reflecting on data and planning informed action) created changes in each cycle.

During Summer and Fall 2016, data was collected to understand the current practices in recruitment and hiring. The research team collected and evaluated the historic information on the hiring process at Calvin from the past ten years. Applicant logs from each year were evaluated to understand patterns through each stage of the hiring process: inquiry, application, interview, and hire. The team identified and described the communities

where the school currently advertises open positions and draws applications for employment. Additionally, interviews were conducted with diverse faculty from other area independent schools that have made progress with faculty diversity. Ten such interviews occurred over the summer and early fall. Ultimately, recommendations for action were made to the school's administration and a new hiring policy was created.

Sample Selection

Deciding where to study and who should participate is a major determining factor on the outcome of the study. In contrast to quantitative studies where researchers might take deliberate effort to ensure that the sample of participants is random, qualitative researchers take a more purposeful approach (Creswell, 2014). Stringer (2014) describes this process as one that “consciously selects people on the basis of a particular set of attributes. In action research, the major attribute is the extent to which a group or individual is affected by or has an effect on the problem or issue of interest” (p. 77). In this study, participants were selected based on their membership in one or more focus groups.

Participants

Since the problem of interest includes hiring and recruiting faculty of color, participants were selected based on their identity as a person of color and/or their influence in hiring decisions. The main participants in this study included the action research team from Calvin School and the administrators of color who participated in the interviews. Members of these groups are both affected by and have an effect on the diversity of faculty in their schools.

Recruitment and selection of participants in this study were different depending on whether the person was being asked to participate as a member of the action research team or as an interview participant. The different methods are described in the sections below.

Action Research Team. Members of the action research team were all employees of Calvin School, and thus were recruited by face-to-face meetings to ask if they would be willing to participate. These meetings occurred during the Spring and Summer of 2016. Action research team members were selected based on a desire to have representation from all three divisions of the school and to have racial/ethnic diversity on the team. All faculty members who were asked to participate agreed to be a member of the team.

Having representation from each division, lower, middle and high, was deemed important because each division has separate leadership, a distinct group of students, and separate facilities. Faculty members in each division work mainly within their respective division, and thus each has its own distinct culture. Hiring decisions are made by a team consisting of members from the hiring division, so the culture of each division is important in this study. Since diversity in the faculty of all three divisions is desired, and because each division is distinct, participants for the action research team were selected from each division.

Racial diversity within the members of the action research team was a priority because the research questions are seeking answers that are focused on people of color. It was assumed that people of color within the institution were well suited to help find answers to these questions. White membership in the group was also deemed important since the employees of the school who make hiring decisions are all White. White members of the action research team were well suited to help understand the perspectives of the hiring team.

In addition to racial diversity and diversity of divisional responsibility, it was also desired to have some representation from administration. In addition to myself, the Dean of Diversity, the Christian Life Director was a member of the team. The Christian Life Director is a member of the senior administration team and is one of a few administrators who interview all potential employees. Participants are described in the table below.

Table 7. Action research team members

Member*	Ethnicity	Position
John	White	Christian Life Director/Member of the Senior Administration Team
Sarah	Asian	M.S. Faculty
Jorge	Latino	H.S. Faculty/Latino Outreach Coordinator
Derek	African American	M.S. Faculty
Ann	White	L.S. Faculty
Jason	White	Dean of Diversity

*Pseudonyms are used to mask the identity of the team members.

Interview Participants. Individuals that were asked to participate in interviews were known to me through a professional organization of diversity directors. All were originally contacted via email and then followed up with by phone conversation (Appendix F). All of the interview participants were African American and involved in administration at another area independent school. While I did seek non-African American members of the group for participation, there is only one other member of the organization of diversity practitioners, besides myself, who was not African American, and she declined to participate. Some of these individuals had responsibilities in hiring, although some did not.

All of the schools where these administrators work were, with the exception of two schools, more diverse in both faculty and students than Calvin School. Calvin has a student diversity of 14% and a faculty diversity of 4%. Administrators from schools with higher levels of student and faculty diversity were sought out specifically because it was assumed

that these schools have hiring methods that have shown success in diversifying faculty. The two schools with lower diversity percentages have a similar Christian mission as Calvin School, so it was assumed that the challenges faced in these schools might be similar to those faced at Calvin. Members selected for interview and a description of the diversity at their schools can be seen in the table below.

Table 8. Interviewee position and school profiles.

Name*	Position	Christian Mission	School Student and Faculty Diversity
Wingate School	Upper School Diversity Programs Coordinator	Yes	32% students of color, 20% faculty of color
Harris Academy	Associate Director of Admission and Director of Community Outreach	Yes	11% students of color, 4% faculty of color
Mason Parr School	Dean of Students and Diversity Coordinator	Yes	9% students of color, 2% faculty of color
Oak Grove Academy	Director of Diversity	No	21% students of color, 16% faculty of color
City Christian	H.S. Counselor, Diversity and Inclusion, Faculty and Staff Training	Yes	35% students of color, 12% faculty of color
Progressive Academy	Associate Athletic Director, A Better Chance Coordinator	No	32% students of color, 30% faculty of color
Lance Johnson School	Director of Multicultural Programs and Services	No	30% students of color, 18% faculty of color
Taft Academy	Director of Admission	No	26% students of color, 10% faculty of color
Taft Academy	Diversity Coordinator	No	26% students of color, 10% faculty of color
City Christian	High School Principal	Yes	35% students of color, 12% faculty of color

*Pseudonyms were used to mask the identity of the interviewees and schools.

Research Site

Calvin School was a natural selection for a research site because it was the environment from which the research questions emerged. Additionally, I had been employed there for 15 years and had developed substantial personal and positional capital that have helped make the study possible. Calvin School is an independent Christian school serving approximately 1150 students in grades K-12, and is located in a suburb of a major southern city. The school charged tuition of \$22,325 per year in grades 7-12, and offered financial aid in grades 6-12. Approximately 20% of the student at the school were on financial aid, and 14% of the students were students of color. Just 4% of the teaching faculty and administration were people of color. The Head of School and Assistant Head of School were strong supporters of this study and were eager to see the school improve faculty diversity through hiring.

Data Collection

Stringer (2014) states that the primary purpose of data collection in action research is “to gather information that enables researchers to extend their understanding of the experience and perspective of stakeholders – those mainly affected by or having an influence on the issue investigated” (p.101). Selection of what data to collect was connected to a desire to increase this kind of understanding. Since the members of the action research team represent the principle stakeholders, they determined which data to collect. This study employed a mixed methods approach to action research, collecting some quantitative and some qualitative data to support the work. Quantitative data was useful in analyzing past patterns in hiring, while qualitative data helped to understand the complex realities of people of color working in independent schools. Quantitative data included faculty interview logs, while qualitative data included interviews of

administrators at other area private schools and meeting notes from the action research team at Calvin. The table below reflects the sources of data collected as well as the timeline of collection.

Table 9. Data collection timeline

Data Sources	Timeline
Current Calvin School Documents	August 2016 – December 2016
Action Research Team Meeting Notes	August 2016 – February 2016
Interview Transcripts	August 2016 – November 2016

Calvin School Documents and Processes

To gain perspective on recruitment and hiring methods that the school currently uses, a study of documents and processes was undertaken. Documents studied included hiring brochures, brochures for the school’s faculty fellows program, and application logs from 2011-2016. Several interviews with the school’s chief hiring officer, the Assistant Headmaster for Academic Affairs, were conducted to understand how the process of recruitment and hiring works, as well as understanding which organizations the school partners with to attract minority employment applications.

Action Research Team Meeting Notes

Detailed notes were taken during each action research team meeting. With the permission of each team member, the meetings were audio recorded. These recordings were compared to the notes taken to make sure that the notes were correct. In planning the team meeting, members were sent an email alerting them to the location and time of the meeting. A meeting agenda was included in the body of each of these emails.

Action research team meetings included a book study of *The Colors of Excellence: Hiring and Keeping Teachers of Color in Independent Schools* by Pearl Rock Kane and Alfonso J. Orsini (2003), review of the interview codes and generating recommendations from the codes, and creation of a proposal for changes to the school's hiring plan. Notes from these meetings were used to create recommendations to change the school's hiring policies.

Interviews

Ten interviews were conducted with administrators of color at other area independent schools. Each interview participant was emailed a request for participation that outlined the study and parameters for participation (Appendix F). These interviews were semi-structured and followed the outline of questions included in Appendices C, D, & E. Permission was requested and given to record these interviews. All interviews were transcribed either by me personally or by a professional transcription service. Each interview occurred over the phone and was scheduled at the convenience of the participant.

Timeline and Intervention Plan

There are several keys to creating an effective intervention. The first step is correctly identifying the problem. This was revealed through evaluating Calvin's historic patterns of hiring as recorded in interview logs and through interviews with other school leaders regarding their successful minority recruitment efforts. Calvin's historic approach was compared and contrasted with the successful strategies of other schools. Once the problem was identified, the next step included identifying a recruitment strategy that is right for our school and mission. This occurred through discussion with the action research team and hiring team at Calvin. Thirdly, the implementation needs to have support and a willingness to implement from the

hiring team. A failure in any of these three will likely yield poor results and little change in our approach to recruitment and hiring.

The proposed intervention plan included several steps (see table 1). The first and second steps were conducted concurrently and were completed by the end of the fall semester. The first step involved interviewing administrators at other area independent schools. These administrators were people of color and/or people with hiring responsibilities in their schools. Step two involved analyzing data logs from the past ten years of hiring at Calvin. We analyzed these to better understand the current practice of recruitment and hiring at Calvin. The third intervention involved making recommendations to Calvin’s hiring team for recruitment and hiring changes based on qualitative interviews and quantitative data analysis.

Table 10. Intervention timeline

Proposed Intervention	Action Research Team Activities [what will the team do]	Anticipated Outcomes/ Connection to problem, theoretical framework	Proposed Timeline	What data will be collected on the intervention?
Interview ten Administrators at Schools with similar mission and desire for diversity	Recommend school leaders for interviews; review interview data	Trends in interviews will be analyzed to identify effective recruitment and hiring strategies	August 2016 – December 2016	Interviews will be recorded, transcribed, and coded
Review Calvin’s hiring logs from 2007-2016	Review historic and current trends in hiring and sources of applicants to Calvin School	Quantitative data will be collected on how applicants find the school and on who is ultimately hired.	August 2016 – December 2016	Data will be collected and recorded in an Excel spreadsheet.
Recommend new strategies for recruitment and hiring to Calvin’s Administrative team	Book study: Colors of Excellence Make recommendations for changes to hiring plan	Adopted changes will be based on quantitative and qualitative data.	January 2016	Meeting notes from these administrative meetings will be coded.

Multiple sources of data were collected during the course of this study. While these are significant, they represent a small portion of the information that could have been collected. These specific sources and methods were selected because of their potential to illuminate one or more of the research questions. A summary of the data sources and how they were connected to my research questions is included in the table below.

Table 11. Research plan

Research Question	Data Collected and Reviewed	Analysis
What factors encourage teachers of color to teach at independent schools?	- Interview Transcripts - Action Research Team Meetings - Research Literature - AR Team Book Study	- Transcription and coding of interview data - Coding of survey results - Member checking
What factors lead to the effective recruitment and retention of teachers of color at independent schools?	- Documents and Processes - Interview Transcripts - Action Research Team Meetings - Research Literature - AR Team Book Study	
How does the action research change intervention affect the way teachers of color are recruited and hired?	- Action Research Team Meetings - Researcher memos	

Data Analysis

The grounded theory approach developed by Glaser and Strauss (1967) was used to analyze data. This theory seeks to “understand, and eventually generate theory from participants’ perspectives and interpretations and from how they ‘construct’ their worlds (Simmons, 2009).” This approach is appropriate for this study because it attempts to understand how administrators have made progress diversifying their teaching staff and how teachers of color are recruited to teach in independent schools. Understanding the theory that undergirds the

collective wisdom of the people interviewed will lead to a better understanding of how people of color are recruited to independent schools and how independent schools can improve their practice in recruitment and retention.

A significant aspect of the action research paradigm is that the process of data analysis is ongoing throughout the work (Coghlan & Brannick, 2014). As a result, analysis of data in this study was ongoing and was used to inform what data to collect in subsequent stages. Miles, Huberman, and Saldaña (2014) suggest three phases of data analysis: data reduction, data display, conclusion drawing and verification. This framework was used in the analysis of data.

Data Preparation and Reduction

Most data that was collected in this study required careful preparation before it was useful for analysis. All interviews and action research team meetings were recorded. A technology learning curve was realized in the first phone interviews. I conducted the interviews in my office and used my computer and cell phone as recording devices. Neither of these recorders could pick up the audio without some distortion. The redundancy of the system saved the data, however, because where one recording failed the other was clear. After the first interview, I ordered an external digital voice recorder to use in place of my phone. The digital recorder was much more reliable and did not require me to use my back up computer recording in subsequent interviews.

For the interviews that I transcribed personally, I used a software called Express Scribe Transcription Pro. This software enabled me to listen to the audio and type while controlling the speed of the audio with a foot pedal. Filler words such as “ummm” were removed from the transcription as well as words that were not intelligible in the recording, but all other spoken

words were included in the transcription. This process allowed me significant time with each interview that I transcribed. During this time I listened to the interview several times over and found that my understanding of what was said was deepened. However, due to my lack of experience and skill, I also found that transcribing was an inefficient use of time, so for subsequent interviews I hired a service to do the transcribing. While this method proved more efficient, I did not feel as close to the data as when I conducted the transcribing. When I was transcribing the audio myself, I was forced to listen to the interview multiple times as a transcribed and picked up nuance that I might have otherwise missed. To attain the same level of understanding of the data, I read and reread each transcript multiple times.

Each transcription was saved as a separate Microsoft Word file, and each file was organized in a similar format that allowed for me to easily see what questions and answers were given in the interview. The figure below shows the format of a typical transcription.

<i>Speaker 2:</i>	<i>That's good. Do you have any thoughts the best recruitment strategy that you've seen? I know you said you go to NIMNET. You talked a little bit about how you've reached out to friends of yours. When you think about the people that have come to school in your tenure, what has been the thing that has maybe worked the best if you can quantify that?</i>
<i>Speaker 1:</i>	<i>I'm thinking about the people who have been hired. Most of have come in through somebody who is already there and has vouched for them. There has been an existing relationship through something outside of school. They already know that person in some regard is what seems to be the main entry to school for most teachers of color there. I'm trying to run through people in my head.</i>

Figure 2. - Interview transcription sample

The next step towards organizing transcribed interviews, hiring logs, and SACS surveys involved coding. Miles, Huberman, and Saldaña (2014) define codes as “labels that assign symbolic meaning to the descriptive or inferential information compiled during a study” (p. 71). Coding is a way of reducing, organizing, and creating meaning from data that isn’t easily quantified. Coding helps researchers to see the data in a new way and to make connections between sources.

Saldaña (2013) divides the process of coding into two stages: first and second cycle. During the first cycle, data is organized into chunks and data is assigned. Second cycle methods work with the first cycle codes to create further meaning. For both cycles, the purpose is to condense large amounts of data into smaller units of meaning (Miles, Huberman, & Saldaña, 2014).

During the first stage of coding, I used descriptive coding to summarize statements in each document. Descriptive coding “assigns words or labels to data to summarize in a word or short phrase the basic topic of a passage of qualitative data” (Miles, Huberman, & Saldaña, 2014, p. 74) To start coding, I looked at each transcript, reading it once in its entirety to get a feel for the document as a whole. Next, I read through the interview again, this time looking for words or phrases that were distinct. These phrases were assigned to specific quotes from the transcription. As I read through the remainder of the interviews, I added codes for meaningful content that had not been coded before and reused codes for content that was similar to what a participant had said in an earlier interview. In the sample below, you can see that one phrase, *Historically Black Colleges and Universities* was assigned to three different comments that were made in three separate interviews.

Table 12. Coding sample

Interview Quote	Code
<ul style="list-style-type: none"> - <i>I send them out to Spellman, Howard, Park, Fisk, Tennessee State</i> - <i>Right, and then again through referrals also. Then we've been out to Morehouse College and to Spelman and developed relationships there, and I worked at Morehouse, so I do know people there</i> - <i>And this past year we invited the entire education of Spellman on campus so, Morehouse and Spellman actually</i> 	<p>Historically Black Colleges and Universities</p>

Data Reporting

Simmons (2009) defines a case study as “an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, programme or system in a ‘real life’ context (p.21).” The primary purpose of case study work is to generate in-depth understanding of a complex system. In academic case study work, researchers should tell a story that informs the reader why the action is worth doing, why it is worth studying, and what it contributes to the world of theory and practice (Coghlan & Brannick, 2014). Reporting the data to stakeholders is how this study created change.

In Chapters 1 and 2, I presented evidence of the importance and appropriateness of this study as evidenced by a demonstrated need for diversity among teachers as well as a lack of empirical research on hiring and recruitment of minority faculty in independent schools. In this chapter, I presented how the study was constructed and data collected to create new

understanding. Chapter 5 includes a chronological description of how the study unfolded. In Chapter 6, I include findings from the study. In the last chapter, chapter 7, I offer conclusions and implications for practice and further research.

Validity

This study employs methodological triangulation to validate the results. Simmons (2009) describes triangulation as “a means of cross-checking the relevance and significance of issues or testing out arguments and perspectives from different angles to generate and strengthen evidence in support of key claims (Simmons 2009, p. 129).” The triangulation of qualitative data from historic applicant logs, coded interview data from administrators at other area schools, and the recommendations from the action research team, as well as member checking, validate the findings.

Limitations of the Study

Research that focuses on a single case has distinct advantages in that multiple perspectives can be explored, in-depth exploration of programs and policies in a specific context is possible, and it has the potential to create needed change in an organization through the process of engagement (Simons, 2009). However, case study research also has limitations. In positivist research, variables are held constant, researcher bias is controlled through blind and double-blind experimentation, and the results are generalizable on a large scale. In case study research the variables change constantly, the researcher is an observer but also a participant in the study, and the sample size is often small. Calvin School was impacted by its age, location, mission, and history. Demographics both regionally and locally impacted the results of this study. While the results of this study are not broadly generalizable, I believe that there are

meaningful similarities between independent schools. In regards to generalizability, Herr and Anderson (2015) suggest that “for qualitative and action researchers, it makes more sense to think about how knowledge is transferred from one setting to another” (p. 74). In this case, learnings are transferred from one distinct setting to another with the higher rate of transferability occurring in settings that are most similar. Considering that the bulk of the empirical research on the subject has public schools as the setting, other independent school leaders may find the results of this study significant and useful in their practice.

Researcher Subjectivity

It is critical to evaluate my positionality in this study as it is unique and had potential to impact the study both positively and negatively. I am a person of significant privilege both in the world and in my institution. I am an educated, White, Christian, man – all of these identities give me a form of privilege in the world generally. Often people who hold the most privilege are the most blind to the effects of privilege. While I am more aware now than I used to be of my positionality due to unearned privilege, I know that there is more to which I am blind.

More specifically, at the time of this study I had been in my current school environment for 16 years and had worked in the middle school, the high school, and in administration; this longevity and positional variety gave me relational power in the school. The advantage of this position is that I had influence with the upper administration. I was an insider in this group, so I had a level of access not afforded to everyone in my school. The potential negative of this position is that I was so embedded in the institution that it could be difficult to challenge the assumptions that currently drive the hiring process. This position could have made it difficult for me to see the change that needed to happen.

Attempting to overcome personal bias is a difficult task, perhaps even a fool's errand. However, the support of a diverse action research team and a solid methodological approach created an environment where bias became visible and provided insight needed to create positive change.

CHAPTER 5

CASE STUDY REPORT

Like the realization that 90% of the ice lies below the surface of an iceberg, what I could see on the surface of my study, from far away, was a tiny understanding compared to what lies below the surface of my study as I entered into it. At first the problem of a homogeneous community that vocalizes a desire for diversity seems as straight forward as supply and demand. We have a demand, and now we just need to find the supply. The reality was not nearly as simple as this economic analogy. The reality is that there are other forces at play that are harder to see. This study enabled me and others to begin to see and start to change the factors that had led us to a nearly homogenous community.

The purpose of this study was to learn how an independent school community can diversify its teaching staff. Specifically, this research focused on three primary research questions:

1. What factors encourage teachers of color to teach at independent schools?
2. What factors lead to the effective recruitment and retention of teachers of color at independent schools?
3. How does the action research change intervention affect the way teachers of color are recruited and hired?

In this chapter I will outline the story of how the study unfolded. I will discuss, chronologically, who was involved, what was learned, and what change occurred as a result.

Overview of Research

The initial idea for this study began as I entered graduate studies at the University of Georgia in the Fall of 2014. I was encouraged to begin thinking about a problem of practice that was difficult enough to merit three years of in-depth study and that had the potential to create understanding that would be valuable to me, my school community, leaders at other independent schools, and the larger research community.

While I recognized that there are many areas of my practice as Dean of Diversity that could use work, one area began to stand out: a need for diversity in our teaching staff. Each year that I had held the position of Dean of Diversity, and for several years before this, the school had made steady progress in recruiting and admitting students of color. We had changed and created programs at the school to teach inclusion and tolerance. Outside speakers had been invited to speak at the school to broaden the conversation and challenge the community to include all of its members. The one area that had seen no improvement was in faculty diversity.

This lack of improvement was not due to a lack of effort, however. For several years prior to beginning this study there had been a concerted effort to create a more diverse applicant pool. The Assistant Headmaster for Academic affairs attended minority faculty hiring fairs, often bringing faculty of color from Calvin with her to help with interviews. The school posted employment openings with several agencies that focus on placing minority teachers into independent schools. However, these efforts yielded little fruit.

From my perspective, we had a demand for diverse applications that we couldn't meet with our current efforts. However, when I talked to people of color, they felt very strongly that the issue is that we didn't want diversity badly enough. I had heard this during my

interviews of other diversity directors, in emails from trusted friends, and more recently in a conversation with a Calvin parent. All of these people of color maintained that there were plenty of qualified minority teachers around; in their view the issue was that the hiring team does not desire diversity badly enough. Was the problem created by a lack of supply of good minority teachers as indicated by the hiring team, or was the problem centered around a lack of demand as suggested by people of color?

There was a significant disconnect between these two perceptions. Where was the truth? A useful analogy to me was to imagine this research as a project to build a mirror. This study began in the hope that, by taking a hard, methodological look at where our school was currently and comparing that with the realities at other area schools, our administrative team would be able to see clearly where we were and where we need to go.

Study Context

Calvin School is located within the United States, a country with a long history of failure and gradual success in efforts to recognize each of its diverse citizens as valuable. The state and city where Calvin is located have a long history in the oppression as well as the struggle for civil rights for people of color. Progress has been slow, but the country has made major improvements in legal protections for and societal inclusion of people of color in the last 100 years. The election of Barack Obama in 2008 and 2012, the nation's first African American president, was certainly one such sign of progress.

While some progress has been made, our country is still divided along racial lines. Researchers from the University of Virginia's Weldon Cooper Center for Public Service created an interactive map using data from the 2010 census that vividly displays the racial division of the United States. Each person in the census was given a location on the map based on their address

and a color based on their race. Blue dots represent White people, green dots represent African American, red dots represent Asian people, yellow dots represent Hispanic people, and brown dots represent all other races. The three figures below show the United States, the city where Calvin School is located, and the 5 mile square neighborhood where Calvin is located. The red star on the second two figures represents Calvin School.

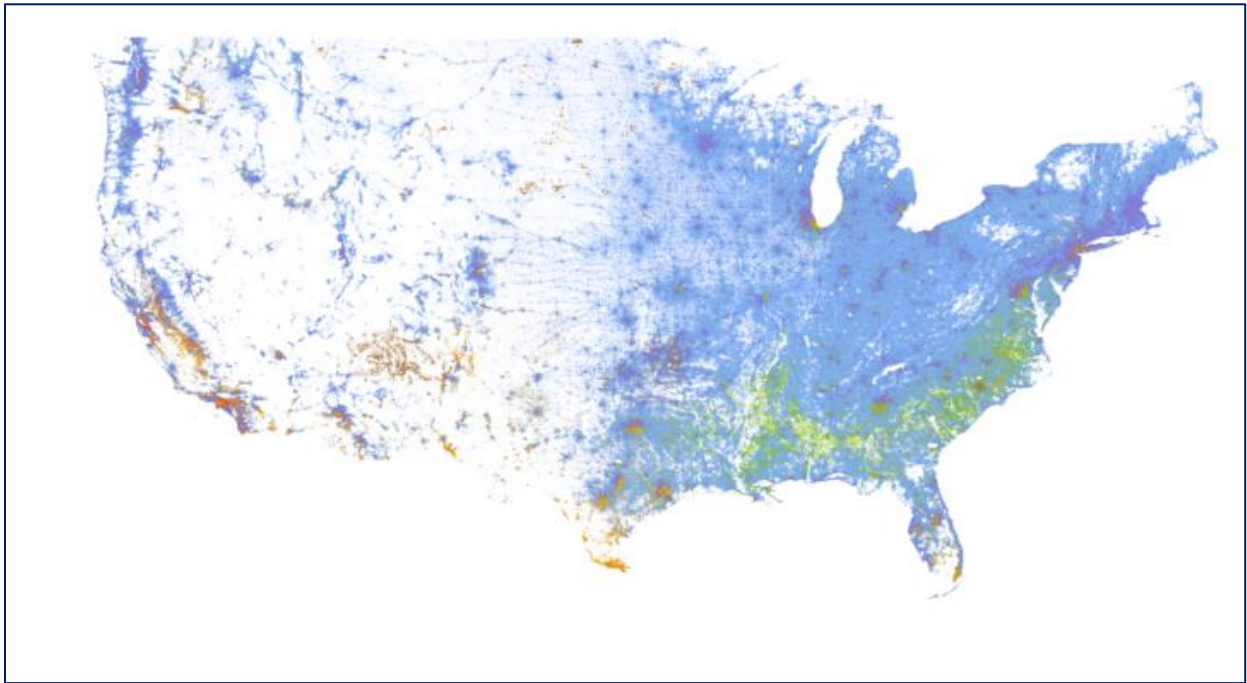


Figure 3. Racial Dot Map – The United States



Figure 4. Racial Dot Map – Metro area and surrounding suburbs



Figure 5. Racial Dot Map - Calvin School Neighborhood – 5 mile Square Area

It is clear from the maps above that, while the country, region and city that Calvin School is located in are diverse, people often still choose to live among people of their own race. The reasons for this housing pattern are too complex to discuss here, but it is an important context as we consider the community dynamics of a school where people choose to apply to work and go to school and where certain members of that community choose who will be allowed to work and attend school there. There is a large and complicated story about race in this country and culture; Calvin's story cannot be understood without understanding this larger context.

Calvin School was founded in 1963 as a pre-school and elementary school for parents seeking a Christ-centered education for their children. This founding date cannot be ignored as a time of significant change in the educational system in America. Schools were being ordered to finally desegregate and comply with the Supreme Court decision in *Brown v Board of Education* (Clotfelter, 2014). Many White families who resisted integration of schools either moved to all White school districts or enrolled their children into private schools (Clotfelter, 2004). There were no school documents from the 1960's available to examine for this study, so while it was not possible for me to determine if the founding members of Calvin School intended to create such an alternative, it is undeniable that the school did provide an option for White families who wanted to avoid integrating schools with people of color. The school has always had a student body that was at least 85% White and a teaching faculty that is 95% White.

The mission of Calvin School is as follows:

“to be a Christian school of academic excellence by providing each student a diverse college preparatory education guided by Christian principles and beliefs; by challenging and nurturing the mind, body and spirit; and by developing responsible stewardship in our changing world.”

This mission applies directly to the mission of the diversity program in two distinct ways: The first way the school mission impacts the diversity initiative is in the school's sincere desire to be Christian. Christ's teachings instruct his followers to "love your neighbor" (Mark 12:30-31, New International Version), "pray for those who persecute you" (Matthew 5:44), and even to "love your enemies" (Matthew 5:43). It is not an accident that when Jesus was asked for a definition of the word neighbor, he told a story about a Samaritan, someone who is both religiously and racially different than his Jewish audience (Luke 10:25-37). The Apostle John said that it is impossible to love God and not love your neighbor (1 John 4:20). Teachings such as these have been powerful motivators in the community to reach out to our non-White neighborhood.

The second aspect of the mission that has impacted the diversity initiative is the desire to prepare students for a changing world. According to the US Census Bureau (2015), more than half of all children under the age five are non-White today, and the United States of America is predicted to be majority non-White in the year 2044. The National Center for Educational statistics (2013) predicts that students of color will make up 54% of all public school students by the fall of 2024 (U.S. Department of Education, 2013). Clearly, the world where White people can count on being able to completely surround themselves with other White people is quickly passing away. For some this will be fearful, for others this will be an opportunity for growth. Since Calvin's mission is to prepare students for a changing world, giving students the tools that they will need to thrive in a diverse community is paramount.

Chronology of the Study

This study was approved by the University of Georgia's Institutional Review Board during the summer of 2016 (Appendix H). Prior to beginning research in the summer, I made

contact with Calvin’s Headmaster and Assistant Headmaster of Academic Affairs and was given permission to conduct the study and secured a letter of consent (Appendix I). The action research (AR) team was convened during this time. During this initial meeting I presented an outline of the problem, the research questions, and an invitation to join the research team (Appendix B). All action research team participants were given a copy of the consent letter (Appendix G).

In the Spring of 2016, documents on the school’s current and past hiring practices were requested and received. During the summer and fall of 2016, contact was made via email with faculty of color at other area independent schools to participate in the study (Appendix F). They were also emailed a copy of the consent letter at this time (Appendix G). Ten interviews were conducted, transcribed, and coded. The action research team conducted a book study, reviewed past hiring logs, and reviewed coded interviews to make recommendations to the hiring team during the month of January. Finally, in the Spring of 2017 recommendations for change were made to the administration based on the research findings. An overview of the intervention chronology is presented in the table below:

Table 13. Intervention chronology

Timeline	Action Steps
Spring 2016	<ol style="list-style-type: none"> 1. Collected and requested data on hiring 2. Met with administration to obtain documentation on how hiring has been done in the past 3. Made contact and secured participation from AR team members
Summer 2016	<ol style="list-style-type: none"> 1. Obtained IRB approval 2. Made contact with people of color at other independent schools for interviews 3. Interviews began

Fall 2016	<ol style="list-style-type: none"> 1. Interviews completed 2. AR team book study 3. Interviews coded and reviewed by AR team
Spring 2017	<ol style="list-style-type: none"> 1. Recommendations presented to the hiring team 2. Implementation of a new recruitment and hiring plan for teachers of color

Story and Outcomes

At the heart of qualitative action research is a story - a story of a specific people in a specific place at a specific time. It is through telling these stories that deep understanding emerges from complexity. Sagor (2011) suggests four stages of action research: clarifying vision and targets, articulating theory, implementing action and collecting data, and reflecting on data and planning informed action. The following is an explanation of the action research cycles that were conducted during this study.

Construction: Clarifying vision and targets

The ultimate purpose of any school is to fully and equitably educate all of its students. Calvin School has a mission that supports this idea, and yet the school was underserving students of color. As described in Chapter 3, students of color did not perform at the same level on measures of academic success such as ACT, SAT, GPA as their White peers with similar entry test scores, nor did these students take as rigorous a course load as evidenced by a lower average number of Advanced Placement courses taken during high school. White students at the school had little experience with students of color and almost no experience with teachers of color in the school. The need for minority teachers in the school has been recognized by public school educators as well. Chapter 2 reviews the research supporting the idea that diverse teaching

communities benefit all stakeholders (Dee, 2004; Ingersoll & May, 2011; Ladson – Billings, 1995; Villegas, 2012). This personal experience paired with an extensive literature review clarified the vision around a specific need: Diversity among the teaching staff at Calvin.

Articulating Theory

With the problem defined, the question of how to address that problem remained. Understanding the work of other researchers proved invaluable in setting the framework for how to move forward in our work. As part of my graduate studies, I had the opportunity to thoroughly investigate the works of many theorists in this area. This work is undergirded by three theories: culturally relevant pedagogy (Gay, 2000; Howard, 2010; Ladson- Billings, 1995), funds of knowledge (Gonzalez, Moll & Amanti, 2005) and social contact theory (Allport, 1954).

The theory of culturally relevant pedagogy (Ladson-Billings, 1995; Gay, 2000; Howard, 2010) supports the idea that teachers of color are able to bring cultural skill and knowledge to bear on their teaching to the advantage of underserved students of color. This theory indicates that students of color benefit when culturally relevant teachers consider the culture of the students in the classroom and modify the curriculum and delivery to take advantage of the cultural skill and knowledge within the community. Teachers who share a common culture with their students are most able to make these connections. As applied to this study, this theory holds that we would expect culturally relevant pedagogy to justify why hiring minority teachers is important and to inform how we might use cultural insights to evaluate our hiring and recruitment process.

Funds of knowledge theory (Gonzalez, Moll, & Amanti, 2005) suggests that sources of knowledge drawn from teachers of diverse cultures and households can inform teaching and enhance learning. “Funds of knowledge are generated through the social and labor history of

families and communicated to others through the activities that constitute household life, including through the formation of social networks.” (Gonzalez, Moll, & Amanti, 2005, p. 18) This theory supports the idea that minority faculty members bring cultural knowledge to the community that will connect them to students of color. The source of this knowledge is found in teacher’s own cultural background and creates a bridge between the school and families of color.

Gordon Allport’s (1954) social contact theory supports the idea that prejudice and belief in negative stereotypes are reduced when people of different cultures are brought into social contact. One of the distinctive features of Calvin School is that mentoring relationships between teachers and students are encouraged. Social contact theory supports the idea that teachers of color serve as role models and mentors to both White students and students of color and help to break down negative stereotypes.

Grounded in these three theories and with a clearly defined need for change, we began to move to action in the community.

Implementing Action and Collecting Data

Involvement from the school in the form of an action research team was critical to creating positive change. The action research team was involved in every step from construction, implementation, and reflection.

Considering the focus of the study is on minority faculty hiring, it was deemed important to have a strong presence from minority faculty on the team. The team included six members of varying ethnicities: 3 White, 1 African American, 1 Asian, and 1 Latino. Combined, these six faculty members have 61 years of experience working at Calvin. Four was the fewest years of experience, and the most experienced team member had been at the

school for 16 years. The team included teaching faculty from each division of the school, and two of the member's full time responsibilities were in administration. All six team members had completed a Master's level graduate program. The team consisted of two women and four men.

The action research team engaged in three interventions: a review of Calvin's hiring process; a book study on *The Colors of Excellence: Hiring and Keeping Teachers of Color in Independent Schools* (Kane & Orsini, 2003); and evaluations and recommendations from interview data.

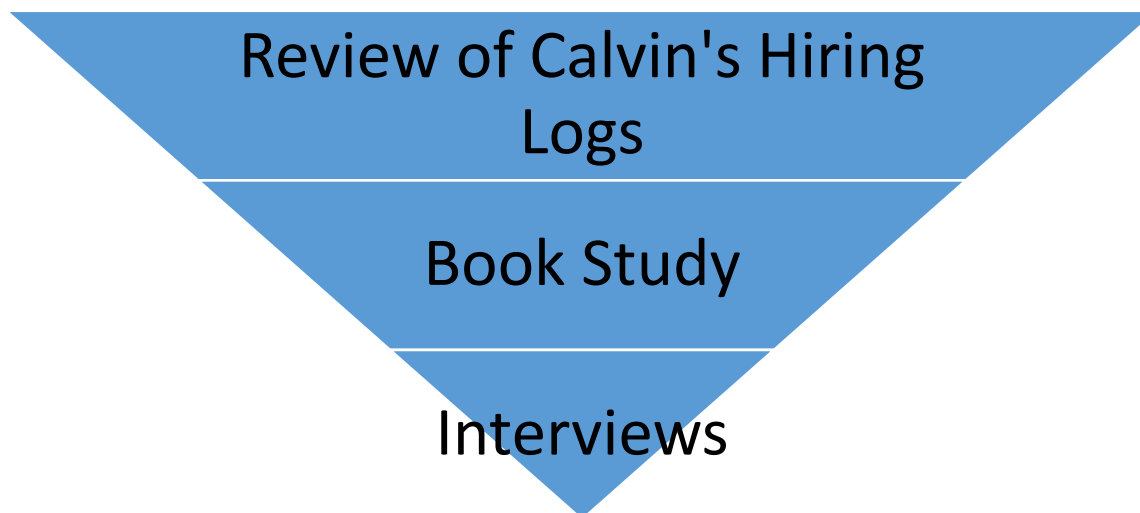


Figure 6. Interventions concept

Review of Hiring Logs

Calvin's hiring team has kept a running log of faculty applications for the past ten years. These logs include various information including name, date application received, position applied for, source, and ethnicity. These logs were populated by an online application that included form fields for each of these items and recorded on a Microsoft Excel document. Ethnicity was not asked on the employment application, but this information was included in the

hiring log if the information was available through a hiring agency or if they were met personally by a member of the hiring team. The fact that this information was not asked of each applicant limits the usefulness of this data point.

The review of the hiring logs enabled the action research team to understand what factors typically lead to a faculty member being hired. This base level understanding of the current process helped the team to understand what changes in the process might ultimately create a more diverse faculty. Specifically, we looked at the degree of school connectedness that each applicant had and how that connectedness led to an employment offer. Understanding how faculty are hired currently was an important step before attempting to lead the community into change.

Book Study

Kane & Orsani's (2003) *The Colors of Excellence: Hiring and Keeping Teachers of Color in Independent Schools* was selected as a book study for the action research team because it is focused so closely to the topic and setting of this study. This book is a collection of studies done in New York area independent schools in the late 1990's and early 2000's. While the setting of these schools in New York is different from a southern setting, and the time of this study was at least 10 years ago, it was the only study in my empirical studies review that focused specifically on independent schools. Because independent school administrators and teachers experience a different culture than public school teachers and administrators, the context of the study was deemed preferable over a more recent work in a public-school setting.

The action research team met over the course of a month for this study. Each week we would meet and discuss two chapters. These meetings were recorded and notes were taken. The

focus of these discussions was always on finding transferrable ideas and practices that could be implemented at Calvin. These meetings were recorded with permission of the action research team members and careful notes were taken on the insights discussed from the book study. These notes were later used to create recommendations for change.

Interviews

In addition to the book study, the action research team decided that it would be wise to interview administrators of color at other area independent schools to learn what has worked for them. The action research team chose a list of schools based on school size, student and faculty diversity, and similarity of mission to Calvin. Once the schools were chosen, I began making requests for meetings. I was a member of an area association of diversity practitioners that has representatives from each selected school. It was from this group that all ten interview participants were selected.

Interviews were conducted from August through November of 2016. All of the interviews were conducted over the phone and were recorded with permission from the interview participant. The protocol that was used for these interviews was different depending on the role that the person had in their school (Appendices C, D, E). Because many of these faculty had multiple roles within their schools, in some instances multiple interview protocols were combined in a single interview.

All interviews were transcribed from the audio recordings and coded. Codes were assigned using descriptive coding, a process, described by Miles, Huberman, & Saldaña, (2014), where the interview is read and assigned a code based on a description of what is said. In all, eleven codes were used to describe significant portions of the interview. A Microsoft Word

document was produced that contained all of the quotes from the interviews grouped according to code.

The action research team reviewed these coded quotes as a group. After reviewing the interview excerpts, the team reviewed the quotes again and attempted to answer the following question while reviewing: “Based on this statement, independent schools should _____.” This process produced a series of action steps that were later reviewed in summary with the book study notes to produce recommendations for the hiring team.

There was a notable unexpected benefit that occurred during the course of the interviews that can be attributed to the action research collaborative process. At the end of each of these interviews I asked an open-ended question about what advice they would give to an administrator that is seeking improvement in this area. The interviewee said “you really need to talk to my mom who is doing work on this at the collegiate level.” Later he connected me to his mother who is a Vice Provost of Equity and Inclusion at a major university in the area. We set up a phone call and, in response to the work that I described at Calvin, she offered to come to the school to conduct bias training with our staff. Calvin’s Assistant Headmaster helped me set up anti-bias training for the senior administrative team and department chairs.

Conclusion

The goal of this study was to assist an independent school community in learning what it can do to attract and retain teachers of color. In answering that question, a team of stakeholders from within the community was convened to lead the action research process. The team conducted a review of the school’s previous hiring logs to understand past hiring trends and

processes, a book study to learn best practices from research, and a series of interviews of faculty and administrators of color at other area independent schools.

The triangulation of these three data sets enabled the action research team to validate the work and to make recommendations to the hiring team for a new recruitment, hiring, and retention strategy. The unlooked-for connection to an expert in bias training and the timing of the Headmaster's vision to change the school's hiring policy are two examples of how the action research process of engagement can lead to change that one person could not possibly create by themselves.

CHAPTER 6

FINDINGS AND LEARNINGS

The process where an organization learns about itself and implements change is often complicated. Coughlan and Brannick (2014) describe three levels of organizational change that can occur through action research. A first order change occurs when a change is identified and implemented within an existing way of thinking. This type of change creates improvement in the organization, but does not challenge the underlying framework of action. Second level change “requires both lateral thinking and questioning and altering the core assumptions that underlie the situation” (p. 115). This type of change affects not just the problem at hand, but the core assumptions about how the organization operates. The most radical form of change, third level change, occurs when it is realized that “concrete problems are symptoms of complex attitudes and cultural problems which must be addressed” (p. 115). In this most significant level of organizational change, members “learn to question their own assumptions and viewpoints, and develop and implement new ones” (Coughlan & Brannick, 2014, p. 116). All members of an organization do not necessarily undergo the same level of change. In this study, the level of change for some participants was of the first order, simply asking participants to change a behavior but leaving underlying assumptions untested. For others, the study required participants to ask deeper, second and third level questions such as how personal bias might impact hiring decisions.

The purpose of this study was to learn what an independent school can do to increase diversity among its faculty and staff. There were three specific research questions that guided the study. These included the following:

1. What factors encourage teachers of color to teach at independent schools?
2. What factors lead to the effective recruitment and retention of teachers of color at independent schools?
3. How does the action research change intervention affect the way teachers of color are recruited and hired?

This chapter presents the findings from the interventions undertaken to answer these questions. To protect the identity of participants and participating schools, all identifiable information and names were removed from the following report.

Hiring Logs

The Administrative Assistant to the Assistant Headmaster for Academic Affairs keeps logs on a Microsoft Excel document. These logs are kept for each year, recording the name, date application was received, position applied for, how the applicant learned about the school, and ethnicity of each applicant. The hiring log for 2015-2016 was evaluated for this study.

In the years 2015-2016, the school received 671 applications for employment and hired 42 new employees. This represents a highly selective 6% hire rate, comparable to the selectivity of the most prestigious undergraduate institutions in the nation. In order to understand what role personal connections play in the hiring process, we added a source code to each applicant. This code was determined by looking at how each applicant learned about the school, a question on

the employment application. Source codes included the following: Carney, Sandoe & Associates, website, faculty recommendation, parent recommendation, alumni recommendation, other recommendation, publication, Teachers of Color, applicant is an alumni, applicant is a Calvin parent, applicant is a former faculty member. These codes were put into two categories: High Connection and Low Connection. The figure below displays how the data was coded.

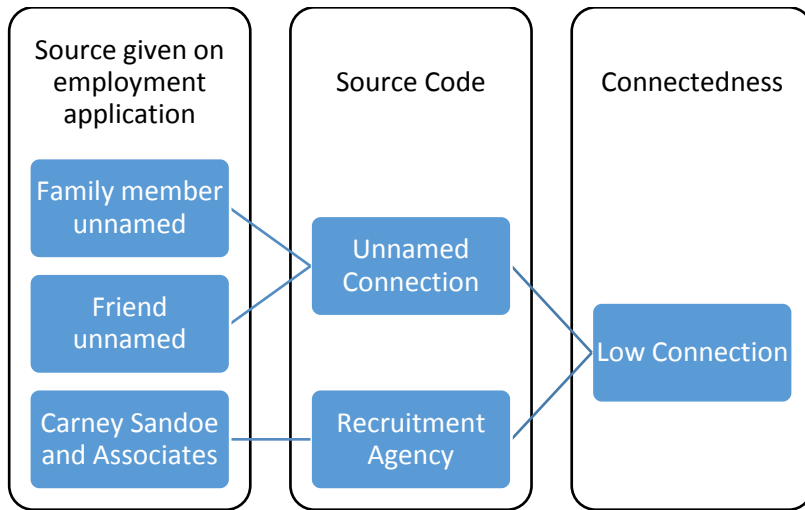


Figure 7. Low Connection Coding Scheme

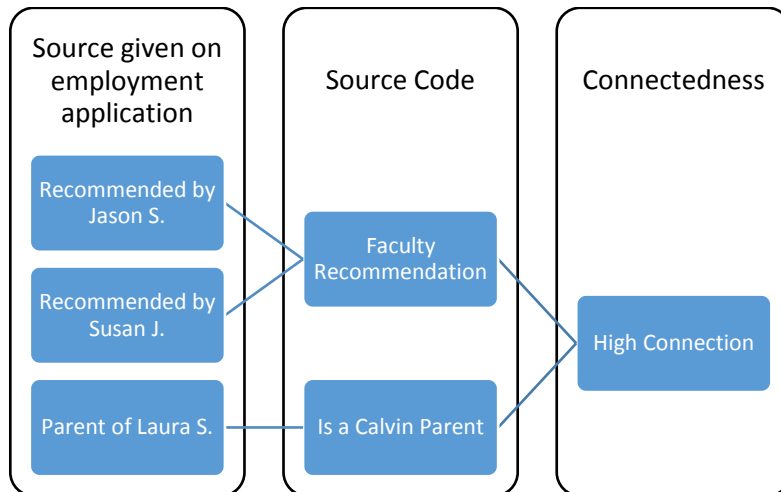


Figure 8. High Connection Coding Scheme

It was found that 70% or 444 of all applicants in 2015-2016 had a low personal connection and 30% or 226 had a high connection to the school under this coding scheme. When we evaluated the 42 faculty who were hired during that year, we found that the pattern was nearly opposite of the general population of applicants. For the group that was hired, 35 or 83% had a high connection to the school and 7 or 17% had a low connection.

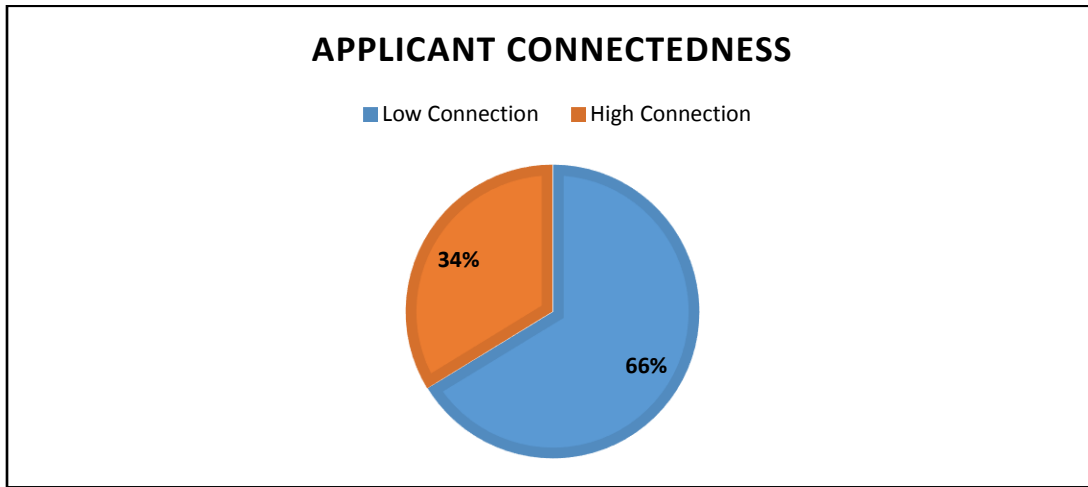


Figure 9. Applicant connectedness to Calvin School

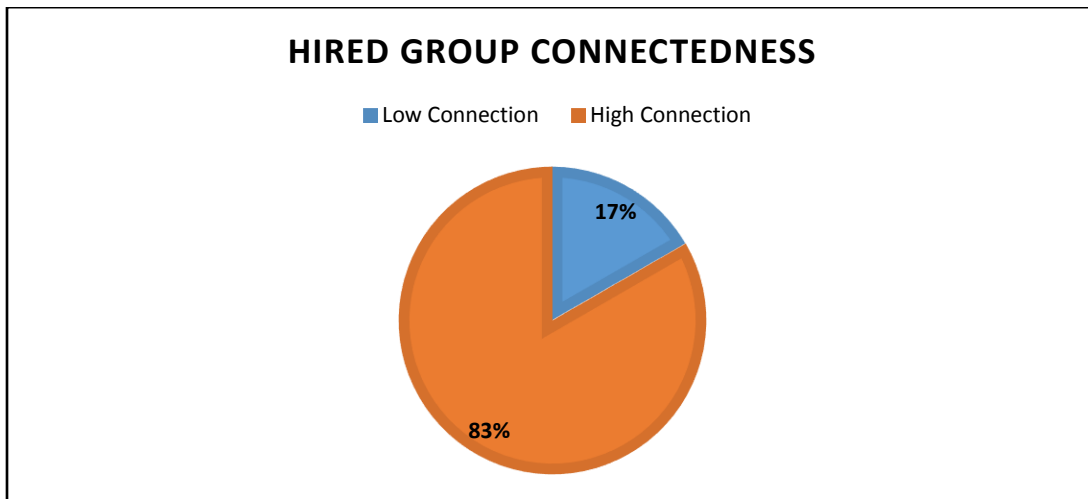


Figure 10. Hired group connections to Calvin School

The hiring log for 2015-2016 was the first year where a concerted effort was made to make note of the ethnicity of applicants. However, since ethnicity was not a question on the

employment application, this designation had to be found on other sources such as an application from a hiring agency or by meeting them face-to-face. Because applicants were not given the opportunity to self-identify their racial identity, these designations are almost certainly not a complete picture of the diversity of the applicant pool. However, a discussion of the connectedness of the members that did have an identifiable minority status is instructive.

For 2015-2016, there were 71 applications that were noted as a person of color. This number represents just 10.5% of the applicant pool. Only 13 or 18% of the applications from people of color were designated “high connection”. The majority of the applications, 58 or 82%, had a weak personal connection to the school. Of these 73, two were ultimately hired. One of the hired had a strong personal connection and one did not have a personal connection.

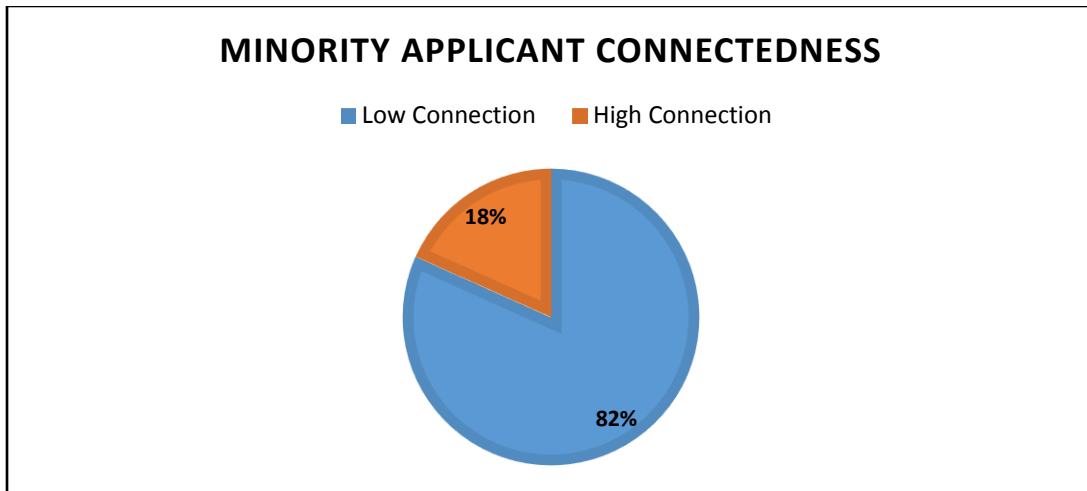


Figure 11. *Minority applicant connectedness*

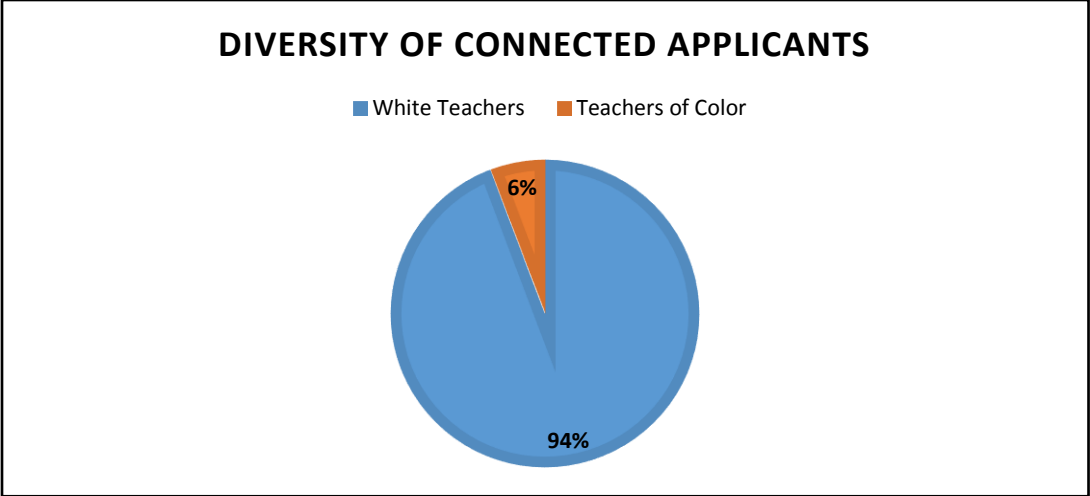


Figure 12. Diversity of connected applicants

As can be seen in the figure above, only 6% of the highly-connected applications for employment were from faculty of color. Considering the fact that more than 80% of those hired were highly connected, it becomes clear why the school has struggled to recruit and hire diverse faculty. These results make it clear that the old adage “It’s not what you know, it’s who you know” is a factor in hiring decisions at Calvin. To be fair, with such a large number of applications for a small number of employment opportunities, the adage at Calvin might be “it’s what you know AND who you know.” The 42 people hired all had strong applications apart from who they knew; each applicant had extensive teaching experience and was required to demonstrate teaching expertise by teaching an observed lesson. Only 14% of the connected applications were hired, so there were many in this group that were turned away. However, it is clear that relationships matter in hiring at Calvin, and very few of our minority applicants, 13 in total, had strong relational connections to the school.

To illustrate how this hiring practice might impact diversity in hiring, we asked four White male administrators to either look at their phone contacts or their Facebook accounts and report the total number of contacts and the total number of people of color. It is worthy of note

that each of these men are strong supporters of efforts to diversify the school. The results of this survey can be seen in the table below.

Table 14. Social contacts with people of color – selected White administrators

Name*	Total number of contacts	Number of people of color in contact list	Percentage of people of color in social network
Jason	438	15	3.4%
Eric	401	12	2.9%
Jeremy	1137	65	5.7%
Bob	280	10	3.5%

* Pseudonyms were used to mask the identity of the participants

When faced with the data showing the connectedness of a typical faculty hire, the action research team acknowledged that there are some good reasons why connectedness might be so desirable to the school. First, we noted that hiring is risky. At a school where parents are paying tuition in excess of \$20,000 per year per student, patience for teachers that are learning their craft is low. Parents demand that teaching is of the highest quality in all classes, in all divisions. Knowing that parents can “vote with their feet” and simply withdraw their kids from the school, the hiring team is understandably risk averse when it comes to hiring. A strong personal recommendation is one way to mitigate this risk.

However, when top White administrators have such a low social connection with people of color, imagining the school ever developing a diverse faculty on the recommendation of a nearly all White faculty seems dubious. With this understanding, the question emerged in the action research team, “how can the administration find other ways of trusting that might lead to hiring from less well known groups?”

Book Study

In order to gain wisdom from what has worked in other independent schools, the action research team conducted a book study of *The Colors of Excellence: Hiring and Keeping*

Teachers of Color in Independent Schools by Pearl Rock Kane and Alfonso Orsini (2003). The team met three consecutive weeks including October 13, October 20 and October 27 to discuss the book (Appendix J). During each meeting, we discussed two chapters of the book and highlighted specific practices that were working at other independent schools. During these meetings, we took turns allowing each member to share the insights that they learned from the chapters. At the end of each meeting I asked each team member to choose one item that was their strongest take away. These I highlighted in the notes as an action to be strongly considered. I took detailed notes during the meetings and each meeting was recorded so that notes could be checked for accuracy.

There were several recruitment efforts that the team marked for follow up. These were either brand new ideas to the school or enhancements to what the school already does. Potential intervention ideas can be seen in the table below.

Table 15. Intervention recommendations from book study

Intervention	Action Steps
Recruitment of faculty of color	<ul style="list-style-type: none"> • We need to leverage our Alumni • We need to maximize the work of recruitment agencies • We need to foster a stronger relationship with Historically Black Colleges and Universities in our city • Cast a wider net in advertising into minority publications • Host a teacher of color job fair at Calvin School.
Hiring teachers of color	<ul style="list-style-type: none"> • Schools made a financial commitment to hire teachers of color. • Make a commitment to have a finalist be a person of color in each job search.
Retaining teachers of color	<ul style="list-style-type: none"> • Mentoring was key in retention of teachers of color. How can we enhance our current mentoring program? • Professional development opportunities are key to retention.

Several ideas related to all three intervention steps. Having a total community commitment to creating a diverse community and having a commitment to honesty with the community about where we are now and where we are going. These two commitments underscore the need for this effort to be holistically transformative in the community. For this effort to work in the long term, the commitment to change must involve the entire community.

Interviews

To add to the knowledge gained from our book study, the action research team elected to interview administrators of color who work in independent schools similar in mission and located in the same city as Calvin. Roulston (2010) describes criterion-based selection as the starting point for most qualitative interview studies, as it was with this one. The selection scheme that the action research team used in choosing schools to find interviews was based on the school's student and faculty diversity, similarity of mission, and school size. Ten interviews were conducted from August through November in the fall of 2016. All interviews were conducted over the phone and were recorded with permission of the interview participant. A description of the positionality of each interviewee and racial demographics of each school can be seen in the Table 8 in the methods section.

Two schools, City Christian and Taft Academy, had two interview participants. In each of these instances, one of the two participants had extensive experience at another independent school and was able to share perspectives from two different schools.

All interview participants were previously known to me through membership in an association of diversity directors that we are all members of. The relationships that I had with the participants in advance of the interview proved helpful and gaining access and trust. All

interview participants were emailed a copy of the consent letter (Appendix G) prior to conducting the interview. All participants were assured that neither their names or the names of their schools would be included in the study. This confidentiality and relationship that I had previously established enabled the interviews to have a level of honesty and reflection that would have been hard to achieve absent these two factors.

All interviews were recorded, transcribed, and coded. A list of coded quotes from the interviews was submitted to the action research team for review. During this review, the action research team created proposals for change based on the interview excerpts. A full list of these interview quotes along with the action research team recommendations can be found in Appendix L. The change proposals suggested by the action research team can be seen in the table below.

Table 16. Suggested interventions from interviews

Research Questions	Intervention	Action Step
What factors encourage teachers of color to teach at independent schools?	Build relationships at HBCU's nearby	<p>Foster a relationship with Area HBCU's – Morehouse, Spelman, Clark, Morris Brown</p> <p>Set up education days and invite them out (to campus).</p> <p>Host our own HBCU education job fair at Calvin</p> <p>Continue to go to these universities and speak with their departments of education</p>
What factors encourage teachers of color to teach at independent schools?	Mentoring Programs	<p>Understand that relationships are a big part of retaining TOC.</p> <p>Hire a group of TOC. Not all can be pioneers. A group provides support.</p> <p>Understand that when there are just a few TOC, they feel unfairly representative of their race.</p>

		<p>Support from the head of school is key.</p> <p>Schools should develop communities of support from within the minority staff community.</p> <p>Provide a sanctuary for honesty and provide resources for TOC in the office of diversity.</p> <p>Meet with TOC regularly to see how they are doing.</p> <p>Provide a mentor to help TOC understand how the community works and how to advance their career. Mentors should be candid. People want to be checked on.</p> <p>There should be someone there to say “we want you to win.”</p> <p>TOC leave because they do not feel a part of the community. They feel isolated.</p> <p>Provide professional support from the principal.</p> <p>TOC leave because they struggle to adjust to the environment.</p>
<p>What factors encourage teachers of color to teach at independent schools?</p>	<p>Communicating Vision</p>	<p>Be transparent with POC. Let them know where the school is on diversity</p> <p>Continue to reinforce with POC the goals and desires regarding diversity. They need to know that it is a core value.</p> <p>Make diversity and inclusion a priority from the head of school.</p> <p>The board should be leading in the area of diversity</p> <p>Connect to the TOC’s desire to do ministry</p> <p>Inform diverse populations about independent schools.</p> <p>Schools should seek to increase demand in their schools for TOC</p>

		Unity should be the goal.
What factors encourage teachers of color to teach at independent schools?	Career Opportunities	<p>Provide opportunities for advancement.</p> <p>Understand that having children at the school is a big retainer.</p> <p>TOC are attracted and retained at Independent schools because their kids can go there.</p> <p>Make professional development a priority</p> <p>TOC leave because of a lack of leadership opportunities.</p> <p>TOC leave because they don't have room to grow professionally.</p>
What factors lead to the effective recruitment and retention of teachers of color at independent schools?	Recruitment Strategies	<p>Directly contact county public school "teachers of the year"</p> <p>Host a teachers of color fair</p> <p>Partner with local universities to mentor education majors.</p>
What factors lead to the effective recruitment and retention of teachers of color at independent schools?	Improving community relationships	<p>Attend conferences geared towards people of color</p> <p>Network with alumni of color to gauge their interest in returning or learning if they know of anyone who's looking for teaching work.</p> <p>Engage minority parents about potential candidates.</p> <p>Stay in touch with previous candidates who were not hired</p> <p>Cultivate social networks outside of the affinity groups you're most associated with.</p>
What factors lead to the effective recruitment and retention of teachers of color at independent schools?	Improving Interview Practices	<p>Hiring should be proactive, not reactive.</p> <p>Train the senior admin team on questions to ask, not to ask, and who should ask. Create more structure.</p> <p>Steps to avoid bias:</p> <ol style="list-style-type: none"> 1.Mask race, gender, and other characteristics. 2.Commit in advance to specific merit criteria and rank the order of importance before interviewing.

		<p>3. Beware of “chemistry” as a criteria 4. Reduce time pressure and distraction during the evaluation process 5. Use structured interviews with standardized questions rather than unstructured conversation. 6. Ask for specific feedback tied to the merit criteria. 7. Discount vague assessments of candidates.</p> <p>POC have stronger contacts within the minority community.</p> <p>Schools should take seriously the recommendations of POC and interview the candidates.</p>
<p>What factors lead to the effective recruitment and retention of teachers of color at independent schools?</p>	<p>Improving support from Recruitment agencies</p>	<p>Be specific in what you want from the recruitment agencies.</p> <p>There are several recruitment agencies out there, develop a relationship with as many as you can. Most candidates sign up for multiple agencies.</p> <p>Don’t just limit your search to recruitment agencies. Explore other avenues as well.</p> <p>Do a better job of informing the recruitment agencies of what your specific needs are so they can send you what you want and/or looking for.</p>
<p>How does the action research change intervention affect the way teachers of color are recruited and hired?</p>	<p>Changing community perspectives</p>	<p>The importance of minority administrators is crucial to the diverse fabric of your school: you must put someone in front of the students that matters!!</p> <p>Be the change that you are speaking about. Putting a person of color in an admin position does that.</p> <p>Seek out individuals with upper level degrees on campus and off campus for admin positions.</p> <p>Hire someone who knows “the lay of the land”.</p> <p>Principal, Dean of Students, Grade Chair: the person must matter to the students – their words are valued. Cannot be an ordinary teacher.</p> <p>Educate the community about the importance of teachers of color to students of color as advocates, “momma bears”, mentors and examples.</p>

		<p>Educate the community about the importance of teachers of color to White students who will soon enter a world where everyone doesn't look like them.</p> <p>Having POC on hiring team allows cultural competency to be measured in all applicants.</p> <p>Having POC on hiring team prevents the team from overlooking something in an applicant.</p> <p>Understand that cooperate America is our competition. The department can be a source of support or strife.</p> <p>Schools should be aware that students may reject a teacher due to bias (ex. Accent)</p> <p>Implicit or explicit bias can be a problem</p> <p>Make sure that minority voices are heard.</p>
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Recommendations

The action research team compiled recommended action steps from the book study, interviews, and from the experience and insight of the action research team members to develop a change proposal that was presented to the Headmaster and Assistant Headmaster for their approval. This proposal was grounded in research that supports the theory that diverse communities bring benefits to all students. The change is supported by evidence that the current hiring process is dominated by the social connections within the community and that these connections are mainly with other White educators. Recent surveys from the SACS reaccreditation survey show that all stakeholders, including current parents, faculty, students, and alumni support the idea that the school needs to improve the diversity of its faculty. Recommendations included efforts to create shared vision around diversity, efforts to diversify

the school’s collective social network, efforts to reduce bias in the interview process, suggestions for improvement to the school’s faculty mentoring program, and a series of novel recruitment strategies. Each of the study’s research questions were addressed during the study. The table and discussion below reviews the data and findings associated with each research question.

Table 17. Research questions, data sources and findings

Research Question	Data Source	Finding
What factors encourage teachers of color to teach at independent schools?	Interviews AR Team Book Study AR Team meetings Calvin Hiring logs	Support from the community Relational connection to the community
What factors lead to the effective recruitment and retention of teachers of color at independent schools?	Interviews AR Team Book Study Calvin Hiring Logs	Diverse marketing plan Diverse social networks Strong mentoring program
How does the action research change intervention affect the way teachers of color are recruited and hired?	Researcher notes Calvin Hiring Logs AR Team meetings	Generates a shared vision and sense of shared responsibility Creates opportunities for administrators to reflect and change practices

Research Question 1

Understanding what teachers of color are looking for in a school is the first research question guiding this study for a logical reason: schools must understand what their target group is looking for before they seek to recruit and retain them. There were several data sources that spoke to this question. In addition to the ten administrators of color that were interviewed, the action research team included three teachers of color who work at Calvin. These thirteen people of color were asked what brought them to and keeps them at the school where they currently teach. Two themes emerged from the data: Support from the community and a relational connection to the community.

Community support. During one of the action research team meetings, I asked the members what brought them to Calvin and what keeps them there. One team member said, “Without the support of my department chair, I would have left a long time ago. She understands my struggles and supports me. I would not be here without her.” During the interviews one administrator had this to say about her head of school:

The head of school, he walks the talk. We had a long talk before I even took the position even as interim because I told him that I was a parent, so I had my rose-colored glasses on, I didn't see the inner workings and all the ugliness that could be going on behind the scenes around diversity. He told me that he couldn't guarantee me that it would always be nice, but he always guaranteed me that I would have his full support, and he's stuck to that. In these 12 years, I've always had his support.

As evidenced from the interview excerpt above, support from the head of school and department chair help in both the recruitment and the retention of minority faculty. This administrator was encouraged to take the job by the Head of School's honest assessment of the difficulty of the job and sincere offer of support, and she was retained because he fulfilled his promise to support her. Support from department heads, principals, and the head of school was a key element of recruitment and retention in all data sources.

Relational connection to the community. The data shows that relational connectedness to the school community is a big factor in recruiting and retaining faculty of color. At Calvin, a study of the hiring logs shows that, in a highly competitive applicant pool, the school shows a strong preference to hire people that are known in the community. Building relationships with people of color can be a bridge to their employment at Calvin. One interviewee had this to say regarding networking:

I think we should get out into the streets more. I know in the course of my day, even doing things like this and talking with other schools and finding out, well, what are other schools doing and what is this well that we could also be drawing from? Then also just going out into the communities. When I'm at a conference, half of the time I am experiencing the conference. The other half of the time I'm networking.

During the interviews of teachers of color at other area independent schools, I asked each interview how they came to their current school. Nine of the ten administrators found their current job because of a prior relationship that connected them to the school. Several of these administrators spoke of using their own personal relationships to encourage their contacts to apply to their school. Clearly Calvin is not the only independent school with a strong affinity for hiring faculty who are known in the community, the difference is that these schools found a way to leverage social contacts to find and hire people of color.

When I asked administrators of color what keeps them at their current school, they often spoke of relationships. One interviewee had this to say about how relationships have helped to retain faculty: "They say, "Wow. Well, your office has been a sanctuary. I can come in there. I can find resources. I can shed a tear if I need to. I can ask for your advice. How should I approach this?" The relationships that this administrator built at her school created a safe place for teachers of color.

Research Question 2

The action research team used several sources of data to address this question, including interviews, action research team meetings and book study, and Calvin's hiring logs. It is apparent that there is not a single factor that increases the effectiveness of recruitment and

retention of teachers of color, but rather a multitude of intentional efforts to create a welcoming and inclusive community. These factors include the creation and implementation of a diverse faculty marketing plan, creating and accessing a more diverse social network, and providing a strong mentoring program for teachers of color.

Creating and Implementing a Diverse Marketing Plan

Several novel recruitment strategies emerged in this study, and the action research team recommended several for implementation at Calvin. These include contacting “teachers of the year” at local public schools, strengthening relationships with area HBCU’s and hosting a teacher of color hiring fair at Calvin.

Historically Black Colleges and Universities. Calvin School is located in a city with easy access to several excellent HBCU’s. Last year I made contact with the career placement officer at two of these schools and set up an opportunity for a school visit. The officers at these schools were very willing to give me time with their students as I spent the day there visiting with students and faculty. Unfortunately, this visit did not yield any applications.

There were several instances in the book study and in interviews where recruitment at HBCU’s was referenced as an effective strategy for recruiting diverse faculty. The action research team adopted this as a strategy and made several suggestions for improving our process. First, it is recommended that the school send minority faculty to the schools. Having a person of color represent the school enables minority applicants to see themselves in the community and gives them an opportunity to asks questions that relate to being a person of color in the school. Second, the team recommends that we invite members of the education school to come do observations at Calvin. Calvin has a visually pleasing campus and a reputation in the community

as an excellent academic institution that we believe would encourage people to want to work here.

Teacher of Color Job Fair. In both interviews and the book study, the idea of hosting a teacher of color job fair was prominent. Interview participants spoke of how inviting potential teachers to their schools resulted in several quality hires. Even though this will take a significant amount of work to execute, the action research team recommends it because it raises the profile of the school in the minority community and gives the school a way to advertise specifically to teachers and administrators of color. This could be done in partnership with another area independent school, but it would be preferable to host the event on Calvin's campus. Calvin school administrators and teachers would be on site to interview perspective faculty.

Direct Recruitment Efforts. Contacting the "teacher of the year" at local public schools was an idea that was shared during one of the interviews and was supported with enthusiasm by the action research team. The administrator said that the school had hired six teachers of color in recent years using this method. Since the public schools publish the academic discipline, school, and names of the award recipients, it is simple to find contact information of these teachers and contact them with opportunities. Considering that only around 10% of schools in the nation are private, and Calvin only hires experienced teachers, looking to public schools as a source of teachers is an excellent recruitment strategy. Teachers who have been identified as the best teacher in their public school are a strong potential source of successful minority teachers.

Creating and Accessing a More Diverse Network

The school's social network is defined as the combined social network of the community members at the school. As evidenced in our findings, the school's leaders have a strong

preference for hiring individuals that are connected socially to current members of our community. There are clear benefits to hiring people we know, but when the people we know are mainly White, it is unlikely that the diversity of our employees will change. One of the recommendations of the action research team is to seek to diversify this collective network. This can be done by individuals actively pursuing relationships with people of color and by the school activating the social network of the parents and alumni of color who have children at the school or who once attended the school.

There are several ways that faculty can work to diversify their social network, but all of them require intentionality, commitment and vision. The following interview excerpt is a good example of intentional networking:

I did a high school admissions fair last Friday and spoke with a parent at that school about their child and found out she was a teacher, a high school math teacher, African-American female. So I shifted my conversation from the admissions guy to the human resource guy and before it was all said and done, by Saturday morning, she had emailed me her resume. Wonderful candidate. Now, we don't have a math position open but you've got to make those connections because then when a math position does come open, I've got a pipeline. That's recruiting

The responsibility for creating a vision for this starts with the Headmaster and should include the entire community. The action research team recommends encouraging faculty to attend diverse church services, attending conferences, such as the National Association of Independent School's People of Color Conference, where teachers of color are likely to attend, and fostering relationships with people of color who teach in other area independent schools. The Director of Diversity and the Assistant Headmaster of Academic Affairs should maintain a

list of teachers and administrators of color who may be potential employees and reach out to them regularly.

While we are encouraging current staff to diversify their social networks, the networks of our minority parents and alumni are likely already diverse. Some of these community members already recommend people for employment, but the school does not currently make an effort to reach out to these groups specifically for help recruiting faculty of color. This request for help could take the form of an email from the Headmaster or Assistant Headmaster once or twice per year, sharing the school's vision for diversity and letting people know about any anticipated openings. This invitation will not only invite recommendations, but it will also let the community know that the school intends to improve in this area.

Providing a Strong Mentoring Program for Teachers of Color

The importance of relationships within the school was reinforced by all sources in the study. One minority administrator had this as an answer to the question, "Why do teachers of color leave independent schools?":

Lack of feeling supported. Lack of feeling, having that sense of genuine belonging and completely for, whether it's, for some it might be having to make cultural migration, and that gap is so far because the house culture is much different than the majority culture or political persuasion. That could be, there's many different, but I think not feeling entirely, completely the full package, that sense of belonging. Feeling isolated at times and not having multiple outlets, or advocates, to be able to listen and just hear.

Mentoring relationships are important for all faculty, not just faculty of color, but there are unique challenges to being a minority in this community that mentoring can help solve. It

was noted from several sources that people of color often feel isolated, are subject to additional pressure due to implicit bias, and feel pressure to represent their entire culture. These are pressures that their White colleagues do not have to endure.

Mentoring should be both formal and non-formal. Formal mentoring starts with the already existing faculty mentoring program. Efforts should be taken to recruit mentors who are racially diverse. These faculty are likely to understand the pressures that a minority faculty member feels and will be able to share advice on how to deal with these unique pressures. White faculty mentors who are mentoring a minority faculty member should be trained to understand the unique challenges that people of color face in independent schools.

Non-formal mentoring should be the focus of department chairs, principals, the Director of Diversity and other administrators. These administrators should check in with faculty often to offer support and be a listening ear. They should ask what professional goals these faculty have and should work to help them reach their goals. Members of the action research team, notes from the book study, and several interview quotes mentioned the need for teachers of color to have career advancement opportunities. Mentors should be a source of help to teachers of color who are looking to advance their career.

Research Question 3

The action research change intervention process is a community effort at understanding and creating desired change. This study involved the efforts of many employees of Calvin School including teachers in all three divisions, three teachers of color, and the direct involvement of the Christian Life Director, Assistant Headmaster for Academic Affairs, and the Headmaster. Multiple meetings, conversations, formal and informal interviews, and document

evaluations occurred in a group setting in the course of this study that gave group members an opportunity to reflect on their own practice and create change. Several changes occurred as a result of this reflection during the course of the study. Two specific interventions that are directly related to the process of action research are the development of shared vision and an investigation of bias in the hiring process.

Shared Vision

Our findings strongly support the idea that lasting change must begin with a shared vision for what could and should be in the community. This vision needs to be shared from the very top of the organization, starting with the board of directors and the head of school. One minority administrator who had been a long time employee of her school had this to say about the relationship she has with her head of school:

That's the biggest thing. Yeah, you can disagree and you can win sometimes and you can lose sometimes, but if you trust that he's trying to hear you and that his heart is good, then, man, you can work with somebody like that. You can do that for a long time.

A vision for change in the diversity of our faculty has been shared with the community by the Headmaster during the school's parent open house at the beginning of this school year. The Headmaster shared with the community that increasing faculty diversity was a goal that he was embracing and leading personally. During this meeting the Headmaster, while speaking of the need to diversify our staff, said that "the definition of insanity is doing the same thing and expecting a different result." I do not think it is simply a coincidence that this statement occurred during the year when this action research study was conducted. Rather, the conversations from this study likely encouraged the Headmaster to share this bold vision.

The stage has been set for change to occur. However, the support of Headmaster cannot end here. The first recommendation of the action research team is for the Headmaster to continue to remind the community of the shared benefits that will occur when the faculty become more diverse and the shared responsibility for recruiting and supporting teachers of color.

The Director of Diversity also has a role in communicating vision to the community. As an expert in best practices in diversity, this employee is the first implementer of the Headmaster's vision but is also a voice to echo that vision. The vision of the diversity program should continue to connect to the school's overall mission as a school, as this will help shape and guide the program in the most appropriate way.

Reducing Bias in the Hiring Process

As a result of interview and action research team meeting data, the action research team recommended training for the hiring team to learn to recognize how bias can affect a hiring decision. During one of the interviews an administrator had this to say regarding anti-bias training at his school:

At my last school we had an organization come in and meet with our senior admin team to talk about hiring process. We walked away from that training with guidelines on how to interview, questions that you ask, questions that you don't ask, who should ask which questions. The process became relatively uniform, but it really kept us away from making mistakes in our questioning or our process and it took away some of those biases that we all have that may not be evident.

During another one of the interviews, the interviewee shared some steps to reduce bias that he had received from his mother, an employee at a local university. He volunteered to

connect us, and we later spoke on the phone and then met for coffee and an informal interview. She has more than 30 years of experience in diversity work and is currently Vice Provost of Diversity and Inclusion at a local university. Calvin's Assistant Headmaster was more than willing to set aside time for this training. In early February, all members of the Cabinet and all Department Chairs were trained in identifying implicit bias and given tools to guide the hiring process in a more equitable way. It is hard to imagine making this connection apart from the engagement of this research study. This is one of the ways that the community provided in ways that could not have been predicted at the outset of the study. It was only through the collaborative process of action research that this training and the desire to receive it became a reality.

Conclusion

The purpose of this study was to develop a plan of action to create a more diverse teaching staff and to learn how the action research process might lead to change in a school community. It is clear from the data that there is no single solution that will create the desired change. However, the data also show that real change can occur when communities become intentional about reaching people of color where they are. The findings presented here provide an understanding of how the school currently hires employees and provides insights for how, by sharing vision and changing certain elements of the hiring process, a more diverse faculty can be recruited, hired and supported.

CHAPTER 7

CONCLUSIONS AND IMPLICATIONS

The purpose of this study has been to learn what a school community can do to become more diverse. We have sought to learn what attracts people of color to teach in private schools, what schools do to attract and retain teachers of color, and how the action research intervention process creates change in how a school recruits and hires its teachers. This chapter will begin with a review and summary of the findings discussed in chapter 6 before discussing conclusions drawn from the study. This chapter will conclude with a discussion of implications for practice and recommendations for future research.

Summary of Findings

The action research team at Calvin School consisted of a diverse group of faculty and administrators from all areas of the school. This group engaged in research that included a book study, interviews of teachers and administrators of color at selected area independent schools, and an investigation of the school's hiring logs. Data was collected by recording interviews and action research team meetings, and by analyzing school documents. Recordings were transcribed, coded, and analyzed by the action research team. An overview of the findings from chapter 6 will serve as an introduction to the conclusions and implications that follow.

Factors that Encourage Minority Faculty to Teach in Independent Schools

The action research team found two distinct reasons why minority faculty teach in independent schools: a relational connection to the community and strong community support for teachers of color. Data in support of these findings include interview, book study, Calvin School hiring logs, and action research team meeting notes.

The hiring logs strongly support the idea that, at Calvin School, having a strong relational connection to the school greatly increases the chances that you will be interviewed and hired for employment. Interviews of faculty of color at other independent schools suggest that a majority of independent schools value a strong personal recommendation. Over 95% of the current faculty at Calvin are White. Since our survey of White administrators showed less than 5% of their social network included connections with people of color, it is unlikely that Calvin will diversify our staff by continuing to rely on these same social connections. This is the insanity behind the Headmaster's comment that "continuing to do the same thing and expecting a different result is the definition of insanity." However, relational connections are an important factor in encouraging minority faculty to work in independent schools, so Calvin must learn to diversify and increase access to its collective social network. Suggestions for how the school can improve its social network include accessing new community social networks including alumni and minority parents, and encouraging faculty to actively pursue relationships with people of color. These suggestions are discussed in greater detail in chapter 6.

Strong community support for people of color was also identified as a major factor in encouraging minority faculty to work in independent schools. Data in support of this finding include the action research team book study (Appendix J), interviews with administrators of color from area independent schools, and action research team meeting notes. While support

from all members of the community is important, our research showed that support from the department chair, principal, and head of school are most essential. While these supports are important for all faculty, the unique challenges that people of color face in independent schools require a more deliberate approach.

Effective Recruitment and Retention Strategies

The action research team identified a number of novel recruitment strategies that have worked in other independent schools to hire and retain faculty of color. Data used to support these findings include book study notes and interview transcripts. Recommended recruitment strategies include the creation of a diverse marketing strategy, creating a diverse collective social network, and creating a strong mentoring program.

A diverse marketing strategy is inclusive of several recommended action steps. These include hosting a teacher of color job fair, building strong relationships with area HBCU's, and by marketing directly to public school "teachers of the year". These marketing strategies were supported by our data and are reviewed in greater detail in Chapter 6.

Data from the school's hiring logs shows a strong internal preference to hire people who are "known" to the community. One of the recommended strategies for recruitment of teachers of color is to diversify the school's collective social network. We recommend that the school accomplish this in two ways: by current administrators and staff being intentional about forming relationships with people of color and by working to access the diverse social networks of Calvin alumni and parents of color.

Finally, the team recommends enhancing the school's current mentoring program to support faculty of color. Data from interviews, the book study, and action research team

meetings support this finding. The mentoring program should recognize that faculty of color experience pressures that are unique and require special care. Responsibility for mentoring should be shared by the department chair, the principal, the Director of Diversity, the Assistant Headmaster for Academic Affairs, and the Headmaster. These leaders should be a source of support and understanding and should help teachers of color reach their professional goals.

How the Action Research Change Intervention Impacts the School

The action research process creates change by suggesting interventions, as I have outlined above, but also as an artifact of the action research process itself. Two distinct changes were realized by the action research process: the realization of needed change and the creation of shared vision.

The action research team worked to create positive change, but we also observed change that we created as an artifact of bringing attention to an issue. The latter was observed in how the Headmaster shared a vision for a new hiring plan with the entire community and how anti-bias training was offered by an interview participant and accepted by school administration. Neither of these interventions could have been planned for, they landed in the middle of the study like a birthday gift. I believe that these two key supports are not coincidence, but are a reflection of the impact of gathering the community around a problem and working to create a shared vision for what could and should be. Apart from this community effort inspired by these research questions, it is doubtful that such progress would have been possible in such a brief time.

Conclusions and Implications

The findings from this study inform several conclusions. The conclusions explore the reasons why teachers of color select independent schools, what independent schools can do to intentionally recruit and retain people of color, and how the action research process creates change in a school.

Conclusion 1: Teachers of Color work in Independent Schools where they are known and valued.

In this study, data was collected first to find out what is attractive about independent schools to people of color. Asking this question first seems a logical step in a study designed to determine what an independent school can do to develop a more racially diverse faculty. Data was collected in the form of interviews with people of color and action research team meetings to discuss the question.

While there were a multitude of reasons given for why teachers work in the schools where they are currently employed, the one most often given is that they have the strong support of the community. This support began most often by a personal connection to a member of the school community who supported their application for employment. In some cases, the person of color was applying to teach in the school where they attended as a student and former teachers and coaches supported the application. In other cases, the support came from a member of the school community who knew the person of color from another social context such as college, church, or a previous place of employment.

While nearly all interviews referenced some kind of personal support through the interview process, the support did not end once the person landed the job. When I asked teachers

of color what kept them at their current school, the most common response was support from administration. Key leaders that offered career support included department chairs, principals, and the head of school. Support came in the form of help navigating difficult parent interactions, understanding school culture, and support in reaching career goals. Several interviews also mentioned feeling value in the work that they were pursuing. Having a sense of support and value in an organization was a major factor in why faculty of color chose to work in independent schools.

This conclusion implies that relationships are a key element in the recruitment process and follows the employee through their career at the school. The data for Calvin School shows that relational support is a determining factor in who is ultimately selected for employment and that the typical White administrator has few connections with people of color. Intentional efforts to diversify the school's social network is necessary to provide the support that faculty of color need in the recruitment and hiring process. These efforts should include enlisting the networks of alumni and parents of color. In our research these sources of support were not highly active in the recommendation process. Alumni and parents of color are likely to have a more diverse social network than the average faculty member. The school should intentionally reach out to these groups with a clear vision for why diversity matters at the school and how minority faculty will be supported.

In addition to intentional efforts to support teachers of color in the application process, schools need to be intentional about supporting teachers of color after they are hired. Data from this study supports the idea that teachers of color bear a burden that their White colleagues don't share. Interview participants spoke of a heavy burden created by the feeling that they were representing all people of color and the burden created by biased attitudes of students, parents,

and other faculty towards people of color. Faculty of color who had remained at their school in the midst of these challenges were able to do so because leaders made a deliberate effort to offer support to them. Without this support, successful efforts to recruit faculty of color are undermined by unsupported faculty leaving each year.

Ingersoll & May (2011) found this to be a major factor in the lack of minority teachers in the public-school setting. More teachers of color leave the teaching profession each year than those who enter (Ingersoll & May, 2011). Ingersoll and May (2011) found that the strongest factor affecting those departures was a lack of voice in collective decision making. The teachers felt that their voice did not matter, and so they left.

Our research supports this finding by Ingersoll and May (2011) and recommends that administrators who desire to retain faculty of color intentionally work to mentor and support teachers of color in their schools.

Conclusion #2: Successful Recruitment and Retention Plans are Multifaceted

Our research did not find any single strategy that alone improved recruitment and retention of people of color but rather a multitude of action steps that schools took to increase applications and improve retention of people of color. Strategies for recruitment include working with minority teacher recruitment agencies, hosting a teacher of color job fair, building relationships with local Historically Black Colleges and Universities, and contacting public school “teachers of the year” directly with requests for an application. These strategies were compiled through interviews and action research team meetings.

Successful retention plans center around support for faculty of color. A robust mentoring program that recognizes the unique pressures that people of color in independent schools feel

should be provided. These mentor relationships should be both formal and informal; the primary responsibility for these relationships rests with the head of school, the principal, the department chair, and the director of Diversity.

While organizations are often looking for one or two simple strategies to create a positive community change, increasing faculty diversity does not fit this mold. Our findings suggest that schools who desire to increase faculty diversity must be committed to a more holistic change that recognizes the special challenges and benefits that people of color bring to the classroom.

Conclusion #3: The Action Research Process Creates Organizational Change

This research study had specific goals and employed techniques to create positive change in the community, but we also found that the process itself created changes in the school. Collaboration within the action research team created relationships that otherwise would not have occurred. The school campus is rather divided geographically between divisions. Teachers who teach in the lower school do not often interact with teachers from the middle or high schools. The action research team created space for collaboration that is unusual. This collaboration strengthened relationships among the members of the team. Collaboration between the team members and updates to administrators developed a shared vision about what could and should be regarding faculty diversity at Calvin.

There were several significant events that occurred during the study that were not planned, but happened as a result of community involvement in a shared goal. The first was inclusion of diversity as an area in need of improvement in the Headmaster's address to parents on Parent's Night. During this address the Headmaster listed diversity as one of the main things that he intended to focus on for the year, and specifically, a focus on faculty diversity. He

promised the parents that the school would be developing a new plan for faculty recruitment and hiring. This statement was a powerful moment of support that, I believe, occurred as an artifact of the collaboration process with him and other school administrators.

Another significant event that occurred as a result of the action research paradigm was the connection to anti-bias training that was made during the interviews. This connection was made because the action research team elected to interview area diversity practitioners, and one of these was willing to make the connection for us. Accepting anti-bias training requires that the student accept that they need such training. The collaboration that occurred as a result of this study helped the administration to recognize their need for this personal challenge.

Finally, as a result of researching the value of minority faculty in independent schools in this study, I made the decision to step down from my leadership role as Dean of Diversity and encouraged the administration to hire a minority administrator in my place. This decision was not based on the idea that White men can't lead diversity initiatives; on the contrary, I believe that there is significant work that White men can and should do in this effort to create a diverse and unified community. This decision was based on the realization that, given the school's current lack of minority leadership, the best thing I could do to further the cause of diversity in my institution is to step aside and create room for a minority leader in our school.

During this process I was asked to re-write the job description and was able to elevate the position in several significant ways. First, the title moved from Dean of Diversity to Director of Diversity. This is a title elevation and places the position in the senior leadership team and a member of the Headmaster's cabinet. The job is also not an add-on to another position, but will be a stand alone role. This will give the new hire significant advantages in having a singular focus as opposed to also being head of high school admissions in addition to diversity as I have

done. Lastly, the budget for diversity was doubled and the budget will be managed by the Director of Diversity, not managed as a part of another budget. This will allow the Director to make independent decisions about how program funds are spent. Over 100 people applied for the post. After going through two rounds of interviews, the school hired a new Director of Diversity that will bring both racial and gender diversity to the leadership team.

Action research is a process that has the potential to create shared vision and significant organizational change that would be hard to replicate in any other way. The collaborative approach to research invites participants to consider their own practice and author their own future.

Future Research

Sagor (2011) defines action research as “any investigation conducted by the person or the people empowered to take action concerning their own actions, for the purpose of improving their future actions (p. 5)”. Given that definition, the reflective practitioner is always conducting research to improve their practice. This study offers room for both formal and informal continual study on this topic.

This study focused on how an independent school can learn what attracts people of color, what schools can do to retain people of color, and how the action research process creates change. The benefits of a diverse teaching community for all stakeholders is well documented in research (Dee, 2004; Ladson-Billings, 1995), and the challenges facing school administrators in search of racial parity between teachers and students has been studied extensively in the public school sphere (Villegas, Strom, & Lucas, 2012; Bireda, & Chait, 2011; Ingersoll & May, 2011) This study is unique in that it looks at these same problems through the lens of an independent

school, while employing an action research methodology. Several questions remain that could be investigated in future studies.

Independent schools are unique from each other and from public institutions. They have a history, particularly in the South, as being a refuge for White families looking to escape the diversity of public schools (Clotfelter, 2014). Compared to public schools, independent schools lack student and faculty diversity. Despite these dubious beginnings, many independent schools are working hard to increase student and faculty diversity, but these efforts are not well documented (Torres, 2015). There is room for broad research across the entire ecosystem of independent schools on how minority faculty are recruited, hired, and retained. This research could help guide independent school administrators seeking the benefits of a diverse faculty.

This study resulted in the creation of a policy on recruitment and retention of faculty of color. The policy suggested here focuses on the creation of shared vision, addition of several novel recruitment strategies, and improvements to the school's faculty mentoring program. Future work at this same institution should include an evaluation of how that policy is implemented and how, practically, the policy actually changes recruitment, hiring, and retention practices.

Summary

This study illustrated how a collaborative action research supports community engagement in the process of creating policy to increase faculty diversity. Findings indicated that the action research process helps schools generate shared vision and novel recruitment and retention policies. By following the framework outlined in this study, administrators can collaboratively evaluate their own practice and generate policy to create change toward a shared

vision. The study provided an opportunity for a team of faculty and administrators to sit down around a table to define a problem, suggest and implement instruments to learn how the problem has been solved in other institutions, and ultimately suggest policy changes supports the value of the action research method. Through the creation and adoption of new policy, the action research team set in motion a new framework for recruiting, hiring, and retaining minority faculty.

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APPENDIX A

Calvin School's Commitment to Diversity and Unity

Calvin School is dedicated to educating students in a diverse and unified atmosphere that celebrates God's unique creation of every individual, preparing students for a rapidly changing world.

Diversity at Calvin

The intricate combination of personality, background, talents, culture, ethnicity, and race in the members of the Calvin community is critical in the fulfillment of the school's mission:

... to be a Christian school of academic excellence by providing each student a diverse college preparatory education guided by Christian principles and beliefs; by challenging and nurturing the mind, body, and spirit; and by developing responsible stewardship in our changing world.

Importance of Diversity

Calvin's Christian ideals regarding diversity are based in the following Biblical truths:

1. Creation-- Made in the image of God, every person has God-given worth and dignity and each is a distinct expression of God's creative initiative (Genesis 1:26-27, Psalm 139:1-18).
2. Fall-- The human choice to rebel against God brings jealousy, discord, injustice, prejudice, and disunity within an individual, between people, and in society (Genesis 3, Romans 1:28-32).
3. Redemption-- Through Christ, God offers to reconcile Himself with the people of this world. Further, He calls Christians to play a part in the redemption of the world by confronting inequity and honoring the uniqueness of individuals (2 Corinthians 5:18, Matt 22:36-39, Luke 10:25-37).
4. Unification -- God encourages us to be unified in love as unique members of the Body of Christ (1 Cor 12: 12-31).

Three facets of the school share the primary role of creating and maintaining a community committed to diversity and unity.

Christian Principles and Beliefs

Calvin School is a community sustained by Christian principles and beliefs. The community, often referred to fondly as a “family” where differences combine to form a nurturing environment, affirms God’s workmanship in each individual. School curriculum and programs are likewise intended to foster respect for differences which extend to people outside of the Calvin community. A global missions program and local service trips exist both to serve God and others and to teach Calvin students the value of each person. Such programs are reinforced by the school motto—J.O.Y. (Jesus, Others, Yourself)—which invites students to prioritize God and others before themselves.

Admissions

Through the admissions process, Calvin seeks to enroll students who will enhance the school community through the many unique aspects of their experience, personality and ability. These dimensions include many biblically supported forms of diversity, such as ethnic and racial background, socio-economic status, athletic and artistic ability, personal interests, and others. Relationships between faculty members and students, as well as peer to peer friendships, play a very important role in education. Thus, the specific identities of the individuals in our community are paramount in their influence on each student. With this in mind, Calvin strives to attract and admit highly qualified students from a diverse applicant pool.

Faculty and Staff

All Calvin faculty and staff share and model their Christian faith and a passion for ministering to students through the use of their God-given talents. Employing teachers for many academic disciplines who can lead multiple extracurricular activities requires a diversity of skills. Additionally, each teacher brings his or her set of life experiences to the classroom. Calvin recognizes the benefits of employing educators of diverse ethnic, racial and socioeconomic backgrounds who are unified through Christian faith and passion, and school administrators actively recruit these candidates.

APPENDIX B

Action Research Team Presentation

Our Mission:

- Calvin School's mission is to "be a Christian school of academic excellence by providing each student a diverse college preparatory education".
- Calvin's board-approved diversity mission statement includes *a mandate to increase diversity among faculty and students*.
- Since 2012, Calvin's student diversity has been increasing. Students of color make up 14% of the students K-12.
- Despite efforts to increase applications, **faculty of color make up only 5%** of our staff.
- Research shows that ALL STUDENTS benefit from having a same-race teacher AND a teacher of a different race in school.

Our Future:

- What if all of our students were *relationally connected* to a faculty member at our school?
- What if all of our students felt that their *culture was understood and valued* in our classrooms?
- What if our community reflected the diversity in the community of heaven depicted in Revelation 7:9?

How we get there:

- Action research is a process that asks questions of our school and then goes through several cycles of evaluation, action, and re-evaluation.
- Unlike traditional research projects that focus on multiple schools, action research focuses entirely on one organization. Also, the researchers are not simply observing, but are also creating change within the organization.
- The result of this research will yield a deeper understanding of the process of attracting and hiring teachers of color, and hopefully, a more diverse faculty.

Research Questions:

- What factors encourage teachers of color to teach at independent schools?
- What factors lead to the effective recruitment and retention of teachers of color at independent schools?
- How does the inclusion of teachers of color affect larger learning environment at independent schools?

The Process:

- Baseline data – Understanding current process of hiring and recruitment and the results of those efforts.
- Best Practices – Interviews with administrators who hire at other schools and faculty of color at those schools.
- Evaluating Change – Based on best practices learned through interviewing administrators at other schools, recommendations will be made for change. These changes will be monitored and evaluated for positive change.

What can you do?

- Right now:
 - What schools should I research? (similar mission preferable)
- Later this week or early next week:
 - Interview protocol – I need help with these questions. Please check your email and send feed back!
 - Over the summer:
 - Check your emails. If we need to meet, I will try to set up a google chat room for us so that you can log in from the beach.
 - Next year:
 - We will meet in August to review baseline data and interview results. We will meet several times in August and September to make recommendations to administration.
 - Help tracking and implementing change. (I don't know what this will look like yet!)

APPENDIX C

Survey Questions for Directors of Diversity

- 1) How long have you been employed at your school?
- 2) Do you play an active role in recruitment of minority faculty? If so, how?
- 3) Do you play an active role in interviewing minority faculty? How?
- 4) Are you part of the committee that ultimately makes decisions about whom to hire at your school? Are there other people of color?
- 5) In your opinion, how important is having a diverse faculty to the administration and board of directors at your school?
 - a. It is a top priority in hiring and recruitment
 - b. It is something that they desire and actively pursue, but is not a top priority
 - c. Having a diverse faculty is something that is desired, but not actively pursued.
 - d. I do not see signs that they either desire or actively pursue diversity in hiring and recruitment
- 6) What is the most effective strategy in recruiting teachers of color that you have used at your school?
- 7) What do you think is the most important strategy in retaining teachers of color?
- 8) How have your students of color benefited from having a teacher or administrator of color?
- 9) How have your White students benefited from having a teacher or administrator of color?

10) How has the adult community (teachers, parents, staff) benefited from having teachers and administrators of color at your school?

APPENDIX D

Survey Questions for Administrators

1. How is your hiring team structured and who serves on it?
2. What is the racial/ethnic identity of the members of your hiring team?
3. Are there specific questions that you ask teaching and administrative candidates regarding diversity? If so, what are they?
4. What is the racial make-up of your teaching and administrative staff?
5. Where does your school advertise employment openings?
6. Does your school contract with any employment agencies that focus on teachers of color?
7. What has been your school's most effective strategy in recruiting and retaining teachers of color?

APPENDIX E

Survey Questions for Teachers of Color

1. How long have you been employed at your current school?
2. How long have you been employed in the field of education (all schools combined)?
3. Do you hold an advanced degree?
4. How did you find out about your current job?
5. Did you have any special connection to the school before taking the job?
6. Did anyone connected to the school act as a reference of support for your application to the school?
7. In thinking about what attracted you to your current school, please rank the following in order of importance:
 - a. _____ Salary and benefits
 - b. _____ Tuition remission for your children
 - c. _____ Career advancement opportunities
 - d. _____ Inclusive school community and culture
 - e. _____ Opportunity to make a positive impact in the lives of students
8. As a teacher of color, what impact do you have on your community in regards to diversity?

APPENDIX F

Recruitment Email

Dear _____ :

I am a graduate student under the direction of professor Sheneka Williams in the Department of Lifelong Education and Policy at The University of Georgia. I invite you to participate in a research study entitled Minority Faculty Hiring in an Independent School. The purpose of this study is determine the most effective ways to recruit and retain minority faculty in independent schools. We obtained your contact information from [if applicable, describe the source of their contact information, such as a person's or agency's name].

You're eligible to be in this study because you are one of the persons responsible for faculty recruitment and hiring at your school.

Your participation will involve a short interview and should only take about 30 minutes. I do not anticipate any risks to participation in this study. Your participation may help researchers learn how best to recruit and retain minority faculty.

There is no compensation for participation in this study.

If you would like additional information about this study, please feel free to call me *at 678-223-2220* or send an e-mail to *jds01771@uga.edu*.

Thank you for your consideration!

Sincerely,

Jason Scheer

APPENDIX G

Consent Letter

July 8, 2016

Dear Study Participant:

I am a graduate student under the direction of Professor Sheneka Williams in the Department of Livelong Education, Administration, and Policy at The University of Georgia. I invite you to participate in a research study entitled Minority Faculty Hiring in Independent Schools. The purpose of this study is to determine the best practices approach to hiring and retaining faculty of color in independent schools. Administrators who have a role in hiring and recruitment of faculty and teachers of color are being asked to participate.

Your participation will involve a short survey that should only take about 30 minutes. Your involvement in the study is voluntary, and you may choose not to participate or to stop at any time without penalty or loss of benefits to which you are otherwise entitled. If you decide to stop or withdraw from the study, the information/data collected from or about you up to the point of your withdrawal will be kept as part of the study and may continue to be analyzed.

Data collected will include your name, contact information, school where you are employed, and job title. These personal identifiers will not be published, and researchers will not release identifiable results of the study to anyone other than individuals working on the project without your written consent unless required by law. The results of the research study may be published, but your name or any identifying information will not be used. In fact, the published results will be presented in summary form only.

The findings from this project may provide information on how independent schools can effectively recruit and retain minority faculty. There are no known risks or discomforts associated with this research.

If you have any questions about this research project, please feel free to call me 678-223-2220 or send an e-mail to jds01771@uga.edu. Questions or concerns about your rights as a research participant should be directed to The Chairperson, University of Georgia Institutional Review Board, 609 Boyd GSRC, Athens, Georgia 30602; telephone (706) 542-3199; email address irb@uga.edu.

By completing and returning this questionnaire in the envelope provided, you are agreeing to participate in the above described research project.

Thank you for your consideration! Please keep this letter for your records.

Sincerely,

Jason Scheer

APPENDIX H

Action Research Team Book Study Notes

Action Research Team – Colors of Excellence Book Study – Chapters 1 & 2

October 13, 2016

1. Do grants exist for hiring POCC?
2. How do we leverage our alumni?
3. Looking for candidates throughout the year regardless of position. When the person is identified, openings happen.
4. Form connections at HBCU
5. Be prepared to spend money. Send people to schools.
6. Start early, find ways to capitalize on the strengths of POC. People at Wesleyan are scared of non-conformity. We can't change people.
7. Hiring committee should reflect on who we are trying to recruit. Sending White people won't work.
8. Population of POC are increasing, where will they go?
9. Money (pay) is a barrier to POC being teachers.
10. Recruitment: from college, selling the job, pursuing people vigorously.
11. What attracted Demetrius: needed out of DeKalb and his daughters could come.
12. Recruitment by head hunters
13. Total Community effort
14. Mentoring – keep people here. Each school has had a mentor.

Action Research Team – Chapters 3 and 4

October 20, 2016

1. Type of TOC – people are eliminated when the type becomes too narrow.
2. Alumni – A huge market we don't have to have certificates.
3. Why did they stay? 19% advancement, 20% diversity
4. Recruit actively – no lip service, must do something. Churches and recruitment services.
5. What makes a difference? Admin of color, etc pg 60. Giving teachers of color a more powerful voice.
6. Pg 62. Changes become self-sustaining. If we can slog through the first steps, perhaps things will improve.
7. Community at Wesleyan is warm but ends with POC. Making small steps.
8. Qualifications – not too ethnic, from the right college.
9. Having people who invest in you, this was my experience.
10. Ads for employment for minority media – radio, host your own job fair.
11. Religious difference is felt too.
12. Identity at Wesleyan need to be committed not just trying to check a box. Commitment needs to be deep and long range.
13. We need whole school commitment.
14. You have to open your purse in FA to attract POC who can pay.
15. Why do TOC get to have benefits? Because all will benefit.
16. Pg 95. Summary of support for TOC. Professional development and support from colleagues.

17. Honesty is crucial, we need to tell people where we are and where we are going.
18. Long term commitment – we have to commit to growth and pain.

AR Team – Ch 5 and 6

October 27, 2016

1. Three case studies – pg 116 – Wingate school, clear commitment of school to hire SOC
2. Huge push by head of school at other two schools
3. Reputation is hard to change
4. Pg 143 – finding teacher candidates of color
 - a. Campus recruitment
 - b. Cast wider net in advertising – radio, HBCU
 - c. Alumni of color
 - d. Have our own teacher of color job fair
5. Send faculty of color to HBCU
6. Are we trying to limit people by how they talk and walk?
7. Devote more \$ to students on FA
8. Make a commitment to have the finalist be a person of color.

APPENDIX I

Empirical Studies Table

Study	Brief Description	Quant/Qual/Mixed	Sample and Context	Data Collection	Findings	Implications
Kane, P. R., & Orsini (2003) <i>The Colors of Excellence: Hiring and Keeping Teachers of Color in Independent Schools</i> . Teachers College Press	Study of 11 New York schools to evaluate efforts to hire and retain teachers of color	Qualitative	11 independent schools were evaluated.	At each school four people were interviewed: the Headmaster, two teachers of color, and the person in charge of diversity. A total of 43 interviews were conducted.	Five core themes emerged: 1) the need to define diversity 2) importance of commitment 3) need for support and leadership 4) Call for open communication 5) significance of critical mass	Schools that are effective at hiring and retaining teachers of color have a top down commitment to the process and a strategic plan to accomplish specific goals.
Hyland, N. E. (2005). <i>Being a good teacher of black students? White teachers and unintentional racism</i> . Blackwell Publishers, Inc.	This study was a 3 year critical ethnographic action research study. The goal of the	This was a qualitative action research study.	The context of this study is an elementary school serving mostly African-	Field notes, recordings and interview notes were collected and coded.	Four White teachers were selected for discussion. Each teacher fell short of cultural relevant	Each teacher self-identified as being effective with African American children, and yet each

	study was to highlight the disconnect between what researchers have identified as good practices for teaching students of color and how teachers understand themselves as good teachers.		American children. A total of 42 interviews with 27 teachers were conducted.		pedagogy in some significant way.	exhibited some form of unintended racist behavior towards her students. The authors suggest closer connection between the academy and the classroom to develop practical training for well-intentioned teachers.
Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i> , 32(3), 465-491	Ladson-Billings describes her theory of Culturally relevant pedagogy	This is a qualitative research study	Eight teachers who were identified by members of the community as excellent teachers of African American children were studied	Teachers were interviewed in the first phase to discuss background, philosophy of curriculum and classroom management, parent and community involvement. Teachers were observed over a period of 2	Ladson-Billings found that culturally relevant teaching must meet three criteria: an ability to develop students academically, a willingness to nurture and support cultural	This theory is one of the most widely cited in the literature. Culturally relevant theory gives practical goals and markers for teachers, administrators, and teacher preparation programs.

				years, on average 3 days per week. In the final phase teachers were asked to analyze each other's practice.	competence, and the development of a sociopolitical or critical consciousness .	
Henfield, M. S., & Washington, A. R. (2012). 'I want to do the right thing but what is it?': White teachers' experiences with African American students. <i>The Journal of Negro Education</i> . doi:10.7709/jnegroeducation.81.2.0148	This study seeks to understand White teacher's experiences navigating a school with a changing racial demographic . Critical race theory is the theoretical framework	This is a qualitative study	26 White middle school teachers were interviewed in in-depth focus groups	Focus groups were conducted with a semi-structured interview protocol. The constant comparative method of data analysis was used. Recordings, field notes, and interview notes were reviewed.	White teachers confronted problems as the student body became more diverse and needed training. Researchers recommended training in White privilege, racism, cultural competence and classroom cohesion.	This research focused on a reality that is current in many schools: a mostly White teaching staff and a growing minority student body. Administrators must seek training for teachers to work with their changing student body.
Dee, T. S. (2004). Teachers, race, and student achievement in a randomized experiment. <i>The Review of Economics and Statistics</i> , 86(1), 195-210.	This study used data from a previous experiment to investigate academic	This study is quantitative	Project STAR data was analyzed. Over 11,000 students	The data reviewed included publically available data from project STAR. Test data	Assignment to an own race teacher significantly increased test scores in math and reading	This study offers a large scale quantitative data to support the idea of race

	benefits to students with a same-race teacher		participate in the study.	was generated from the Stanford Achievement Test.	for both black and White students.	matching in schools.
Fujimoto, E. O. (2012). Hiring diverse faculty members in community colleges: A case study in ethical decision making. <i>Sage Publications Inc.</i> doi:10.1177/0091552112450069	This study investigated the hiring process at a community college to understand the processes that led to hiring decisions.	This is a qualitative research study	This study looked closely at three specific searches.	Affirmative action reports were analyzed, search and screening procedures were examined. And interviews with individuals involved in searches were conducted.	A number of unethical or questionable behaviors were observed. For example, the data that determined affirmative action rules was changed mid-way through the study with no apparent reason.	Race bias is common and is often unrecognized. Administrators who are seeking to diversify their staff need to look closely at hiring process to avoid unethical behavior.
Hyland, N. E. (2005). Being a good teacher of black students? White teachers and unintentional racism. <i>Blackwell Publishers, Inc.</i>	The goal of this study was to reveal the difference between research based best practices and teacher's understanding of their	This is a qualitative study	Three White teachers teaching a largely black student body were interviewed	42 interviews with 27 different teachers over a period of three years.	While each teacher claimed to be an effective teacher with African American students, each fell short of the standards put forth in culturally	Self-perception can be very misleading, perhaps especially for White teachers. Training in best practices would close the gap

	practice with students of color. The guiding theory is Culturally relevant pedagogy.				relevant pedagogy.	between research and practice.
Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i> , 32(3), 465-491	In this paper Ladson-Billings outlines her often cited theory of culturally relevant pedagogy	This is a Qualitative study	8 teachers were interviewed over a period of 3 years. Observations were conducted three times per week.	Data included video recordings, field notes, and interview notes.	Ladson-Billings identified three characteristics that describe a culturally relevant teacher: an ability to develop students academically, a willingness to nurture and support cultural competence and the development of sociopolitical or critical consciousness	This theory has changed the way people think about educating minority students. It has given educators and administrators a goal to pursue.
Smith, D. G., Turner, C. S., Osei-Kofi, N., & Richards, S. (2004). Interrupting	This study sought to	This study used mixed methods	700 faculty searches	Three specific interventions	Researchers found that	Specific interventions

<p>the usual: Successful strategies for hiring diverse faculty. <i>Ohio State University Press.</i></p>	<p>understand the interventions that lead to minority faculty hiring at the collegiate level.</p>		<p>were investigated . OLS stepwise multiple regression was used to validate what variable(s) best predicted the presence or absence of a diversity hire.</p>	<p>were investigated: 1) The job description explicitly engages diversity at the department or subfield level 2) An institutional “special hire” strategy such as waiver of search, target of opportunity hire, or spousal hire, is used 3) The search is conducted by an ethnically/racially diverse search committee.</p>	<p>when specific job descriptors that indicated skills were required in teaching a diverse student body, diversity hires were more likely.</p>	<p>in the hiring process work. However, most regular hires resulted in a White person being hired. Diversity hiring must be intentional.</p>
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APPENDIX J

Interview Codes, Interview Excerpts and AR Team Interventions

Code	Interview Excerpt	AR Team Intervention
Historically Black Colleges and Universities	<ul style="list-style-type: none"> - <i>I send them out to Spellman, Howard, Park, Fisk, Tennessee State</i> - <i>Right, and then again through referrals also. Then we've been out to Morehouse College and to Spelman and developed relationships there, and I worked at Morehouse, so I do know people there</i> - <i>And this past year we invited the entire education of Spellman on campus so, Morehouse and Spelman actually</i> 	<ul style="list-style-type: none"> - Foster a relationship with Area HBCU's – Morehouse, Spelman, Clark, Morris Brown - Set up education days and invite them out (to campus). - Host our own HBCU education job fair at Calvin - Continue to go to these universities and speak with their departments of education
Diversity and the Board of Directors	<ul style="list-style-type: none"> - <i>I want to say with African American we probably have 5-6</i> <p><i>Speaker 1: Do you know if diversity faculty hiring, minority faculty hiring, is part of the strategic plan for the school from the board level?</i></p> <p><i>Speaker 2: Oh, definitely.</i></p>	<ul style="list-style-type: none"> - The board should be leading in the area of diversity - The board needs to add racial diversity

	<p><i>Speaker 1: It's part of it. Okay. You mentioned that the goal was to match the students of color, is that clearly laid out in that strategic plan that that's your aim?</i></p> <p><i>Speaker 2: Mm-hmm (affirmative).</i></p> <ul style="list-style-type: none"> - <i>one of the most well respected members of the board who is seen as the leader of the board is a person of color, and so they say they value that a lot</i> 	
<p>Training for the Hiring Team</p>	<p><i>At my last school we had an organization come in and meet with our senior admin team to talk about hiring process. We walked away from that training with guidelines on how to interview, questions that you ask, questions that you don't ask, who should ask which questions. The process became relatively uniform, but it really kept us away from making mistakes in our questioning or our process and it took away some of those biases that we all have that may not be evident.</i></p> <ul style="list-style-type: none"> ○ <i>All right. The first thing she has here is mask the race, gender or other social identity characteristics of job applicants if possible. She used the example of the symphony orchestra auditions. There was a study. Have you heard of that?</i> ○ <i>I have heard about that study. That they had to listen to it blindly. They couldn't see the people perform.</i> ○ <i>They couldn't see the race. The second thing is to commit in advance to specific merit criteria and rank order the importance before reviewing applications. Be wary of [inaudible 00:31:48] chemistry collegiality as criteria. Reduce time pressure and distraction during evaluation process. Allow time for reflective rather than [reflective 00:32:01] reactions. I think she's saying there that sometimes time pressure creates a distraction or there's some other distraction that makes you make the decision about who you're hiring, when if you didn't have that pressure, you could make a more thoughtful decision.</i> ○ <i>That's good.</i> 	<ul style="list-style-type: none"> - Train the senior admin team on questions to ask, not to ask, and who should ask. Create more structure. - Steps to avoid bias: <ol style="list-style-type: none"> 1. Mask race, gender, and other characteristics. 2. Commit in advance to specific merit criteria and rank the order of importance before interviewing. 3. Beware of “chemistry” as a criteria 4. Reduce time pressure and distraction during the evaluation process 5. Use structured interviews with standardized questions rather than

	<ul style="list-style-type: none"> ○ <i>Use structured interviews with standardized questions rather than unstructured conversation. Have I given everyone the same consideration of context/circumstances? If we're interviewing everyone, but we're asking them slightly different questions, then that leaves room for them to easily be evaluated in a different way. I think implicit bias probably creeps into that and maybe lowers the value of a person of color in the applications or interviewed. The last one is ask for a specific feedback tied to the merit criteria. Discount vague assessments of candidates.</i> 	<p>unstructured conversation.</p> <p>Ask for specific feedback tied to the merit criteria. Discount vague assessments of candidates.</p>
<p>Importance of Minority Administrators</p>	<ul style="list-style-type: none"> - <i>Right, and to a certain extent, being the image of what change could look like as well. However you want to assign a value to the term change, I was assigned to the school as a student and as a senior administrator, that, guess what? We're backing what we're saying when we say that we want to become a more diverse community.</i> - <i>minority administrator. It has to be a principal, a dean of students, it has to be someone that they recognize. And it really doesn't need to be a person in It's got to be a person that you put out in front of your students that this person matters, his opinion matters, and plus it gives you a different voice at all those meetings you attend.</i> <p><i>Speaker 1: Absolutely. My takeaway from what you've said about your relationship with your head is that you guys trust one another.</i></p> <p><i>Speaker 2: Right, and that's the biggest part of it.</i></p> <p><i>Speaker 1: That's the biggest thing. Yeah, you can disagree and you can win sometimes and you can lose sometimes, but if you trust that he's trying to hear you and that his heart is good, then, man, you</i></p>	<ul style="list-style-type: none"> - The importance of minority administrators is crucial to the diverse fabric of your school: you must put someone in front of the students that matters!! - Be the change that you are speaking about. Putting a person of color in an admin position does that. - Seek out individuals with upper level degrees on campus and off campus for admin positions. - Hire someone who knows “the lay of the land”.

	<p><i>can work with somebody like that. You can do that for a long time.</i></p> <p><i>Speaker 2: I remember one day we were talking and I was like, "did you just tell me no?" I was thinking to myself like, "Wait a minute. Did you just tell me no?" And we had to laugh. Even with parents, there are some parents that you just want to strangle, but I'm like, "I know this parent. I know that they were the first ones to call me to say, 'If you ever need anything from me I've got your [inaudible 00:23:49]." You know what I mean?</i></p>	<ul style="list-style-type: none"> - Principal, Dean of Students, Grade Chair: the person must matter to the students – their words are valued. Cannot be an ordinary teacher.
<p>Importance of Teachers of color</p>	<ul style="list-style-type: none"> - <i>I think that speaks volumes to them. I can be anything that I want to be, opposed to us consistently putting them in what I consider staff roles opposed to professional roles.</i> - <i>People come with their own identities, and that's good too because then that helps make us who we are. Then kids can find that person that's an advocate, too. So we have the people that are the ones that maybe be the geeky ones that like to work on the robotics, and that's great. Then we have the ones that are out there playing sports and that's fine too, so we just have a whole eclectic group of people that makes us us, which is nice. Then we have the staunch republicans, then we have the democrats, and then we have the liberals. It just makes it all and it just kind of works.</i> - <i>From a faculty standpoint, one of the things that I need desperately, and I'm happy that we just hired an African American faculty member, I need the momma bear. We have one, but she is our admissions assistant, she is not a faculty member, so there are some things that our kids won't go to her about. and the reason why I say that is, normally what parent do you deal with? The mother or the father? The mother, right? So, what happens is this becomes the faculty members 4th job on campus, your trying to help out the girls of color, but from an admissions standpoint, a lot of times people of color who are thinking about applying for a job</i> 	<ul style="list-style-type: none"> - Educate the community about the importance of teachers of color to students of color as advocates, “momma bears”, mentors and examples. <p>Educate the community about the importance of teachers of color to White students who will soon enter a world where everyone doesn't look like them.</p>

	<p><i>will ask someone who has a child that has either applied or enrolled, so the two go hand in hand. But if you have a situation where the mom doesn't have a good relationship with anyone on campus and doesn't feel like there is a real community, they might have a bad situation. I've seen it a lot of times where people are applying, male or female applicants, and they don't normally call dad, they call mom.</i></p> <ul style="list-style-type: none"> - <i>That is why you need faculty members who are representatives of the word to help bring the world into the isolated environments that independent schools are.</i> - <i>I just thought so much of the place and specifically how I will be able to contribute to the experience of students of color at my school since I had been through that. I thought that I could have a specific impact on students of color and their experience here at my school even more focused on African American males.</i> - <i>First of all, already what they are seeing is someone who probably has experienced some of the same challenges, the fact is being a person of color in America brings unique challenges and issues because of your race. Period, that is just how it is. So people of color, when they see other people of color, they know that they have a unique bond because of that, and so when a student of color is struggling, whether it is socially or academically and they see another person of color, already whether it is right or wrong, or whatever, that person of color assumes that I know that this person is going to look past any stereotypes because they are like me, and I can really be vulnerable with them about what my issues are, whether it is academic or socially.</i> - <i>And so White students are going to be entering a world where they are more likely going to be working with people who are not like them. And they need to learn. There is nothing like real life experience. there is nothing that trumps that, learning how to have someone of color be an</i> 	
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	<p><i>authority to you, be engaging in discussion and learning from people of color, the value that that brings and how that prepares them for the real world.</i></p>	
<p>Recruitment Strategies</p>	<ul style="list-style-type: none"> - <i>go on the web site and look at Gwinnett, Fulton Co, teachers of the year and we call them directly.</i> - <i>Then we have a break through program here, too, so we go into that alumni base because that program trains teachers. We go into their alumni base and send out invitations also. We're actually going to do this year, it's the first year we're going to do it, we're going to have an open house teacher of color fair.</i> - <i>It's a year-round program on Saturdays, and then in the summer. It's during the summer, a six-week program during the summer for public school kids but we bring in college students. They're the teachers and we have mentor teachers. We have actual teachers that mentor the students that are looking in education as a possible profession. We get teachers from across the country that come in and work with the kids during the summer and teach lesson plans. They have a classroom, so we track those kids while they're in college. Then when they graduate we start talking to them and see if they're interested in looking at our school. Once they get a little teaching experience under their belt and stuff, so we're continuing the relationships with them now.</i> - <i>when I met with our Dean of Faculty last year, I asked him about the need for incentive for colleagues to ... If I refer someone, and particularly a teacher of color that we are in the market for, and that person joins our faculty, then I having referenced and brought that person here, if that teacher stays a year, then I should get kickbacks. Basically, I should get some sort of bonus, because when we use Carney and when we use Nemnet basically that's the deal. Right?</i> - <i>Mostly it's through our website, through Nemnet, through NAIS, through Carney. The big models, pretty much. Then I've also ... Last year, for example, I pushed them to also branch out. We were looking for psychologists for our counseling department, but we were in need of</i> 	<ul style="list-style-type: none"> - Directly contact Gwinnett county "teachers of the year" - Host a teachers of color fair - Partner with local universities (Emory?) to mentor education majors. - Attending conferences geared towards people of color - Network with alumni of color to gauge their interest in returning or learning if they know of anyone who's looking for teaching work. - Engage minority parents about potential candidates. <p>Stay in touch with previous candidates who were not hired</p>

	<p><i>counselors of color in particular. There's an Asian Association of Educational Psychologists or something like that, so we advertised there. I happened to go back and check and I think ... I don't know if we got interviews through them necessarily, but I know that at least 50 people looked at it.</i></p> <ul style="list-style-type: none"> - <i>I think we should get out into the streets more. I know in the course of my day, even doing things like this and talking with other schools and finding out, well, what are other schools doing and what is this well that we could also be drawing from? Then also just going out into the communities. When I'm at a conference, half of the time I am experiencing the conference. The other half of the time I'm networking.</i> - <i>That's the end of the conversation, or, "We'll keep your resume on file." I'm serious about reconnecting with these people. At a conference, if we don't hire someone, I do like to check in with them in a year. We all know, things change very, very quickly. Maybe you're at a different school in the city now, but you might very well want to make a move after a year. To some degree we're competing with the same pool, but there's also tons of other people out here in the community that if we're not out kind of engaging with them, you never know.</i> - <i>I think we need to do better about getting out into the communities and not feeling like everybody has to be here in Atlanta. I said, "Did you call any agencies or associations that are in Texas or in California or wherever?" To open ourselves to recognizing that people are willing to travel now. It's not like it used to be and we have to really be creative in how we're looking. I think we could be more creative around here. Some of what we do is still a little old school. We want people to come to us like they've always done</i> - <i>I think we can do better in terms of reconnecting with alums with a general purpose of checking on them first of all, and finding out what they're doing, but also inviting them back and asking them kind of point blank if there's anyone they know who would be looking. I don't think we do that.</i> 	
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	<ul style="list-style-type: none"> - <i>I interviewed with them as well. I wasn't looking for work right then per se, I was just more looking for a school for her but the business office person at the time, I don't really know actually how she got my information but she saw me and asked me to give her my resume, which I did, but I told her I was really just looking for a placement for my daughter. She said, well, we would love to have you come and see our school and talk to our teachers and our division heads. I did submit my resume and I think maybe coming from Maryland and the school I taught at previously, it's called Norwood School in Bethesda and she arranged for me to meet with head of the divisions as well as some first grade teachers and second grade teachers. I did a quick lesson for both grades and had to actually go out and get some professional clothing. I wasn't prepared to do all that.</i> - <i>. In terms of recruiting, wanting to be more proactive, I do think that the school is for sure interested in having more representation on the faculty and we do go to job fairs like [inaudible 00:08:56] that we have here in Atlanta when its offered. We do ask for teachers of color to reach out. I know that I reach out to friends who are teachers and have recruited some to our school. I do think there's an effort being made but there is of course always challenges too to that.</i> - <i>As an example I did a high school admissions fair last Friday and spoke with a parent at that school about their child and found out she was a teacher, a high school math teacher, African-American female. So I shifted my conversation from the admissions guy to the human resource guy and before it was all said and done, by Saturday morning, she had emailed me her resume. Wonderful candidate. Now, we don't have a math position open but you've go to make those connections because then when a math position does come open, I've got a pipeline. That's recruiting</i> - <ul style="list-style-type: none"> o <i>Yeah. How are you keeping those contacts fresh? Do you touch base with them once a year?</i> 	
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	<ul style="list-style-type: none"> ○ <i>No, I reach out to them monthly. Yeah, just to see how they're doing. I let them know that I'm still on the radar and that we're still an option if something comes open and that I'm excited about you potentially applying for a position here. Just that personal touch, and I actually, in my calendar, I put folks' names and phone numbers to give them a cold call, just to say, "Hey, just wanted to check in and see how you were doing." A phone call or an email, so I keep a rotating calendar of folks that I need to reach out to monthly, so that's part of the recruiting process and that's just a personal thing that I do.</i> - <i>you have to be willing to step out of your comfort zone and actually meet different people. So when he did that black pastors forum, he met different black people in the community, he didn't have a long relationship with them,</i> - <i>when I came in last year, that was the largest number of faculty of color that they hired in, probably me and three or four other people, and what they did is they went to the different counties and looked at all of the teachers of the year, anybody who got an accolade and they were able to see who they were, and they emailed them directly, and told them congratulations on this and are you familiar with our school, and they got a couple of hires. Actually one of the teachers, a black woman who they hired, she was new last year with me, she is now going to be one of the deans, she is rock star in the middle school. Just that quickly. It is very effective. What my old school did, like I said was the most effective was they actually, the faculty of color that they had, was two or three of us, they actually charged us by saying you probably have a circle that is more diverse than ours and said whoever you recommend we will most certainly interview and we will most certainly consider. That helped.</i> 	
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<p>Social Networks in Hiring</p>	<ul style="list-style-type: none"> - <i>I'm a (school) graduate. Post graduation, when I came into the workforce, I was working at a local public school. I was working at McEachern High School, and my predecessor, and also one of my mentors, the Head of Schools, so the Admissions Director is my predecessor, and the Head of Schools is my mentor, reached out to me and said that there was an opportunity.</i> - <i>On how the interviewee found his current job: One of my friends from N. Florida Christian, a White male, was coming up to be the head football coach.</i> - <i>We've probably got 5 teachers that we just hired because of who they knew. I struggle with that.</i> - <i>Okay. My job is I'm director of multicultural programs and services. I've been here 12 years, and I was asked by the head of school. I was a parent. My son was in kindergarten. The person who was in the position was leaving. I had worked at Morehouse College but had since left that position and was home with my children. The person that was in this position had been at Spelman when I was at Morehouse and we had did the same jobs over student activities. She knew I was here as a parent and had let the head of school know that I was home with my children at the time. She was getting ready to leave, so he wanted someone interim. So, the head of school reached out to me and asked me if I would do the job for a year while they did a national search. I agreed to do the job for a year while they did a national search. Within that time of them doing a national search he asked me if I would consider throwing my name in the hat, which I did, so here we are. Fast forward 12 years later and I'm still here at the job.</i> - <ul style="list-style-type: none"> o <i>Speaker 1: Yeah, absolutely. You mentioned earlier that you had an advocate for you when you were hired for the school. How common do you think that is for teachers who are ultimately hired to have had some connection to the school? Either they were an alumni or a parent or they knew somebody like you did.</i> 	<p>Cultivate social networks outside of the affinity groups you're most associated with.</p>
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	<ul style="list-style-type: none"> ○ <i>Speaker 2: Yeah, I think especially in an independent school I think that that's more and more common. Maybe not so much with people of color, but what us people of color what we try to do now is find people. What I try to do is if I know someone knows someone that's looking at a job, I tell them, "Send me their resume. Let me meet them," or I try to put them in front of someone else who's maybe doing the hiring because I know that that's the best way. At least let them get their hands on them, let them get their eyes on them.</i> - <i>. This is my 13th year. I also went to school here. As far as coming here, recruitment wise it's a funny story. I cut a deal with my parents that they would let me live in their house for 6 months after graduating from college, and part of that deal was that they were going to require that I come by the school to visit with some of my old teachers and just come by and say hello. I also had to drop my resume off. I didn't need to apply for a job or anything, but just drop my resume off. The day I did that, they actually offered me a job on the spot. I did not apply for any job.</i> - <i>I think that they really tried to attract people of color who are tied either they've been an alum here or they're the husband or wife of another faculty member of color or they have kids who went here at one point. I think they really latch on to that demographic. Maybe I'll even say recruit. I don't know if that's recruiting or not, but they pay attention ... Does that make sense?</i> - <i>You know what? Through a friend that worked here, actually. I was working at an agency, a non-profit child centered agency, in the Peoplestown Community of Atlanta. Then we used to use volunteers from our school, and the Community Service Director and I became friends. Then when he heard I might be looking he said, "You know, this might be a school you're interested in." It was through someone who already worked here.</i> - 	
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	<ul style="list-style-type: none"> ○ <i>Okay. That sounds good. Do you know if the school has done anything to reach out to alumni or the parents of people of color to try to attract applications from faculty of color?</i> ○ <i>Yes. Any of that that's done ... And we're very top-heavy in that way. It's all head of school. The head of school kind of controls a lot of those relationships and so he is the largest gatekeeper. I'd say the head of upper school, who serves as a pseudo assistant head of school, so he has the role but he doesn't have the title. They are the gatekeepers in that way.</i> - <i>A lot of them went to private schools and there was a parent who, apparently, I tricked her into thinking I was really good at working with kids because she just felt that I really needed to meet their head of school. He's a baseball guy and she liked me a lot and waxed poetic about him and she just felt there was a need for the two of us to meet. We met for about an hour and twenty minutes and I walked out of there with a job offer in this little school community in Greenwich, Connecticut that I didn't know existed.</i> - <i>I got into (my school) only because (my school) didn't even have an opening, but because my husbands friend was invited to a black pastors forum that the Headmaster hosted</i> - <i>So, I've seen enough people, people of color who they've met, they've been impressed by, but then somebody who's somebody's brother-in-law, or cousin or something comes in and that trumps that encounter. So when you say about that with social networks, I say yes and no. While social networks are important, but I think they still have to be intentional about saying that my social network does not have to just consist of people who I've known for years or who somebody else has known for years.</i> 	
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<p>People of Color on the hiring team</p>	<ul style="list-style-type: none"> - <i>Yeah, I'm trying to see their if their compass is around as it relates to diversity and inclusion, and what have they done as it relates to that at their last school, in life, in their hires. I'm not only looking for a person of color, I'm looking for anyone. And because they can be a person of color who has no knowledge around diversity and what that means. That's not the person that I would say would be a good fit here right now, not where we're going. You know.</i> - <i>I was allowed into some of those interviews, but that was only after I made the point in saying that you have a committee of all White circles making decisions about candidates, and that takes out, that opens you all up to maybe overlooking something, maybe having some unconscious bias that might cause you to misinterpret what is said, or someone's background, etc. They actually listened to that and that is why I started being in interviews. At (current school), where I am now, I don't see that. I think that is a very weak spot, based on my recommendations at (old school), not to toot my own horn, but they did make a couple of hires from my recommendations and they love my suggestions and they still have those people there. But, at (current school), I can't even get a candidate to get an interview.</i> 	<ul style="list-style-type: none"> - Having POC on hiring team allows cultural competency to be measured in all applicants. - Having POC on hiring team prevents the team from overlooking something in an applicant. - POC have stronger contacts within the minority community. <p>Schools should take seriously the recommendations of POC and interview the candidates.</p>
<p>Recruitment Agencies</p>	<ul style="list-style-type: none"> o <i>Okay. We've partnered with TCPI and had some training here at the school, but really, unfortunately, it didn't get a lot of strong applications from them. Did you guys, were you able to yield many hires from that relationship?</i> o <i>Not, no. No.</i> o <i>Okay.</i> o <i>I think what they, between you and I, I think the difficulty that they had is a lot of folks were very green,</i> 	<ul style="list-style-type: none"> - Be specific in what you want from the recruitment agencies. - There are several out there, develop a relationship with as many as you can. Most candidates sign up for multiple agencies. - Don't just limit your search to recruitment

	<ul style="list-style-type: none"> - Carney Sandoe, we recently told them that we need teachers of color in the pool and they went through a whole big recruiting process and they went through a whole training process with their team, so they are sending us more and more. We have a [contract 00:16:51] with [inaudible 00:16:51] at Stratagenius, so he sends us more targeted focused people for positions, and we've gotten a couple with him. TCPI, we've gotten one or two teachers through him. We just cast with a net. We started advertising in different publications that we know that people of color read. We've just pretty much just been more targeted in what we're doing. - I am the liason between (current school) and TCPI program. We were members of NEmnet. I just established a relationship with Cal West - We've done Nemnet doing the hiring and bias, et cetera. Then we have a series of new questions that we've come up with around diversity, hiring kinds of questions and inclusivity. I think what needs to happen is an ongoing ... As the Department Chairs change roles or as faculty in the departments change roles, I think it's important to be able to do it every year so that you're reminded, and that it doesn't kind of slip away. I think another conference that does a good job with that is the Diversity Directions Conference, which we're hoping to send a team of Chairs to this coming year. They do a whole section on hiring and bias too - . I was visiting Atlanta and a friend of mine told me about (current school) - I had no fore knowledge of it - and that they were looking for a Director of Diversity. I wasn't really interested in relocating at all and taking the diversity [inaudible 00:01:57] school on an area I didn't know, but lo and behold, I went to a job fair for my school to do some recruiting and (current school) was there looking for a Director of Diversity and our tables were next to each other. 	<p>agencies. Explore other avenues as well.</p> <ul style="list-style-type: none"> - Do a better job of informing the recruitment agencies of what your specific needs are so they can send you what you want and/or looking for.
Retaining Teachers of Color	<ul style="list-style-type: none"> o Okay. What did Walker do to keep you for all those years? What were the factors that made you want to stay? 	<ul style="list-style-type: none"> - Understand that relationships are a big part of retaining TOC.

	<ul style="list-style-type: none"> ○ <i>It was home. Relationships were a big part of it. I'll tell you, specifically professionally, the school invested in my Master's program, so I got my Master's in 2006. Leadership opportunities, when the Director of Multicultural Affairs position was being discussed, but actually, I can't even necessarily say that. That came out of an immediate need, and I think they saw I was a go to person, which I don't necessarily think was the right way it should've been planned. However, the opportunity was there, and I was given the resources to run with it. Being invested in, if you may, is what kept me there for so ... years. Yeah.</i> - <i>Once I'm here, how have, what systems are in place to educate everybody else in the environment? Is everybody on board with regard to the school's desire to make the faculty reflective of the greater community? Is the school, everybody in the school, clear on what the school's definition of diversity is and long term plans for diversity? I think that, a lot of times, we hurdle, we jump over that or we skip that very, what I think to be a very crucial step, because if I'm coming into an environment, I need, similar to a perspective family, I need to know what I'm signing up for.</i> - <i>I think some of the difficulties we've found in the past is we can't all have that mountain to climb as being the pioneer, being the first of this and that. That can be daunting. As there are more of us, that mountain gets a little bit smaller, and that becomes a support system that benefits everyone.</i> - <i>That's a good question. Reinforcing and continuing to reinforce, you enter in the conversation because it is evident that it is a core value to you, so that anybody that you are engaging with, specifically if it's an administrator of color or a faculty of color, that because it is a core value to you, they are a value to you as well. That's a very human, I think, and a very admirable, and I know that that also is interpreted as simply, "I've got a friend. I've got an advocate. I've got somebody here that's going to, that I've got on my side." That's huge. It's so easy to come in and just feel like you're on an island, and sometimes what that means</i> 	<ul style="list-style-type: none"> - Be transparent with POC. Let them know where the school is on diversity. - Hire a group of TOC. Not all can be pioneers. A group provides support. - Continue to reinforce with POC the goals and desires regarding diversity. They need to know that it is a core value. - Understand that having children at the school is a big retainer. - Support from the head of school is key. - Schools should develop communities of support from within the minority staff community. - Hire more than one TOC at a time. - Provide opportunities for advancement. - Provide professional support from the principal.
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	<p><i>is just listening and not having any of the answers. Not having any, you know, which is hard.</i></p> <ul style="list-style-type: none"> - <i>If I'm a good minority coach, I'm going to have 10-15 offers every year. So you are going to be in a bidding war every year to keep a quality teacher, a minority, because they know they can go somewhere else, and run their price range out of the roof. So that's one of the things our Headmaster is very keen on, he's not going to let them, I hate to say this word, prostitute us to the point where we have to give them money just because they are a person of color.</i> - <ul style="list-style-type: none"> o <i>Okay. Great. All right. Going back to your story, you've been there 12 years. What has kept you there?</i> o <i>My children.</i> - <i>I think it's been a good fit, I think for all of us, for me and my family. The head of school, he walks the talk. We had a long talk before I even took the position even as interim because I told him that I was a parent, so I had my rose colored glasses on, I didn't see the inner workings and all the ugliness that could be going on behind the scenes around diversity. He told me that he couldn't guarantee me that it would always be nice, but he always guaranteed me that I would have his full support, and he's stuck to that. In these 12 years I've always had his support. I always haven't had a yes, but I've always had his support, and we've always had discussions. I meet with him once a week and we've had serious conversations. Sometimes I walk away with a yes, sometimes I walk away with a no, but I always get a reason why if it's a no, and I understand because I understand that there's a bigger picture than my little sometimes small, narrow view of things. But there's been times when I've changed his mind also, and he has to think about sometimes my little, small narrow window and why for the greater good of the community it may need to be something different than what he came in thinking.</i> - <i>I know that we have informal affinity groups. I know we have happy hours that the black teachers will go out to and the Latino teachers.</i> 	<ul style="list-style-type: none"> - Meet with TOC regularly to see how they are doing. - Provide a sanctuary for honesty and provide resources for TOC in the office of diversity. - Make diversity and inclusion a priority from the head of school. - Make professional development a priority - Connect to the TOC's desire to do ministry - Provide a mentor to help TOC understand how the community works and how to advance their career. Mentors should be candid. - People want to be checked on.
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	<p><i>There's just different things that we do together. Then as a whole group, like the history department will go out and have cocktail hour together, just different things like that.</i></p> <ul style="list-style-type: none"> - <i>So, what our upper level administrators have recognized is that, in a year for instance, (school) hired in one year 6 new faculty members of color, in one year, the next year they hired 5 more. The next year they hired 7 more. So even if a couple leave, you still have some traction, you still have a consistent group.</i> - <i>The varsity coach boys basketball coach here at the time was my coach when I played here, and he pulled me to the side and said, "Hey, man. I'll let you pretty much do as much as you want to do with the program. When I'm done coaching, you'll be the next person in line to become the head coach, but that was attractive to me." Our athletic director was also the athletic director while I was here. The athletic director at that time, he was the same as when I was the student here, and he said, "Look, I have lots of coaching openings. You can take any jobs you want in any sports for coaching."</i> - <i>when I was having some PR issues I guess the school would call them, some parent complaints or this, that, and other, we have a lot of support here. I had the principal at the school sit in on my classes once or twice a week for a whole school year trying to help me become a better teacher. I thought that was amazing that he took the time to do that. Part of that was also to figure out why my PR wasn't so good for certain families. What I got from those meetings with him after he would visit my classes was that, and I'm a pretty good teacher. There are always things that you can work on, but there weren't very many things to say, "Well, you're just not doing that right as a teacher," but what he did point out was how I interacted with the students, all of the students, and making sure that certain things weren't taken a certain way.</i> - <i>. I think the important thing is to have a support network. People ask me all the time. They're stunned when I say I've been at one school 18 years because so many ... There is a lot of turnover in these communities in particular, but also because the work gets so overwhelming and</i> 	
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	<p><i>exhausting that you can only do it for certain periods of time. I've also been able to ... I think that they recognize the need also for self-care, and so I use my sick days very well. I'm taking off this coming Friday and going to the beach.</i></p> <ul style="list-style-type: none"> - <i>In the upper school I'm focused on them for now, and so we go out to lunch and I ask them not only what's been going well, but what's not been going well. Also, what can we do to make it better? Are you interested in looking around or you think this is a place you see yourself for the next couple of years? How can I help? How can I support? What kinds of things aren't you doing that you really wish you could be doing? Sometimes it's as simple as they'd love to sponsor a particular club or they would like to help me with some research. I don't know. It could be any of those things. If no one's meeting regularly with them, then that never makes it to the light of day. Then come contract time in January they're kind of like, "You know what? I think I'm going to another school."</i> - <i>You have to ask them deliberately, and I think that's another thing that's been helpful. When I ask them what's been helpful, that's what they say has been helpful. They say, "Wow. Well, your office has been a sanctuary. I can come in there. I can find resources. I can shed a tear if I need to. I can ask for your advice. How should I approach this?" Much of it is learning about what the school culture is. The culture of institutions. The culture of private institutions.</i> - <i>Now, when they come back to campus, I'm one of the few people they even know because everyone else has changed. I think part of that has kept me here because I do enjoy that relationship with them. The other part is I think the school has given me a lot of opportunities to grow and to learn, and every day I'm still learning.</i> - <i>I think it's important to just have leadership opportunities available for the people that need them, and to prepare them by sending them to conferences. There's no conference I could ask to go to that I wouldn't be allowed to go to. I think that's important for schools to recognize that</i> 	
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	<p><i>these teachers need support outside of our school walls. I think that's important.</i></p> <ul style="list-style-type: none"> - <i>I think one of the biggest things that the school has done that keeps me there is the effort that I do think the school is making in its diversity, equity, and inclusion initiatives. I think its been very important to me. I feel like the head of schools has been very supportive in the ideas and thoughts that I have in helping this school itself to become more diverse and have more inclusivity with different peoples of religion, race, socio-economic and the like. I think that active wanting to have a diverse school and a more inclusive school is attractive to me and that I can lend a hand in that. Having a sense of purpose at the school is important.</i> - <i>I also feel a sense of... I feel like I do offer this school something just as a teacher of color there in that for the students that we do get, I think it's very important for there to be someone in the classroom who looks like them, who understands them. For me, that's a more personal thing that keeps me there. Of course, you have siblings and family members and you have a tie and bond with those people so when another child comes up, you have that desire to want to teach them and be a part of their lives. I think those two things are really big.</i> - <i>The third component is the willingness for professional development and really the school's desire to have me as a teacher or any of the teachers there to build on their craft of teaching, so for that, the craft itself and also helping me to find ways to develop myself as a diversity practitioner has been very important. Those three would probably be the biggest reasons for me to stay at (current school).</i> - <i>I can handle anything, but it is for my children. My thing was should I take my children in an environment where, I feel like, what do I do? And what I feel like is, God calls us to do difficult things and sometimes that involves, often times that involves sacrifice for our growth, so what kept me there is my faith, knowing that you know what, if I stay here and as a Christian you know, sister in Christ, if I can come in and build relationship and say, you know what, when you say that this is how that makes me feel and how that can make other people like me feel. And,</i> 	
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	<p><i>maybe make some changes, we have to be willing to stay and be willing take some of the blows to cause some change. And so I feel like, to me it is like my ministry now. And I know that God will take care of me, and he will take care of my children if he knows my heart I'm staying for his work. So, yeah.</i></p> <ul style="list-style-type: none"> - <i>We have a fantastic leadership team here. Prior, from the very first day, meeting with, for example, getting into the curriculum and working closely with different constituent groups within the school, everybody's been very warm, very inviting. Peeling back the layers and saying, "Here's what we're about." Everybody's been very candid with me and transparent, which I appreciate. If I'm going to tell this school's story and market the school, I need to know the heart and core, you know, of what this school is about, and everybody's been very forthcoming with that regard. Also allowing me to listen and hear and observe.</i> - <i>it's the same with other faculty members, for some of the ones who have left here, or the ones who have stayed, I've tried to take a mentoring role to try to help their careers, but then to also help them understand the process, so they may come in hot about something and I help them understand it.</i> - <i>. Even before they were sanctioned as a school program, we gathered collectively off campus and did things together, which was a level of support that encouraged people to stick around. It also exposed them to information that maybe they weren't privy to that encouraged them to stick around. For example, if I'm on an admin team and I'm aware that particular administrative changes are happening, or that particular resources are going to become available for next year, et cetera, that I can then share with those teachers, I think it's incentive maybe to hang around for another year. You know?</i> - <i>They want to feel visible. Teachers want visibility and when I think of independent schools in particular, it is easy to bring folks in and then you don't see them again for three months, at least on our campus. It's like they're hunkered down. They have to learn how to do this and write comments and do all these things that maybe they didn't do at their other</i> 	
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	<p><i>school. Even if they did them at their other school, I think here you can also just get a little lost in the shuffle. People want to be checked on. You might need a new poster frame in your classroom, and it's like, "Well, do I buy it out of my own money or do I get reimbursed?" All those little things ...</i></p> <ul style="list-style-type: none"> - <i>The other thing that's kept me here is the students. I found this to be the case at the last two schools I worked at, it's always difficult walking away from students, relationships, students and faculty and parents, in a community. In independent schools they're communities, and so you become part of the community, and if you're a community agent like I am and if you are community-minded, then you jump right in. You're all in. That typically means that you built these relationships and so I'd say the strategic goals that I set for myself in (current school) around diversity and the relationships that I have formed has kept me here.</i> - <i>What keeps them there, along with what I've seen in research, is relationships. Actually having, being partnered up with a more veteran teacher or administrator who actually, holds them through the entire school year, educates them on the culture, the overt and the covert culture of the school, a little bit more gracious when there are any errors that are made</i> - <i>because Ive been at independent schools for three years and it was there first year at an independent school, is I met with them weekly they would come to an event and then just talk through some things, say this is what you really have to do, this is what you shouldn't do, that is OK, get past it, here is how you get past it. Get someone to really be candid with them</i> - <i>I would say for the faculty of color, what experiences do you feel like you have that unique to your White counterparts. Do you feel like you have been attended to, or not attended to? What experiences have you had, like I have had experiences where I really thought "maybe I should leave". And, what motivated me to stay? Because when we ask those questions to people of color, which I think that we should ask them every school year, we should ask them that, when we ask them that then we learn what strategies we can use to adequately support them.</i> 	
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	<ul style="list-style-type: none"> - <i>Mostly, I think teachers of color want to see that the White faculty and administrators understand the work, the value of it, and that they're willing to do the work, period. That they're willing to work on themselves, that they're willing to support programming, that they're willing to ask questions, but that they're also there to support and to just be supportive. I think that's how these schools really make progress, when everyone's doing their share of the work and not asking for one group to lead it.</i> 	
<p>The source of the problem</p>	<ul style="list-style-type: none"> - <i>There are systems that I think are inherent to independent schools that, without the proper outlets, your voice can be muted to a certain extent. I felt it as a student, where there was that sense, though I was, it was a great experience and wonderful, there were times where I felt like I was a guest in somebody else's house. There is language that supported that feeling</i> - <i>The other part of that is the baggage that you carry in. I was very aware that I was one of few, that my actions were amplified to reflect, my actions to reflect an entire race of people, and then black men in general. Diversity can be stigmatized, so understanding that just by the look at me, I represent something that a lot of people have or had a hard time even discussing, you know?</i> - <i>I think part of the challenge at any of our schools, especially the two that I've obviously been in, will have or have is informing diverse populations about independent schools, about independents. One is outreach. Two is informing. Why? Why would I choose, I'm a young African American male, just graduating from college, and I'm going to speak from that perspective, because that's the one I know the best, and I can go into many industries. Why should I choose in independent schools? Why should I believe independent schools want me?</i> - <i>Yeah, it is, and the other part of that is, why would I, again, if I have other industries that, as is, as I am, that are saying, "I could teach you X, Y, or Z, but you have these other qualities, and I'll pay you double," why</i> 	<ul style="list-style-type: none"> - Make sure that minority voices are heard. - Understand that when there are just a few TOC, they feel unfairly representative of their race. - Inform diverse populations about independent schools. - Understand that cooperate America is our competition. - Hiring should be proactive, not reactive. - Schools should seek to increase demand in their schools for TOC. - Unity should be the goal.

	<p><i>would I come in and say I'm going to come in as an assistant and work my way up through this particular system? Now, of course, academia is different than corporate America, but that's our competition.</i></p> <ul style="list-style-type: none"> - <i>? When I looked at the ways of hiring it clearly resonated with me that it was the typical way of hiring, which is reactive. We find out that someone's leaving, we have our go-to's in terms of where we will search for candidates, and we look to fill those spots.</i> - <i>I noticed that we were reactive in our approach to hiring. I also noticed that we had gatekeepers and having gatekeepers, there are only a certain set of eyes that are looking at resumes and candidates. I also recognized that those gatekeepers had been here a long time and had done things a certain way, and to do something the same way for a long period of time and to expect a different result is insanity. So I deem us insane.</i> <ul style="list-style-type: none"> o <i>If hiring is about supply and demand, to paraphrase what you've just said, it sounds like you are saying it is more of a demand problem than it is a supply problem</i> o <i>Absolutely</i> - <i>When I first met with the president of (my school), one of the first things he told me is, hey do you see how diverse our school is? What do you think? And I said, "yeah, I see how diverse it is, but is it unified?" What do those kids of color feel, what do the White kids feel? He was like, uh, that is a good question, I don't know. So I think they think that because they are so far ahead of other independent schools because of there student body, but I don't think they think they have to be that intentional about diversifying the faculty.</i> - <i>two faculty of color that came in within the last couple of years and both were asked not to return. When you look at the reason why they were asked not to return, I think it was unfair and It showed a major lack of support for candidates of color and not understanding that, when you are person of color coming into a predominantly White environment, and let's face it, Independent schools were created for the purpose of segregation and there are some people who still hold to those values whether they say it or not, and so, they don't recognize that we know that.</i> 	<ul style="list-style-type: none"> - There should be someone there to say we want you to win. - TOC leave because they do not feel a part of the community. They feel isolated. - The department can be a source of support or strife. - Schools should be aware that students may reject a teacher due to bias (ex. Accent) - Implicit or explicit bias can be a problem. - TOC leave because of a lack of leadership opportunities. - TOC leave because they struggle to adjust to the environment. - TOC are attracted and retained at Independent schools because their kids can go there. - TOC leave because they don't have room to grow professionally.
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	<p><i>We come into that environment knowing that we are in an environment where some people want us there and some people don't and we are very aware of that and very sensitive to that, and so that brings a unique challenge, and so there should be someone there along the way to say we want to see you win and here is how you can win over this community and here is how we understand your challenges, and I don't think they did that. And because of that, I don't think they were very forgiving, as opposed to being more forgiving with White faculty who made errors along the way. They gave them another opportunity, another year, but It's like, one strike and you're out.</i></p> <ul style="list-style-type: none"> - <i>Lack of feeling supported. Lack of feeling, having that sense of genuine belonging and completely for, whether it's, for some it might be having to make cultural migration, and that gap is so far because the house culture is much different than the majority culture or political persuasion. That could be, there's many different, but I think not feeling entirely, completely the full package, that sense of belonging. Feeling isolated at times and not having multiple outlets, or advocates, to be able to listen and just hear.</i> - <i>But because of a hostile environment within the department, he just said, you know what, I'm just going to look for another job - in Chicago of all places, he'd never even looked there before. I was like, wow, we've really must have done something.</i> - <i>four years ago we hired a Latino faculty member that is native of Brasil, to teach science, and she was let go at contract time, or contract wasn't renewed because her, she received a lot of complaints in her reviews from the students because the students said they couldn't understand her. What several students, and faculty members, and even administrators mentioned was that, and she even mentioned that, she had to fight students mocking her accent in class. So there was a micro aggression there that was not good.</i> - <i>I've heard stories, talked to a lot of people over the years. I think dealing with stigma, implicit bias of the students, of the families, of other teachers, the shock factor of you really have to prove yourself of being</i> 	
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here. We have a great faculty and if you have faculty of color but that number is small, you know, I think that those faculty members are put in a position where they're going to be looked at differently whether it's implicitly or explicitly. I've often felt in the classroom even though I feel completely qualified and competent in my ability to teach math, I've often felt judged or misunderstood or not taken seriously by my students that are students of color. Even sometimes students of color, the "What are you doing here? You're going to teach me math? Really?" That may have been because I started off really young as a math teacher here. I was 24 teaching high school math here.

- *A lot of teachers of color leave simply because of lack of leadership opportunities*
- *That's really why people kind of run away. They're not even sure how to adjust to the environment if they're coming from public school, for example, or if they're coming from a small town someplace else and then they land here. There's all these layers and it can be a little bureaucratic sometimes and you're not sure where to go for this or that. They get lost. Then when it's time to move on to someplace else they're thinking that some other place might be better, but really it's just a matter of adjusting to where you are and having the support to do it comfortably.*
- *They haven't aged. Actually that was something that at the time, was somewhat hurtful and actually made me think about leaving. At the time that my daughter was heading to kindergarten, if you recall, that was the time when the economy was kind of tanking and things were difficult for many people and schools. My husband had lost his job at the time, not that we were in a difficult position, but he's a planner and he doesn't want to feel like he can't do, so you know, the decision came at that point to have her go to our public school system which [inaudible 00:12:57] is out in East Cobb, it's a choice that we have and that's kind of why we moved out where we were but of course, you love to have your child also where you are and being a part of all the resources that a school like (current school) can give. When I did seek out, at the time, it's a different head, but at the time, having some more support financially. We didn't*

	<p><i>get it to the point where I thought would have been given to somebody to who I think you respect as a teacher at this school and who gives to this school and that wasn't there and so that was somewhat hurtful, so we did take her out, but I remained.</i></p> <ul style="list-style-type: none">- <i>I think that the ability to move and grow is a big thing for teachers of color at this school, so by that I mean, professional growth. I think that becomes stifled at this school. I just think it gets stifled. I don't think there is a lot of room for growth outside of what you have been hired to do and I think that can be challenging for many teachers who are creative and bright and want to do different things but there doesn't always seem to be room for that all the time. I think that's one thing that can be really frustrating from what I've heard from some of the faculty at my school.</i>- <i>, I do think in terms of also just retaining teachers is a lot of them do have students or children of their own that they might want to bring to the school, but there is perhaps just beyond the socio-economic support, there is just wanting to make sure their students are understood when they are in the classroom</i>	
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