DIVERSITY RECRUITMENT AND RETENTION

Chris Cunningham- The Lawrenceville School/ Assistant Headmaster
Rich Dempsey- Pomfret School/ Associate Head of School
Matt Johns- Commonwealth Academy/ Acting Head of School
Oscar King- Lick-Wilmerding High School/ Junior-Senior Dean
Joe Kreutziger- The Birch Wathen Lenox School/ Director of Middle School (current)
& St. George's Episcopal School / (future) Head of School
Our Survey

Content Focused On...

- Demographics (School Type, Region, Size)
- Institutional Intentions & Satisfaction for Recruitment & Retention
- Current Practices & Methods
- Barriers to Recruitment & Retention
- Metrics
INTRODUCTION

About Our Survey

17 Questions
Received by 748 Schools
188 Responses; 25% Response Rate
How WeReviewed Data
How Diverse Is Your Faculty?
Results from our survey

- Below 5%: 27.3%
- 5% - 14.9%: 34.7%
- 15% - 24.9%: 17.6%
- 25% - 34.9%: 15.9%
- Above 35%: 4.5%
STRATEGIC PRIORITY

Overall, Schools WANT to Improve

"Recruiting POC is a Priority" 90%

"Retaining POC is a Priority" 80%

"Current level of FOC is mission-aligned" 22%
STRATEGIC PRIORITY
Recruiting and Retaining Faculty of Color

Recruiting Success: 30%
Retention Success: 52%
RECRUITING AND INTERVIEWING
Which of the following are used to recruit faculty of color?

- Actively seek public school educators
- Board Members
- Current Faculty of Color
- Recruitment at conferences (PoCC, SDLC)
- NAIS Career Center
- National Recruiters, as well as Craigslist/Idealist
- Job Fairs @ HBCUs
- Alumni
- Minority/Diversity Recruiter (Nemnet)
MOST COMMONLY USED
Responses Listed by Both More & Less Diverse Schools

Other responses include:
- Local college/university connections
- Schools creating their own diversity hiring fairs
- Building relationships w/ local pastors and churches
DOING MORE ACTUALLY WORKS!

More Diverse Schools Do More & More Frequently

- Cast a WIDER net
- More likely to use ANY specific method
- Slightly more likely to use NETWORKS
Which of the following methods are part of your recruitment & interview process?

- Job Postings
- Review Legal Guidelines
- Unconscious Bias Training
- Established Criteria
- Resumé Stripping (race, age, gender, etc.)
- Standard Itinerary
- Candidate Work Sample
- Notetaking During Interview
- Candidate Rubrics
- School Review of Marketing Material
- Diversity Practitioner Present
- Standard Interview Questions
- Candidates Meet Faculty of Color
MOST COMMONLY USED
Responses Listed by Both More & Less Diverse Schools

A - Review Legal Requirements
B - Edited Job Postings
C - Interviewers Take Notes
D - Standard Itinerary
E - Candidate Work Sample
AGAIN, DOING MORE WORKS!

More Diverse Schools Were More Likely To Do The Following:

- Review legal guidelines
- Standard itinerary for all candidates
- Diversity practitioner in itinerary
- Candidates provide a work sample
- Be proactive in interviewing people of color
MEASURING RECRUITMENT SUCCESS

More Diverse Schools Are More Likely To Use 1 or More Recruitment Metrics Than Less Diverse Schools

- **76%** Use of inclusive practices during interview phase
- **72%** Use of inclusive practices during recruitment phase
- **36%** % of FOC is GREATER THAN NAIS median of **13%**
RETAINING
Which of the following practices does your school follow with regard to retaining faculty of color?

Check all that apply:

- Keeps careful records of how the school is progressing in its goals to diversify.
- Reviews turnover of faculty of color over a ten-year period and reasons for teachers departing.
- Considers workload/salaries/rate of promotions of faculty of color relative to that of white faculty.
- Reviews the diversity of individual departments.
- Reviews the school's diversity statement and long-range strategic diversity plans with the entire school community--teachers, parents, and board.
- Considers workload/salaries/rate of promotion of administrators of color relative to that of white administrators.
- Reviews all its literature to communicate clearly the effectiveness of its diversity plan.
MEASURING RETENTION SUCCESS

More Diverse Schools Are More Likely To Use 1 or More Retention Practices Than Less Diverse Schools

- 68% Reviews DIVERSITY STATEMENT & DIVERSITY STRATEGIC PLANS with the entire school community
- 51% Reviews the DIVERSITY of individual departments
- 50% Reviews all of its literature to COMMUNICATE EFFECTIVENESS of diversity plans
- 48% Keeps CAREFUL RECORDS of how school is progressing in their goals to diversity
WHAT EXISTS AT YOUR SCHOOL?

- Adult affinity spaces for faculty of color
- Equity leader as a senior member of Admin
- Adult affinity spaces for white faculty (to promote anti-oppressive/anti-racist practices)
- Adult affinity groups for parents of color
- Diversity/Equity subcommittee on Board of Trustees
MOST COMMON RESPONSES
Groups That Exist In Our Schools

- Affinity Groups for Parents of Color: 38%
- Diversity/Equity Subcommittee on Board: 52%
- Equity Leader as Senior Admin: 56%

Schools Also Mentioned:
- SEED Project Groups for faculty and parents
- Student Affinity Groups & Committees
MEASURING SUCCESS: RETAINING FOC
How Does Your School Measure Its Level of Success For Retaining Faculty of Color?

Demographics
The percentage of Faculty of Color is representative of the demographics of your location.

Students of Color
The percentage of Faculty of Color mirrors the percentage of Students of Color.

NAIS Median
The percentage of Faculty of Color is significantly greater than the NAIS Median of 13%.

Growth
Significant growth of Faculty of Color regardless of starting point.

Tenure Match
Faculty of Color tenure matches tenure of White faculty.

Specific Target
Schools have a specific target percentage.
MOST COMMON RESPONSES
How Does Your School Measure Success for Retaining FOC?

- % of FOC Matches % of SOC: 31%
- FOC Tenure Matches White Tenure: 37%
- Significant Growth in FOC (Regardless of Starting Point): 45%

Additional Responses:
- "We’re not good at this"
- "We don't measure this well or at all."
BARRIERS
WHICH OF THE FOLLOWING MAY BE A **BARRIER** TO YOUR EFFORTS TO RECRUIT AND RETAIN FACULTY OF COLOR?

**CHECK ALL THAT APPLY**

- School tuition perceived as **NOT AFFORDABLE**
- **INSUFFICIENT** opportunities for leadership/advancement
- Number of faculty of color is perceived as **SMALL**
- Number of administrators of color is perceived as **SMALL**
- **LACK** of diversity of student population
- Your geographic area being perceived as **NOT AFFORDABLE** (housing, cost of living, etc.)
- **NOT ENOUGH** faculty of color in your geographic area
MOST COMMON RESPONSES
Barriers in School’s Efforts to Recruit & Retain Faculty of Color

<table>
<thead>
<tr>
<th>Barrier</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of FOC perceived as small</td>
<td>59%</td>
</tr>
<tr>
<td>Number of AOC is small</td>
<td>53%</td>
</tr>
<tr>
<td>Not enough POC in geographic area</td>
<td>43%</td>
</tr>
<tr>
<td>Geographic area not seen as affordable</td>
<td>41%</td>
</tr>
</tbody>
</table>

Other Barriers Reported:
- History of the school & its reputation (stigma)
- Geographic area
- Specific pedagogical approaches (e.g., Faith-based, Montessori)
- Limited applicant pool
Less diverse schools seem to focus on demographics as a barrier, but other questions in the survey reveal that the less diverse schools tend to have fewer of these various practices in place.
MAIN TAKEAWAY:

There's no one-ingredient...one special sauce.

Rather, there are several ingredients needed --and an increased sense of urgency--in order to improve recruitment and retention efforts of Faculty of Color.
CONCLUSION

Schools need to acknowledge that they're not doing enough

If 90% of schools surveyed admit hiring and retaining Faculty of Color is a priority, but less than 25% of schools say that their level of faculty diversity is in line with their mission.

Schools often focus on structural barriers, imagining themselves caught in a vicious cycle: our geography inhibits our ability to attract FOC, we don’t have enough FOC in our school or area, etc.
CONCLUSION

Schools need a strategic commitment to diversity

The more diverse schools tended to have a high level of strategic commitments--mission, goals, practitioner, accountability, etc.

It stands to reason that if you have one or more of these structures in place, the good and best practices--recruitment, interviewing, retaining, etc.--will likely follow.
CONCLUSION

Schools need to put commitments into action

As with other practices, it doesn’t seem to matter so much that you do specific things; rather, it matters that you’re **DOING SOMETHING**!

Start by keeping metrics! Measure your rates of success in the areas of recruitment and retention.

Schools have more agency than they think: inclusive practices tend to correlate with more diverse schools, suggesting that schools can create a virtuous circle.
UPON REFLECTION
What We Would Do Differently

- Use separate barrier questions for recruitment and retention
- Gather data on Students of Color percentage
- Provide additional "Other" answer categories for survey questions
- Specific follow-ups with participating schools
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The Birch Wathen Lenox School- New York, NY
Commonwealth Academy- Alexandria, VA
The Lawrenceville School- Lawrenceville, NJ
Lick-Wilmerding School- San Francisco, CA
Pomfret School- Pomfret, CT