AN EXPLORATION OF RACIAL CLIMATE, RETENTION, AND JOB SATISFACTION AMONG TEACHERS OF COLOR AT K-12 INDEPENDENT SCHOOLS IN THE UNITED STATES

by

GIOVANNA N. MOSCOTE BASNEY

B.S., University of Toronto, 2002
M.B.A., Universidad Santa María la Antigua, 2005
M.S., Notre Dame of Maryland University, 2008

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Department of Leadership, Research, and Foundations

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This dissertation for the Doctor of Philosophy degree by

Giovanna N. Moscote Basney

has been approved for the

Department of Leadership, Research, and Foundations

by

Sylvia Mendez, Chair

Dick Carpenter

Judith Pérez Caro

Edardo Portillos

Margaret Scott

Date____________________
Moscote Basney, Giovanna N. (Ph.D., Educational Leadership, Research, & Policy)  
An Exploration of Racial Climate, Retention, and Job Satisfaction among Teachers of Color at K-12 Independent Schools in the United States.  
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ABSTRACT

The relationship between racial climate, job satisfaction, and intent to leave is largely unknown among faculty of Color at K-12 independent private schools. Racial Battle Fatigue (RBF) and tokenism provided theoretical structures to inform an investigation of the experience of perceived negative racial climate at independent schools. This study involved principal component analysis to measure construct validity and served as a latent variable model. Structural equation modeling (SEM) was then used to determine the extent to which the perception of racial climate by faculty of Color at various independent schools are related to faculty job satisfaction and the intent to leave. SEM also tested whether a significant statistical difference exists in the relationship between racial climate, job satisfaction, and intent to depart based on race/ethnicity. Through a faculty job satisfaction survey, this study examined racial climate and job satisfaction and, simultaneously, job satisfaction as a predictor of intent to leave the teaching profession. The results of the analysis show that racial climate is related to faculty job satisfaction and intent to leave independent schools among faculty of Color. Additionally, the findings reveal that a negative racial climate has a stronger impact on job satisfaction for faculty of Color than White faculty. Recommendations begin with preparation and completion, to recruitment and selection, and then placement and retention. Regarding retention of faculty of Color, a guide for potential practices at the
institutional level are provided. Making changes at these points may combat racism and retain faculty of Color.
DEDICATION AND ACKNOWLEDGMENT

To my daughters Alanna and Alyssa, for their warm, joyful spirit of seeing the world not as it is, but as it should be. For seeing me as their rock, their lifelong body of fortitude. For guiding and reminding me to strive each day to fulfil the honor of being their mother. Most important, they are the reason for this study, in the hopes that this and future research will change systems so children like them have the voice and strength to seek justice and equity, and hopefully one day eliminate racism.

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CHAPTER I

INTRODUCTION

Independent schools are private schools governed by a board of trustees; they charge a tuition to attend and enroll students. Independent schools include schools with a religious affiliation; co-educational schools and same-sex schools; international schools; and boarding schools among others (Broughman, Rettig, & Peterson, 2017). They understand students live and work in a diverse world; therefore, a culturally diverse and inclusive faculty and student body provides a model of the culturally diverse world for that which students may experience in society (Kane & Orsini, 2003; U.S. Department of Education, 2016). Independent K-12 schools recognize the social responsibility to diversify the faculty, as well as the student body (Kane & Orsini, 2003). The National Association of Independent Schools (NAIS, 2018a) reported a mismatch between the degree of racial diversity in the student population and in the teaching force, which reflect the larger society (Boser, 2014; Hansen & Quintero, 2018; Putman, Hansen, Walsh, & Quintero, 2016; U.S. Department of Education, 2016).

According to the NAIS report for the academic year 2017-2018, its member schools employed 75,677 faculty members; of those, 65,082 (86%) were White, whereas only 10,595 (14%) were teachers of Color. NAIS further reported, 219 of the 1140 schools (19%) self-reported no more than one teacher of Color on staff, 52% had either one or no African American teachers, and 44% had either one or no Latinx teachers. Of the 1,140 schools, a mere 1.5% of the faculty were Asian/Pacific Islander or Middle Eastern teachers, and less than a tenth of a percent were Native American teachers.
(NAIS, 2018b). With respect to the student population at independent schools, 65% were White, 28% were students of Color, and 7% were reported as other (NAIS, 2018b).

The student-teacher diversity ratio in all states has shown gaps between the percentage of students of Color and that of teachers of Color (Boser, 2014; Putman et al., 2016). In independent schools, a difference can be seen between these percentages. In 2018, NAIS estimated the diversity of the student and teacher population of their member schools up to the academic year 2021-2022 (see Figure 1) (NAIS, 2018b). In 2021 it is estimated that 31% of the student population will be students of Color and a mere 15% of the teacher population will be teachers of Color. Given the increasing diverse student population, this trend is likely to continue in the ratio of student-teacher diversity.

With increasing racial diversity a growing need exists for more teachers of Color (Bristol, 2018; Hansen & Quintero, 2018). Currently, faculty of Color are underrepresented in the nation’s schools, more so at independent schools than at less prestigious inner-city public schools (Griffin & Allen, 2006; Irizarry & Donaldson, 2012). This shortage is due not only to recruitment issues, but also to attrition or teachers leaving the profession (Brosnan, 2001a; Villarreal, 2011). Ingersoll and May (2011b) state that the data regarding the retention of non-White teachers are a cause for concern due to more frequent turnover among teachers of Color than their White counterparts. One of the reasons teachers of Color are leaving the field before retirement age is due to racial battle fatigue (RBF) (Smith et al., 2011a). RBF as stated by Smith et al. (2011b) is the social and psychological stress developed from constant and chronic exposure to racial discrimination. The anxiety and stress of the accumulation of RBF if left untreated can become lethal to a faculty of Color’s self-confidence and can cause depression,
hypervigilance, social withdrawal, and fatigue. This can be harmful to their careers as it can lead to a sense of isolation or intentions to leave the field (Smith et al., 2011a).

Figure 1. Diversity of the teacher and student population over time (NAIS, 2018b).

The turnover rate for teachers has been higher than many other professions in the U.S., which causes an inability to maintain high quality teachers in the classroom (Albert Shanker Institute [ASI], 2015; Ingersoll, 2001). In addition, fewer college graduates, including students of Color, are choosing careers in education (ASI, 2015; Ingersoll,
High turnover could be damaging to the school environment and to student performance (Ingersoll, 2003; Ronfeldt, Loeb, & Wyckoff, 2013).

The largest predictor of teacher attrition is the perception of the daily conditions found within a school (Sanglim & Sungeun, 2016; Zinsser, Christensen, & Torres, 2016). For teachers of Color, this entails the racial climate which consists of poor working conditions, unsupportive leaders, an uncollegial environment, and an institution that is exclusive to some members (Smith et al., 2011b). The following daily presence of institutional racism that causes microaggressions and experiences of bias, (in)visibility, and feelings of otherness or tokenism can eventually lead to RBF (Baez, 1998; Bonner, Marbley, Tuitt, Robinson, Banda, & Hughes, 2014; Jackson, 1991; Kanter, 1993; Smith, Yosso, & Solórzano, 2011b; Sue, 2010).

Independent schools, which are historically predominately White institutions (PWIs) were founded primarily for the exclusive education of White students and the employment of White faculty (Blackburn & Wise, 2009; Brosnan, 2001b; Smith et al., 2011b; Hughes, 2015). As such, many PWIs continue to maintain and operate with policies, staffing, curriculum, tuition and added costs, and opportunities that benefit and maintain a predominately White presence (Blackburn & Wise, 2009; Hughes, 2015; Smith et al., 2011b). Currently, many PWIs are increasing diversity in their schools, yet many do not have a comprehensive plan to systemically change or dismantle these systems or to support teachers and students of Color (Bonner et al., 2014; Brosnan, 2001b; Museus, 2014).
For PWIs to begin this systemic change and to work toward a more inclusive outcome of retaining teachers of Color until they retire, the underlying problems of RBF must be identified and addressed. The most direct way to arrive at this point is to ask teachers about their daily work experiences. Although there may be multiple reasons a teacher leaves the field, the occurrence of these factors is worth investigating and is important to understand relative to their contribution to attrition rates (ASI, 2015; Bristol, 2018; Brosnan, 2001b).

**Statement of the Problem**

Faculty of Color are departing the teaching profession before reaching retirement age at a disproportional rate (Alexander & Moore, 2008; Baez, 1998; Sue, 2010; Villarreal, 2011). According to Ingersoll and May (2011a) and ASI (2015), careers for teachers of Color have been less stable than that of White teachers. More than 56,000 minority teachers left the field in 2005. Two thirds exited to pursue another career entirely, seeking higher salaries and upward social mobility, or they left due to job dissatisfaction (ASI, 2015; Ronfeldt et al., 2013). In addition, only one third left because of retirement (U.S. Department of Education, 2016). Exploring the factors that drive away teachers of Color could prevent the loss of investment and lessen the need for targeted recruitment initiatives (Ingersoll & May, 2011a). NAIS has guidelines that are clearly stated, yet no specific research-based processes are identified within each school to achieve the goal of faculty diversity or a plan for recruitment and/or retention; thus, the numbers remain low (NAIS, 2018).
NAIS Principles of Good Practice, which defines the standards and ethical behavior to be followed by independent schools, includes specific references to diversity and inclusion (see Appendix A). In the area of retention, the Principles state:

... The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in ... retention ... we recognize that to do so requires commitment, reflection, deliberate planning and action, and ongoing accountability. (2018, p. 11)

In order to create and sustain a diverse environment, independent schools must understand and support teachers of Color. This study examines the experiences of teachers in private schools and provides recommendations for specific retention strategies for teachers of Color in comparison to their White colleagues. The results will add to and enhance the existing literature related to teachers of Color in independent K-12 schools by providing possible strategies for schools and school associations to employ to support teachers of Color and to minimize attrition of faculty of Color.

**Statement of the Purpose**

This study examines the experiences of teachers of Color working in predominately White independent schools in the U.S. In particular, it explores the racial climate within schools that enable and perpetuate institutional racism, tokenism, microaggressions, and (in)visibility that can lead to RBF and to determine whether these stressors are factors in job satisfaction and the decision to leave the profession (Baez, 1998; Franklin, Smith, & Hung, 2014; Jackson, 1991; Kanter, 1993; Levin et al., 2015; Museus, 2014; Sue, 2010).

Additionally, based on the results of the survey, the researcher provided recommendations and possible strategies for schools and school associations to support
teachers of Color and to minimize these stressors. A teacher job satisfaction survey examined: (1) racial climate, one of the dependent variables; (2) reasons to leave the profession, one of the independent variables; and (3) job satisfaction, which will serve as both an independent and dependent variable because racial climate is a predictor of job satisfaction and, simultaneously, job satisfaction is a predictor of intent to leave. These constructs can aid in determining whether the themes are leading factors in the departure of teachers of Color. Specifically, the results can support a greater understanding of whether the reasons are different for teachers of Color than for White teachers, which addresses whether retaining teachers of Color requires a different perspective and approach than retaining their White colleagues.

**Research Questions**

The following research questions explore the influences of institutional and environmental factors on intent to leave the field for faculty of Color in K-12 independent schools:

1. To what extent is racial climate related to faculty job satisfaction and intent to leave independent schools among faculty of Color?

2. Is there a significant difference in the relationship between racial climate, job satisfaction, and intent to leave based on race/ethnicity?

The survey consists of four sections measuring: 1) faculty perceptions on job satisfaction, 2) intent to leave the field, 3) racial climate, and 4) faculty demographics. The racial climate questions pertaining to faculty perception and attitudes between and among groups, structural diversity, behavioral climate, and structural legacy of exclusion or inclusion are based on the research by Hurtado, Milem, Clayton-Pederson, and Allen.
(1999) and Jayakumar, Howard, Allen, and Han (2009), which focuses on improving the climate for racial/ethnic diversity in higher education. The faculty demographic section of the survey includes data on race/ethnicity in order to identify possible differences by subgroups, as well as gender, age, and years of teaching, to enable more comprehensive results. Research has shown these characteristics can influence a teacher’s decision to leave the field (ASI, 2015; Grissmer & Kirby, 1997; Ingersoll & May, 2011). Exploratory factor analysis measured construct validity of the survey and served as a latent variable model. Structural equation modeling (SEM) explored the differential effects based on faculty of Color and White faculty. Models were created to interact race with the other variables.

**Theoretical Frameworks**

**Racial Battle Fatigue (RBF)**

Racial battle fatigue as stated by Smith et al. (2011b) is the social and psychological stress developed from constant and chronic exposure to racial discrimination, such as institutional racism that causes microaggressions that are experienced by people of Color. This fatigue may cause an anxiety disorder that has both psychological and physical symptoms (frustration, fatigue, shock, anger, disappointment, resentment, anxiety, helplessness, hopelessness, and fear) that can affect everyday tasks and job performance (Smith et al., 2011b). The institutional racism and the microaggressions that teachers of Color experience occur concurrently throughout the school year (Pizarro & Kohli, 2018). Teachers of Color see these macro and microaggressions in the functions, structures, and policies of the institution as well as the direct subtle or overt slights experienced personally (Pizarro & Kohli, 2018). These
encounters whether direct or indirect take a toll on a faculty of Color’s health. The cumulative nature of being a witness to parallel encounters they have endured or being the direct target are detrimental to teachers of Color as these collective experiences can result in RBF (Pizarro & Kohli, 2018; Smith et al, 2011b). The anxiety and stress of the accumulation of RBF if left untreated can become lethal to a faculty of Color’s self-confidence and can cause depression, hypervigilance, social withdrawal, and fatigue. This can be harmful to their careers as it can lead to a sense of isolation or intentions to leave the field (Smith et al., 2011a). This is challenging, as RBF can have damaging effects to a persons of Color well-being and as a result, a shortage of faculty of Color exists in the field.

The majority of teachers of Color in the field are in underserved schools because of institutional racism (Bell, 2004; Darling-Hammond, 2000; Griffin & Allen, 2006; Orfield & Lee, 2004). Institutions have preserved and reinforced the wrongful impoverishment and oppression of people of Color and the unjust enhancement and privilege of Whites (Feagin, 2006), privilege being the unearned advantage given to certain groups in society based on perceived group membership (Chang, Gnilka, & O’Hara, 2014). Oppression is the unearned disadvantages that exist due to racism, such as institutional racism that restricts societal equity (Ceballos & Sheely-Moore, 2015; Chang et al., 2014). This is problematic, in that the majority of communities with fewer resources are comprised of people of Color who continue to attend and teach at schools that are both racially isolated and inferior with different educational opportunities (Bell, 2004; Darling-Hammond, 2000; Griffin & Allen, 2006; Orfield & Lee, 2004).
Students of Color disproportionately receive an inadequate education, which affects their ability to attend and compete in both higher education and employment opportunities (Feagin, 2006). This issue is significant, as the completion rate of these students at teachers colleges and four-year institutions is less than their White peers. In comparison to White teachers and considering the population, proportionally fewer teachers of Color are in the field. The educator pipeline provides the supply of teachers and educators (see Figure 2). Points along this pipeline include postsecondary enrollment, enrollment in education programs, postsecondary completion, entering the workforce, and teacher retention. In comparison to White candidates, those of Color decrease at each point (U.S. Department of Education, 2016).

*Figure 2. Educator pipeline (U.S. Department of Education, 2016).*

Faculty of Color face barriers to promotion due to institutional racism and RBF (Baez, 1998; Franklin et al., 2014; Jackson, 1991; Shealey, McHatton, McCray, &
Thomas, 2014; Smith et al., 2011b). In the area of education, indirect institutional racism can have harmful and substantial effects on marginalized communities (Levin et al., 2015). Institutional racism also is seen in the school’s culture, values, and curriculum. Textbooks tend to omit or alter the reality of racial conflicts in history and neglect points of view, discussions, and testimonies regarding racism and anti-racism (Thomson, 2017). Thomson (2017) discussed a nationally known eighth-grade U.S. history textbook that speaks of Thomas Jefferson as a Founding Father known for the Declaration of Independence and founder of the University of Virginia. Neither this textbook, nor the supplemental material, offer an opportunity to explore the reality of him as a slaveholder who fathered children with one of the many women he had enslaved. Hilburn and Fitchett (2012) discussed that slavery and Native American conflicts and related lasting consequences often were presented inaccurately or vaguely and socio-cultural contributions ignored in the textbooks they analyzed. Overall, an unwillingness exists to recognize the foundation, values, and culture of the institution and the ways it may contribute to racial inequalities (Franklin et al., 2014; McDonald & Harvey, 2008; Museus, 2014). These problems increase the chances that a faculty of Color will experience RBF given the continuous reminders of oppression faced.

**Tokenism/Otherness**

Tokenism from Kanter’s (1993) theory was developed to describe the experiences of women in the male-dominated business world and has been expanded to explain the experiences of all marginalized groups in a dominant group setting. Tokenism refers to the practice or policy of accepting, hiring, and admitting an extremely small number of members of marginalized groups to work, be educated, or be part of activities in a
dominant group to give the impression of being inclusive (Kanter, 1993). According to Kanter (1977), tokenism involves two perspectives in the workplace: it is an important step for the marginalized group in making progress for themselves and for their community; and organizations hire these few token employees not for progress or contributions to the institution, but to give the appearance of inclusion. This is problematic in PWIs, as it fails to welcome marginalized individuals in ways that are inclusive and equitable (Hughes, 2015).

Kanter (1993) identified three characteristics of the token experience: visibility, assimilation, and boundary heightening. Visibility represents the visible physical characteristics, features, and skin color of the token employee. Due to the low number of marginalized group members, their presence attracts heightened attention (Gustafson, 2008). This attention brings about stress in job performance, as the employee is made more public, which is different from that of the dominant group in which each individual does not stand out physically. Assimilation is referred to as the symbolic representation of one's group and the minority expert (Gustafson, 2008; Kanter, 1993). This added stress of representing an entire community is experienced at PWIs (McDonald et al., 2005; Smith, Hung, & Franklin, 2011a). Boundary heightening is the isolation of the marginalized member due to a perceived threat of questioning or challenging the social norms of the institution (Kanter, 1993). Tokenism has been demonstrated to cause added stress and feelings of otherness that undermine and criticize the token. These issues have led to depression, stress, and loss of identity. The loss of identity affects one's psychological well-being, as well as decreases job performance (Smith et al., 2011a).
Significance of the Study

Independent schools tend to be deeply rooted in White, upper-middle-class traditions of culture and education (Kane & Orsini, 2003). The principal factors that determine whether faculty of Color remain in the profession are worthy of investigation. The most direct and efficient way in which to accomplish this is to request input through surveys from faculty of Color about their personal experiences and how these experiences have affected their perceptions of education as a career. Limited research on K-12 independent schools can be found on this topic. As it involves the effects on intentions to leave the field of education for faculty of Color, it is plausible to rely on the literature and research on PWIs in higher education for comparative purposes. Therefore, qualitative and quantitative higher education research was utilized throughout this study given the similarities on PWIs and the connection to the quantitative methods employed.

Similar to higher education research on PWIs, a growing need exists for the retention of the disproportionately low numbers of teachers of Color. In order for the field to be more sustainable, the societal norms, stigmas, and structures of the profession must change (Levin et al., 2015; Smith et al., 2011b). Some teachers are leaving for various opportunities, and others leave for more respect from society as a whole (Ingersoll, 2001). This is a critical issue, in that individuals across the board are not pursuing the profession, which is driving the inability to maintain high quality teachers (Hansen & Quintero, 2018; Ingersoll, 2001). In particular, more attention must be directed toward institutional and environmental factors that affect the retention of teachers of Color. The most significant factors in increasing retention in the literature include working conditions that promote success, a collegial environment, mentorship opportunities,
supportive leaders, and a more diverse environment (Brosnan, 2001b; Levin et al., 2015; National Education Association [NEA], 2014; Wright-Mair, 2017).

Definition of Terms

Minority/Person of Color

The term *minority* or *person of Color* is commonly used to refer to a racial or ethnic minority or person of Color, e.g., a minority teacher or student in an independent school who is Black, Native American, Latinx, or Asian. Reference to minority or person of Color can be assumed to be as such.

For this analysis, the racial or ethnic labels are not necessarily used to identify the color of the skin but, rather, cultural or racial groups and a matter of identity; therefore, they are capitalized (Potter, 2015). People of Color is a term used to describe any person who is not considered White while emphasizing common experiences of marginalization. The word *Color* when referring to all non-White people also is capitalized. Asian is used for individuals who identify as Asian American, including those of Middle Eastern descent and Pacific Islanders. Native American represents those who identify as Indigenous people or First Nations, and Black embodies people who identify as Black Americans. In addition, Black and African American are used interchangeably. Latinx indicates those who identify as Hispanic. The term is used as a gender-neutral or non-binary alternative to Latino or Latina. White represents Caucasian Americans. Additionally, because independent schools are predominately White, the term *dominant group* is used interchangeably with White or Caucasian Americans.
Marginalized

The term *marginalized* is commonly used to refer to a racial, ethnic, female, disabled, LGBTQ person, or one with low socioeconomic status who has been marginalized in society. However, given the focus of this study, reference to *marginalized* teachers indicates teachers of Color.

Teacher vs. Faculty

*Faculty* generally refers to administrators and teachers; e.g., faculty of Color at independent schools is an administrator of Color and/or a teacher of Color. Due to the low numbers of administrators of Color, for this purpose *faculty* and *teacher* are used interchangeably.

Independent vs. Private Schools

*Independent* schools generally refers to private schools governed by a board of trustees. Independent schools do not receive public funding, but charge a tuition to attend. Various types of independent schools exist. They include schools that have a religious affiliation, while others do not, co-educational schools, as well as same-sex schools. Independent schools also include international schools that seek to provide an international experience for their students, and boarding schools where students live on campus in dormitories.

*Private* schools generally refers to all schools that are non-public, which encompasses all independent schools. For the purposes of this analysis, the terms *independent* and *private* are used interchangeably.
Teacher Attrition, Intent to Leave, and Retention

Teacher attrition refers to the rate at which teachers leave the profession. Intent to leave is the plan or thought of departing the field. Teacher retention is a term that represents a method of maintaining teachers within the school or field of education.

Microaggressions

Microaggressions as described by Sue (2010) involves everyday subtle but harmful slights, indignities, and insulting messages directed at marginalized communities by the dominant group. These behavioral or environmental degradations are not necessarily intentional but communicate shameful and hurtful insults toward the marginalized community that may result in ignoring one's accomplishments or being treated as incompetent. Any marginalized group may experience microaggressions, but for the purpose of this analysis the marginalized group is in reference to people of Color.

Critical Race Theory

The educational branches of Critical Race Theory (CRT) are discussed in this analysis. CRT was initially articulated between Black and White Americans, but experiences of diverse communities of Color, gender, language, class, and sexual orientation also have been studied. For the purpose of this research, CRT is examined based on the experiences of all communities of Color (Solórzano & Delgado Bernal, 2001). CRT examines the way in which racism is perpetuated; it is not an anomaly, but a fundamental, grounded way of how society is organized and how it links forms of oppression (Bell, 1987; Matsuda, Lawrence, Delgado, & Crenshaw, 1993).
Cultural Competence and Cultural Humility

The term *cultural competence* involves gaining the ability and skill to communicate and function effectively and respectfully across different cultures. In addition to this, *cultural humility* incorporates a lifelong commitment to self-evaluation and self-critique. The objective of *cultural competence and humility* is to develop mutually beneficial partnerships with different communities (Madyun, Williams, McGee, & Milner, 2013; Tervalon & Murray-Garcia, 1998).

Self-Authorship

Kegan (1994) stated *self-authorship* is how an individual grows from initially accepting foreign constructs of the world to actively and critically thinking about those constructs and developing the ability to measure them against their own thoughts and beliefs.

(In)visibility

The term *visibility* refers to the visibleness of one's characteristics, features, and skin tone. The term *invisible* is in reference to the created assumptions of underachievement, low expectations, stereotypes, bias, and assumed representation of all marginalized groups (McDonald & Harvey, 2008).

Institutional Racism

The term *institutional racism* as stated by Ture and Hamilton (1967), is a systemic, structural, social process by which racial oppression is imposed upon marginalized people of Color by dominant racial groups in institutional areas such as education (Oakes, 2005); housing (Yinger, 1995); employment (Bertrand & Mullainathan, 2004); and criminal justice (Feagin, 2006). Ture and Hamilton described
the term as the constant and cumulative deficiency of institutions to provide appropriate
and professional services to individuals because of their color, culture, or ethnicity.

Institutional racism includes direct and indirect institutionalized discrimination.
Direct institutional racism involves blatant actions that have a discriminatory impact on
the marginalized group and privilege of the dominant group (Chang et al., 2014). Indirect
institutional racism involves subtle, unintentional acts of racism that harm the
marginalized group (Chang et al., 2014).

**Organization of the Study**

This study consists of five chapters. Chapter I included a statement of the
problem, purpose of the research, research questions, theoretical frameworks,
significance of the study, and definition of terms. Chapter II is a comprehensive review of
the literature and empirical research related to teacher of Color attrition and/or intentions
to leave the field. The methodology for the research is addressed in Chapter III and
describes the instrumentation, including validity and reliability measures; sample
demographics; variables used from the instrument; data collection; statistical analyses;
data procedures; and limitations. Chapter IV discusses the findings from the analysis and
interpretation of the data. A summary of these findings, along with conclusions and
recommendations for best practices for retention and future research, comprises Chapter
V.
CHAPTER II

LITERATURE REVIEW

This literature review focuses on topics relevant to teacher retention, specifically the intent of teachers of Color to leave the field. The major themes include reasons faculty of Color tend to depart the field; an analysis of the professional experiences of faculty of Color, which tend to be different than their White colleagues; and the importance of faculty of Color to the educational environment. Research is sparse on the intent of teachers of Color to leave, as is teacher job satisfaction, in independent schools. Studies on teacher retention generally have examined faculty without distinguishing them by race and ethnicity.

Reasons Faculty of Color Leave Teaching

Several variables influence teacher attrition and intent to leave the field after the recruitment phase. Across racial and ethnic lines, most faculty are content with the actual teaching aspect of their jobs but are less content with the school bureaucracy and lack of administrative support where they teach (Anhorn, 2008; Blase & Blase, 2004; Bristol, 2018). The latter factors result in teacher attrition, as well as concerns relative to salary, quality of life, time constraints, sense of community, autonomy, and job security (Ingersoll & Smith, 2003; Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002). These factors cause low job satisfaction and heightened stress (Ronfeldt et al., 2013). Maintaining satisfied teachers would result in lower teacher turnover (Ronfeldt et al., 2013). The issues that cause teacher attrition influence all faculty in academic institutions; however, they particularly impact teachers of Color who face additional racial climate challenges (Smith et al., 2011b). Thus, the predominant factors that lead
faculty of Color to leave the field or to experience a decrease in job satisfaction are due to racial climate in the school, which encompasses institutional racism and experiences of bias, microaggressions, (in)visibility, feelings of otherness or tokenism, as well as obstacles to promotion that can eventually lead to RBF (Alexander & Moore, 2008; Baez, 1998; Bristol, 2018; Franklin et al., 2014; Jackson, 1991; Levin et al., 2015; Smith et al., 2011a; Sue, 2010).

**Racial Battle Fatigue (RBF)**

According to Jackson (1991) and Bourke (2016), teachers of Color are in the vast minority due to institutional racism, which is present at PWIs. Analyses of institutional racism require an examination of the foundation, values, norms, practices, and culture of historically PWIs that may serve to reinforce racial and/or ethnic inequality (McDonald & Harvey, 2008). This racial bias causes barriers for access despite proper credentials and restricts potential professional growth, which is an obstacle for success. These issues create prolonged emotional stressors causing RBF that can result in social exclusion within the dominant culture (Franklin et al., 2014; Nadal, Griffin, Wong, Hamit, & Rasmus, 2014).

One of these prolonged stressors that lead to RBF includes Kanter’s (1977) boundary heightening model that is most present when a person of Color experiences repeated degradation from the dominant group (Pierce, 1970). Pierce (1970) added these repeated encounters with racism lead to major psychological effects, which are factors of RBF, for minority groups as their identity becomes invisible. As a result of institutional racism, many psychological strains leading to RBF have affected minority teachers, increasing their intent to leave the field (Smith et al., 2011a).
Institutional racism and RBF are deeply connected to one of the tenets of CRT, the permanence of racism (Bell, 1992; Griffin, Ward, & Phillips, 2014; Khalifa, Dunbar, & Douglasb, 2013; Matsuda et al., 1993). Bell (1992) stated, “Racism is a permanent component of American life” (p. 13). According to Khalifa et al. (2013), racist structures govern political, economic, social, and educational institutions in the U.S. that honor White privilege and negate people of Color that same right. In utilizing the CRT perspective in education, access to high-quality independent college preparatory schools has become almost exclusively available to White students and White faculty (Ladson-Billings & Tate, 1995). In turn, this allows little to no access to faculty and students of Color (Ladson-Billings & Tate, 1995).

The low numbers of faculty of Color in private schools result from institutionalized racism, as students of Color disproportionately receive an inadequate education that affects their ability to attend and compete in higher education and in employment (Feagin, 2006; Jackson, 1991). This is a significant issue, as students of Color complete teachers colleges and four-year institutions at a lower rate than White students (U.S. Department of Education, 2016). As a result, students of Color do not become faculty members due to the lower rate of completion. According to a U.S. Department of Education (2015) study of all full-time faculty in higher education, 79% were White, 10% were Asian/Pacific Islander, 6% were Black, and 5% were Latinx. At four-year private higher education institutions, 66% percent of undergraduate students in 2014 were White, 29% Black, 16% Latinx, and 7% Asian. This disproportionality affords greater access to White students and teachers as they receive a higher education degree and opportunities for promotion at a higher rate than people of Color. Consequently, their
White counterparts are allowed unjust benefits from institutional racist practices (Trepagnier, 2010). Indirect institutional racism can have harmful and substantial effects on marginalized communities as it includes, the privilege of Whites; White European perspective in culture; microaggressions; experiences of bias; tracking into non-college preparatory curricular opportunities; differential access to special education and gifted classes; disproportionality in dropout rates, suspensions, and expulsions; and majority decisions made by White faculty members and administrators (Boutte & Jackson, 2014). This disproportionality leads to RBF for people of Color as they have not been given equitable privilege as their White counterparts to achieve the same goals (Acuff, 2018).

In addition to the previously mentioned stressors within the institution that may cause RBF, results from a study by McDonald and Harvey (2008) indicate teachers of Color expressed that parents, whether consciously or not, also fail to support them to the extent that they support the dominant group teachers, which also reflects racial bias. The authors added that, while many cases involve tuition-paying, probably well-intentioned parents, it creates issues of racial bias for faculty of Color, as equity and fairness in regard to parental support is in question. The study also indicated parents question the recruitment phase of only faculty of Color, requiring that minority teachers prove themselves eligible for the job. Parents even doubt their ability to teach at PWIs.

**Microaggressions**

Racial microaggressions are daily verbal, behavioral, or environmental degradations, whether intentional or unintentional, that communicate shameful, negative racial slurs toward people of Color (Sue, 2010). Sue (2010) emphasized perpetrators of microaggressions often are unaware they engage in such communication. Marginalized
groups tend to experience microaggressions more often than the dominant group. This occurs in PWIs, as they are deeply rooted in White, upper-middle-class traditions of culture and education. A person of Color is left to infuse White Eurocentric norms into their value system to fit into the organization (Kane & Orsini, 2003; Sue, 2010).

The dominant group tends to see race-related issues as occurring in only overt discriminating ways (Sue, 2010). Conversely, students and faculty of Color see race-related issues in overt and covert discriminating ways. Students of Color experience microaggressions on a daily basis when their education transmits Eurocentric values, beliefs, customs, traditions, language, and arts of the dominant society (Ford, Moore, Whiting, & Grantham, 2008; Shujaa, 2003). As a result of selective emphasis on the curriculum taught, “the history and contributions of White civilizations are reinforced and elevated to superior status and imposed upon all students” (Sue, 2010, p. 241). Faculty of Color and White allies are necessary in challenging racism, having open dialogues on race, and assisting other White colleagues to be aware of combating microaggressions in the curriculum and culture of the school (Singleton, 2014; Sue, 2010; Sue & Constantine, 2007; Watt, 2007; Willow, 2008).

This racial disparity and discourse is complicated, as most faculty and administrators are predominately White and unsure of ways to deal with racial and cultural diversity (Singleton, 2014; Sue, 2010). Accordingly, the dominant culture seeks to treat all students equally—the idea of colorblindness (as noted in CRT)—and does not focus on racial conflict (Rousseau & Tate, 2003). This lack of focus disregards the ways in which race affects faculty of Color and students of Color in their daily lives, whose experiences differ solely on their cultural background (Museus, 2014; Wright-Mair,
Many White educators find it difficult to understand how their assumptions of equal access and opportunity may not apply to marginalized groups in their schools (Sue, 2010).

According to Sue (2010), microaggressions are found in many areas; faculty may unintentionally invalidate, shame, or insult a student or colleague of Color. Microaggressions can be seen in the curriculum, such as in textbooks that omit the truth about racial histories or neglect discussion of racism, as these textbooks commonly are written through the White perspective (Thomson, 2017). Additionally, lack of representation of faculty of Color may act as a threat to a group’s social identity. The school climate may be unwelcoming through the actions of individuals, such as racist jokes or music played at school events, food served in the cafeteria, school decorations, and other events. Teaching and learning styles may not be compatible; thus, support services come from a primarily White European perspective that may be hostile to certain individuals, and the program and policies may be oppressive and unfair to marginalized groups. People of Color often are left to interpret microaggressions and to decipher the layers of discrimination included in the insult. Smith et al. (2011a) and Hernandez (2013) stated these experiences can lead to stress as well as anxiety that has both psychological and physical repercussions. These symptoms could significantly affect everyday tasks, and some are associated with RBF. Thus, microaggressions are problematic, as daily, shameful, derogatory, or negative racial insults toward people of Color can ultimately lead to them leaving the education field altogether (Smith et al., 2011a; Sue, 2010).
Tokenism

Another sense of isolation that affects faculty of Color is the feeling of tokenism or otherness. “Tokens typically performed their jobs under public and symbolic conditions different from those of dominants” (Kanter, 1993, p. 212). This sense of tokenism occurs when majority groups far outnumber the minority groups (Kanter, 1977). Kanter (1977) stated minorities are “often treated as representatives of their category, as symbols rather than individuals” (p. 208). According to Kanter (1977), these groups are vulnerable to stress with respect to emotional well-being. Kanter (1977) and McDonald and Harvey (2008) spoke of performance pressure—the need to prove their place and ability to excel due to their physical visibility, features, characteristics, and skin tones.

In addition, Kanter (1993) discussed assimilation, also known as role of entrapment, which is referred to as being the symbolic representation of one's group. Tokens experience added stress to perform well, as it can determine their personal and entire minority group’s future opportunities (Gustafson, 2008). In independent schools, faculty of Color often serve as the representatives of all minority groups, as well as the exotic spectacle, and are labeled as the “expert ethnic” or “diversity expert” (McDonald et al., 2005, p. 9). According to McDonald et al. (2005), members of marginalized groups assume and are assigned these additional workloads that add stress and can lead to teacher burnout. In addition, the faculty interviewed claim the added workload and frequency with which administrators ask a group member to be the “expert ethnic” is without recognition and acknowledgment in the independent school community (McDonald & Harvey, 2008). As a result of the added stress, performance pressure can
lead to an avoidance of calling attention to one's accomplishments, which results in a perception of underachievement (Kanter, 1977). This stress or difficulty on the job often causes the marginalized group to be typecast into a preconceived stereotype, and teachers of Color are not viewed as individuals (Kanter, 1977; Smith et al., 2011a). As Kanter, Stein, and Jick (1992) noted, “the characteristics of a token tend to be distorted to fit the generalization” (p. 211). Thus, a professional of Color is not seen as an individual with their own characteristics and personality, which then questions a teacher's internal, professional, and perceived identity at their institution (Gustafson, 2008).

**In)Visibility**

Institutional racism is deeply rooted within the existence of people of Color due to the resulting invisibility effect. A person of Color who may not be seen as an individual is faced with another barrier that impedes their ability to engage fully in an environment that fails to meet their emotional, social, intellectual, and cultural needs (Nadal et al., 2014). Experiencing this on a constant basis may lead to RBF (Franklin et al., 2014; Smith et al. 2011a).

Teachers of Color encounter the notion of (in)visibility during the recruitment phase of hiring at independent schools (McDonald & Harvey, 2008). McDonald and Harvey (2008) found some faculty of Color wonder whether they were hired based on their credentials as an “affirmative action hire” because of a need to meet a quota to diversify and employ more faculty of Color. People of Color are faced with the notion of (in)visibility in which simultaneously they are seen as visible by their characteristics, features, and skin tone, and invisible through created assumptions of underachievement, low expectations, stereotypes, and bias. The assumption is made that they provide
knowledge for every marginalized group at independent schools (McDonald & Harvey, 2008; Thomas & Hollenshead, 2001; Williams, 2001). This problem creates added stress on teachers of Color, as they face the constant burden of confronting racial biases (Kanter, 1993; Smith et al., 2011b).

According to McDonald and Harvey (2008), “The few minority teachers who work at independent schools feel a heightened sense of visibility because they are few in numbers and are, therefore, quite conspicuous” (p. 39). Another source of stress discussed by Kanter (1977) and McDonald and Harvey (2008) is majority group members’ exclusion of the institution’s culture, referred to as boundary heightening (invisibility). The dominant group tends to exaggerate their own cultural commonalities and differences from tokens. To be accepted, minority groups respond by remaining isolated socially or act as if they are an exception to their group.

In the McDonald and Harvey (2008) study, interviewees reported experiencing stress in making daily choices to project positive racial images on behalf of their entire race. One interview involved an African American male teacher at a predominately White independent school. White students at this school listened to rap music, and the teacher was aware rap music videos tend to demonstrate a different racial image of Black men than the Black teacher. The Black teacher felt added stress and pressure to counteract the image of the Black men portrayed in the videos in order to illustrate other representations of his race (McDonald & Harvey, 2008). Harvey and McDonald referred to this scenario as an example of visibility of the “ethnic person on display” (p. 39). Due to low minority faculty presence at private schools, few individuals can ameliorate the
feeling of otherness/tokenism to foster an environment that encourages a sense of community (Bristol, 2018).

**Obstacles to Promotion for Faculty of Color**

Faculty of Color who enter a teaching career often are confronted with obstacles to promotion (Baez, 1998; Jackson, 1991; Smith et al., 2011a). Baez (1998) reported individual and institutional racism are predominant barriers to promotion. As a result of a lack of faculty of Color at PWIs, proper mentoring is not available, which further leads to social exclusion (Jackson, 1991; Kanter, 1993; NEA, 2014). Faculty mentoring and guidance on balancing workloads is an important factor for promotion (NEA, 2014). As a result of low numbers of minorities at independent schools, the few remaining faculty of Color often are faced with isolation and lack information for networking opportunities, guidance for success, advancement, and promotion (Smith et al., 2011a). According to Brosnan’s research (2004), this further enhances isolation for faculty of Color who lack guidance for promotion, relationships, administrative support, and opportunities for intellectual growth. These issues do not engender success and are valid reasons for their desire to leave the profession (Bristol, 2018).

**Importance of Teachers of Color**

Some private schools understand the importance of increasing faculty diversity and share an interest in enacting social justice changes to their educational environments (Brosnan, 2001b). The presence of teachers and administrators of Color is correlated to successful recruitment and retention of new faculty of Color and students of Color. Additionally, this encourages employees to actively engage in sharing true feelings regarding other cultures, which can then minimize negative influences that underlie
unconscious and conscious biases, assumptions, and beliefs that are problematic when teaching students from various cultures (Potter, 2015). Furthermore, an increase in faculty of Color provides mentors to students and new faculty of Color. Mentorship is critical for those who do not receive socialization in informal ways (Bristol, 2018; Hansen & Quintero, 2018; Villegas & Irvine, 2010; Wells, Fox, & Cordova-Cobo, 2016). In addition, mentorship creates a diverse learning environment from which all students benefit (Brosnan, 2001b; Hansen & Quintero, 2018; Wells et al., 2016). As such, teachers of Color are more likely to encourage all students to interact with peers from different backgrounds and to engage in social justice related activities (Knaus, 2014). Additionally, White allies can adopt social justice practices and rhetoric into the academic curriculum (Knaus, 2014). This can alleviate the stressors caused by a hostile racial climate that impacts all teachers, as well as students who attend schools with low numbers of other minorities (Stanley, 2006).

A diverse administrative and teaching force is essential to effect change and the formation of equitable educational policies and experiences, as an independent school’s culture, values, and curriculum are largely decided by the administration and teachers (Dilworth, 1998). Faculty of Color can help to “create a cross-cultural awareness that can provide a rich knowledge base for teaching and learning” (Dilworth, 1988, p. 6). Dilworth (1990) and Ladson-Billings (2014) noted faculty of Color can guide the transition to culturally responsive and sustaining pedagogy. This form of instruction emphasizes education that is relevant to the students’ cultures and the importance of employing it to sustain their cultures while engaging questions of equity and justice (Ladson-Billings, 2014).
Role Models for All Students

The importance of faculty of Color as role models is for all students, not only students of Color (U.S. Department of Education, 2016; Wells et al., 2016). For some students, teachers of Color may be the only person of Color they observe in a professional role (Kane & Orsini, 2003, U.S. Department of Education, 2016). Teacher of Color not only build confidence and strengthen a student of Color’s personal identity, but also and arguably more important, secure a racially and ethnically balanced teaching population. Many marginalized faculty possess an intrinsic understanding of the backgrounds and experiences that can inform and guide the dominant group on effective ways and means to communicate with all stakeholders in regard to diversity topics (U.S. Department of Education, 2016; Wells et al., 2016). Race-related issues frequently are seen as being only overt discrimination; however, most of these issues are subtle, covert, and hurtful (Sue, 2010). This is harmful, as so few role models of Color are present at the school. As a result, students do not have the proper tools or discourse to discuss racial issues appropriately and accurately when they surface. However, faculty who understand the benefits of diversity and how it positively affects developmental education outcomes can help to determine and mold the school’s climate (Madyun et al., 2013).

Faculty of Color can help students achieve intercultural humility—gaining the ability and skill to communicate and function effectively and respectfully across different cultures (Madyun et al., 2013; Tervalon & Murray-Garcia, 1998). Madyun et al. (2013) indicated teachers of Color as role models are more likely to put greater emphasis on cultural humility and students’ moral and civic development within the curriculum and within individual students. This contribution enhances all students’ intercultural humility
and is particularly important, as graduates are now working in a more diverse world and require intercultural humility to thrive in society (Kane & Orsini, 2003; Madyun et al., 2013; Tervalon & Murray-Garcia, 1998; U.S. Department of Education, 2016).

Furthermore, retaining faculty of Color leads all students to grasp a better understanding of other cultures and experiences and to have an interest in building relationships with individuals of different backgrounds while questioning stereotypes (U.S. Department of Education, 2016).

**Messages to Students**

Faculty of Color are needed in independent schools to convey appropriate messages concerning race, as students argue a diversified faculty influences their educational experience (Potter, 2015). These messages shape the social environment, learning, and identity of all students, in particular students of Color. Chiu and Hong (2013) stated the knowledge of various cultures increases all students’ perspectives and openness toward foreign ideas. Boser (2014) highlighted it “is important for all students to interact with people who look and act differently than they do in order to build social trust and create a wider sense of community” (p. 3). For example, students of Color find inspiration from the mere presence of teachers of Color and a counter narrative to the idea the “educational endeavor is driven by White values and focused on White students” (Kane & Orsini, 2003, p. 10).

The race and background of teachers also communicates messages to students about authority, power, justice, fairness, and their views of their own and others’ worth. In addition, the racial background of teachers serves as a source of wisdom, inspiration, and a cultural decoder (Kane & Orsini, 2003; U.S. Department of Education, 2016). The
presence of teachers of Color positively affects the perceptions of students of Color by helping them feel a part of the school, as they are visible examples for students who are separated from their homes, communities, and cultures on a daily basis or at boarding schools (Kane & Orsini, 2003; White & Boyd, 2015). This sense of student belonging results in greater commitment and connectedness, which are important factors in their ability to be successful (Atkins, Fertig, & Wilkins, 2014).

The few students of Color who attend, and faculty of Color who teach at predominately White independent schools “carry the culture of their communities and families into their school” (Slaughter & Johnson, 1988, p. 5). Students of Color, like faculty of Color, wrestle with the issue that the race they represent is not always valued or respected at the school compared to the dominant group (Kanter, 1993; McDonald et al., 2005).

**Self-Authorship**

The presence of faculty of Color not only builds cultural humility within the institution, but also it creates opportunity to foster self-authorship within the students (Kegan, 1994). Self-authorship is the way in which an individual grows from initially accepting foreign constructs of the world to actively and critically thinking about those constructs and developing the ability to measure them against their own thoughts and beliefs (Kegan, 1994). According to Kegan (1994), a self-author is able to realize different people hold different views of the world and can respectfully become more authentic in how one views the world, self, and others. Individuals who are self-authors are better able to establish and maintain relationships with a diverse community (Baxter
Magolda, 2008). Madyun et al. (2013) argued faculty of Color are in a unique position to develop self-authoring, culturally competent, humble individuals.

**Raising Expectations for All Students**

An additional reason for the need for faculty of Color is due to the interactions with students in the classroom based on race (U.S. Department of Education, 2016; Wells et al., 2016). Teachers of Color differ from White teachers in their expectations of success for students of Color (Fox, 2015; U.S. Department of Education, 2016). Studies have shown White teachers have a lower expectation for students of Color, which negatively affects their education and emotional well-being (Fox, 2015). Improving teachers’ capacity to provide culturally responsive instruction to minority students may improve all student learning (U.S. Department of Education, 2016). “Teachers of Color can be a crucial force in elevating institutional understanding and changing behavior nationally at the institutional and classroom level” (Kane & Orsini, 2003, p. 15). Kane and Orsini (2003) stressed the difference in attitudes and behaviors based on race demonstrates the much-needed presence of faculty of Color to help White teachers question their attitudes and behaviors toward students of Color. A heightened importance of this exists at independent schools as it is probable these schools are geographically and culturally isolated from students of Color’s home environment (Kane & Orsini, 2003).

**Summary**

In reviewing factors that influence teacher attrition, several impact the decision to leave the field. While faculty promotional opportunities, reasonable salaries, quality of life, time constraints, sense of community, job security, autonomy, and administrative support are relevant to all teachers, additional factors should be considered in order to
retain teachers of Color. A combination of a low number of minorities at the school, isolation, and experiences of racial bias are additional factors that influence the intent to leave the profession among teachers of Color.
CHAPTER III

METHODOLOGY

The present study extended existing research by employing a quantitative approach to studying the relationship between racial climate, job satisfaction, and intent to leave among faculty of Color at K-12 independent private schools. To begin, preliminary analyses examined descriptive statistics for all variables. The sampling adequacy was measured to confirm reliability and validity of the sample. Factor analytical procedures also were performed to reduce the individual questions into fewer numbers of dimensions and to identify the latent variables. Finally, the SEM was used to simultaneously examine the direct and indirect relationships between job satisfaction, racial climate, and intent to leave the field and to explore the differential effects of factors based on faculty of Color and White faculty.

In the studies cited, quantitative methods were utilized from higher education (Franklin et al., 2014; Jayakumar et al., 2009; Smith et al., 2011a) and K-12 public schools (Bristol, 2018). Qualitative studies cited from independent K-12 schools were also utilized (Baez, 1998; Levin et al., 2015; McDonald et al., 2005). McDonald et al. (2005) conducted focus group interviews on the experiences of faculty of Color in independent schools and their feelings of isolation, whereas Baez (1998) conducted interviews to discuss faculty promotions at independent schools. While Jayakumar et al., (2009) conducted a survey that measured the perception of the institution and satisfaction rating in higher education. Franklin et al. (2014) and Smith et al (2011a) conducted SEM to test the RBF framework.
This chapter is organized to present the methodology and procedures that were followed during the research. A description of the survey instrument, the sample, and the analysis of the data are included. The following research questions guided the study:

1. To what extent is racial climate related to faculty job satisfaction and intent to leave independent schools among faculty of Color?

2. Is there a significant difference in the relationship between racial climate, job satisfaction, and intent to leave based on race/ethnicity?

**Research Sample**

A listing of private schools was obtained from the NAIS website. The list consisted of 1,610 schools from across the nation, to include boarding schools, day schools, religious-affiliated schools, non-affiliated schools, and co-educational and single-sex schools. Additional information included school address, student population, faculty and staff population, and current faculty and staff email addresses. Using the NAIS website, individual school websites were accessed as well. There were 1,143 schools with extractable email addresses.

A total of 23,634 faculty and staff members were contacted in January 2019 with an initial and a follow-up email to ensure maximum return rates and participation. The survey was designed to allow for only one response for each school email address, which ensured participants responded only once. The subjects were assured all information would remain confidential and participation was voluntary. Risks included discussions of race-related topics, as they are sensitive and often uncomfortable. To reduce risks, anonymity was guaranteed. At the end of the survey, participants had an incentive to enter a drawing to receive a $10 gift card; 20 gift cards were included in the drawing.
Demographics

The respondents were current faculty and staff \((N = 572; \text{response rate 2.4\%})\). Fifty-three did not respond to the race/ethnicity question and were dropped from the results; thus the final sample included 519 respondents. Weighting was performed on the data to adjust for over and underrepresentation of the sample with respect to NAIS’ schools population composition (Field, 2013). The weights were constructed by using the demographic data on independent schools from the NAIS website and the race/ethnicity variable in the survey.

Of the 519 respondents, about 2.3\% \((n = 12)\) were Asian/Pacific-Islander/South Asian heritage; 4.2\% \((n = 22)\) Black/African American heritage; 0.2\% \((n = 1)\) Native American/First Nations heritage; 0.6\% \((n = 3)\) Greater Middle Eastern heritage; 2.5\% \((n = 13)\) Latinx Heritage; 4.5\% \((n = 23)\) Multiracial heritage. Faculty of Color (FoC) as a whole comprised 14.3\% \((n = 74)\) of the respondents, and 85.7\% \((n = 445)\) were of White European heritage (see Table 1). More than two thirds of the participants were female \((68.9\%, n = 358)\), 30.2\% identified as male \((n = 157)\), and 0.8\% identified as non-binary \((n = 4)\). The average age of the 519 respondents was 42, with a minimum age of 20, maximum of 75, and median of 41. For the 519 respondents, the average years of teaching was 15, with 1 year being the minimum and 53 years the maximum. The median years of teaching was 14.
Table 1

Race/Ethnicity of Respondents

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Pacific-Islander/South Asian</td>
<td>12</td>
<td>2.3</td>
</tr>
<tr>
<td>Black/African American</td>
<td>22</td>
<td>4.2</td>
</tr>
<tr>
<td>Native American/First Nations</td>
<td>1</td>
<td>0.2</td>
</tr>
<tr>
<td>Greater Middle Eastern</td>
<td>3</td>
<td>0.6</td>
</tr>
<tr>
<td>Latinx</td>
<td>13</td>
<td>2.5</td>
</tr>
<tr>
<td>Multiracial</td>
<td>23</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total FoC</strong></td>
<td>74</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>White European</strong></td>
<td>445</td>
<td>85.7</td>
</tr>
</tbody>
</table>

Instrumentation

Survey methodology was employed along with the IRB submission and approval process (see Appendix B). The questionnaire was adapted from a 2006 NAIS survey, which NAIS shared with the researcher for this analysis. The survey consisted of the following sections: general teacher satisfaction, benefits, compensation, the independent school work environment, and preparing and retaining new teachers. The adaptation of the survey consisted of four sections: general teacher satisfaction, general questions on career, racial climate, and demographics (see Appendix C).

The teacher satisfaction section consisted of questions pertaining to satisfaction regarding salary and benefits, the ability to shape the classroom and curriculum, realistic job expectations, a collegial work environment, opportunities for growth, teaching load,
valued work, job security, and supportive school leadership. Teachers were asked to rate these items on a scale of 1 to 5 on their satisfaction with these factors in relation to their current job, with 1 being very dissatisfied and 5 being very satisfied. The teacher intent to leave section consisted of questions regarding leaving the field, general career questions, and future career plans. These questions consisted of a 5-point scale response from strongly disagree to strongly agree.

The third section consisted of racial climate questions pertaining to faculty perception and attitudes between and among groups, structural diversity, behavioral climate, and structural legacy of exclusion or inclusion (Hurtado et al., 1999; Jayakumar et al., 2009). The faculty rated their level of agreement based on a 5-point scale of strongly disagree to strongly agree. The final section included faculty demographic data that included data on race/ethnicity in order to identify possible differences by subgroups, as well as gender, age, and years of teaching to enable more comprehensive results. Research has shown these characteristics can influence a teacher’s decision to leave the field (ASI, 2015; Grissmer & Kirby, 1997; Ingersoll & May, 2011a).

Data Collection

The data were collected through an electronic survey using Qualtrics and sent out via email. The survey took 5 to 10 minutes for each individual to complete and was open from January 31, 2019 to April 1, 2019. Follow-up emails were sent on March 4, 2019, to individuals who had not responded. The subjects were assured all information would remain confidential and participation was voluntary.
Validity and Reliability

The original research instrument was tested for validity and reliability by NAIS (2006). The NAIS survey used alternate-form reliability, as it involved questions that were reworded to produce two items to measure the same attribute. Internal consistency to test reliability also was used, as groups of items measured different aspects of the same concept. This process ensured consistency across the responses. The results appeared consistent throughout, as the questions reflected the same construct and responses to each were correlated with each question. Predictive validity was measured along with face and content validity. In addition, NAIS performed a review of the survey’s contents to ensure instrument accuracy, but was unable to provide specific results from their validity and reliability testing.

The survey used internal consistency to test reliability, as groups of items measured different aspects of the same concept. Cronbach’s alphas also were measured to test internal consistency (Field, 2013; Litwin, 1995). This ensured consistency across the responses and was assessed by carefully checking the measurement method against the conceptual definition of the construct. Many efforts were made to increase the validity (Litwin, 1995). Face and content validity also were employed. Principal component analysis (PCA) was used to measure construct validity and served as a latent variable model to provide a summary score and to reduce the set of factors and components (Field, 2013). This analysis corrected for errors and provided a better measure of the true score, as well as ensured validity.
School Data

From the review of the literature, descriptive school data were collected from the NAIS database with details on each of its member schools. Of the 519 respondents, 91.1% \((n = 473)\) work at a coeducational school, 6.7% \((n = 35)\) work at an all-girl school, and 1.9% \((n = 10)\) work at an all-boy school. About one quarter of the respondents work at a religious-affiliated school \((25.6\%, \ n = 136)\), 16% \((n = 85)\) work at a boarding school, and 4.2% \((n = 22)\) work at an international school. According to the NAIS data and analysis resource, schools self-reported that 90.5% are co-educational, 5.5% are all-girl, and 4% are all-boy schools. About 24% are religious-affiliated, and 14% are boarding schools. No data were available on the percentage of international schools.

Variables

The key dependent variable that was used to explore faculty intent to leave was based on answers to three questions. The scale was coded so a higher score indicated a likelihood of leaving the teaching field (see Table 2 for a description of variables and measures.). Intentions and thoughts to leave a career were significantly correlated with actual behaviors of leaving (Jayakumar et al., 2009; Lee & Mowday, 1987). Scores on these variables were combined to construct the intent to leave dependent variable, as all were on a 5-point scale.

Job satisfaction served as both a dependent and independent variable. The independent variable of racial climate had an impact on job satisfaction; thus, it was a dependent variable. Simultaneously, job satisfaction affected intent to leave, making it an independent variable. This variable consisted of items assessing respondents’ satisfaction with benefits, salary, work environment, administrative support, opportunity for
promotion, quality of life, time constraints, sense of community, autonomy, and job security. Teacher job satisfaction was directly related to these items (Anhorn, 2008; Baez, 1998; Blase & Blase, 2004; Johnsrud & Heck, 1994; Johnsrud & Rosser, 2002; Ladd, 2011). A larger score for this construct indicated greater satisfaction.

The main independent variable, as identified in the review of literature, was racial climate. For teachers of Color this entailed the racial climate, which consisted of the daily presence of institutional racism that encompasses microaggressions, and experiences of bias, (in)visibility, and feelings of otherness or tokenism and leads to RBF (Alexander & Moore, 2008; Baez, 1998; Franklin et al. 2014; Jackson, 1991; Kanter, 1993; Smith et al., 2011a; Stanley, 2006; Sue, 2010). Constructs of this variable were created using the works of Hurtado et al. (1999), Jayakumar et al. (2009), and Smith et al. (2011a) on racial climate. According to their research in education, racial climate consists of the following dimensions: faculty perception and attitudes between and among groups, structural diversity, behavioral climate, and structural legacy of exclusion or inclusion. The questions in the adapted survey reflected the range of these dimensions (see Table 2). The racial climate variable was initially combined into a single score, as the questions were on the same 5-point scale. However, after the factor loading was completed, the racial climate variable was split into two latent variables: racial climate and inclusiveness. A larger score on racial climate construct represented a negative perception. With respect to the inclusiveness variable, a larger score represented a desire for more inclusion.
Table 2

Selected Variables and Measures

<table>
<thead>
<tr>
<th>Variables</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Dependent and Independent Variable</td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>Faculty were asked to measure their level of satisfaction on the following factors in relation to their current job: salary and benefits, opportunity for growth/promotion, teaching load, overall job satisfaction, valued work by colleagues, valued work by administrators, job security at school, the ability to shape and control the classroom and curriculum, realistic job expectations, a collegial work environment, mentorship, and strong school leadership. All these variables were measured separately on the same 5-point scale: 1 = very dissatisfied, 5 = very satisfied (Ingersoll &amp; May, 2011a).</td>
</tr>
<tr>
<td>Dependent Variable</td>
<td></td>
</tr>
<tr>
<td>Intentions to Leave</td>
<td>Faculty were asked to measure their level of agreement to the following statements: “In five years, I will be working outside of the educational field;” “During the last few years, I have considered leaving this career for another job;” “If I were to begin my career again, I would not want to be in the teaching field.” All these variables were measured separately on the same 5-point scale: strongly disagree to strongly agree (ASI, 2015; Grissmer &amp; Kirby, 1997; Ingersoll &amp; May, 2011b).</td>
</tr>
<tr>
<td>Independent Variables</td>
<td></td>
</tr>
</tbody>
</table>
| Racial Climate | Racial climate was a composite measure that assessed faculty perceptions and attitudes between and among groups, structural diversity, behavioral climate, and structural legacy of exclusion or inclusion. Faculty were asked to measure their level of agreement to the following statements: “The institution should hire more FoC;” “The institution should accept more students of Color and create a (continued)
Selected Variables and Measures (continued)

<table>
<thead>
<tr>
<th>Variables</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>means for students of Color to attend; “There is school-wide racial conflict here;” “FoC are given additional diversity work in addition to their workload;” “Racial and cultural diversity should be reflected more in the curriculum;” “Textbooks, authors, and literature chosen should reflect racial and cultural diversity;” “In the last few years there has been subtle discrimination that resulted in a source of stress;” “I have experienced isolation based on race or ethnicity;” “I have felt like a representative of my entire race or ethnicity at an independent school.” All these variables were measured separately on the same 5-point scale: 1 = strongly disagree to 5 = strongly agree (Hurtado et al., 1999; Jayakumar et al., 2009).</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>1 = Female, 2 = Male, 3 = Non-Binary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race/Ethnicity</td>
<td>1 = White, 2 = Person of Color</td>
</tr>
<tr>
<td>Age</td>
<td>Continuous</td>
</tr>
<tr>
<td>Years of Teaching</td>
<td>Continuous</td>
</tr>
<tr>
<td>Percentage of teachers of Color</td>
<td>Percentage</td>
</tr>
<tr>
<td>Percentage of students of Color</td>
<td>Percentage</td>
</tr>
</tbody>
</table>

Analysis

Data Analysis Approach

Structural equation modeling (SEM) was used to explore the differential effects of factors based on faculty of Color and White faculty. The models were created to explore the research questions:
1. To what extent is racial climate related to faculty job satisfaction and intent to leave independent schools among faculty of Color?

2. Is there a significant difference in the relationship between racial climate, job satisfaction, and intent to leave based on race/ethnicity?

SEM simultaneously examined the direct and indirect relationships between job satisfaction, racial climate, and intent to leave the field, all of which were latent variables because they were concepts not directly observable. Using the survey responses as the observable variables, the latent variables were measured. The survey respondents naturally had variance in their answers. This variability was due not only to the latent constructs, but also to other factors such as atmosphere and unique variance. Therefore, an error term was included in the models (Blunch, 2008):

\[ X = t + e \]

where \( X \) was the measured variable, \( t \) was the true score indicating where the individual responded based on the latent construct dimension as the predictor of the models, and \( e \) comprised the two components of a systemic error and random error. The variance covariance matrix of the observed variables was then analyzed. Additionally maximum likelihood was used to estimate model parameters and to test the extent to which the model fit the observed data (Blunch, 2008).

Chi-square root mean square error of approximation (RMSEA) and the Tucker-Lewis index (TLI) were used to assess model fit. The comparative fit index (CFI) was used to compare the different models and to test for a significant difference based on race/ethnicity (Blunch, 2008).
Path Analysis Diagram

The path analysis diagram (Figure 3) explains the indirect, direct, and total effects of the predictor variables on the pathways between mediating variables.

\[ \beta_1 = \text{the direct effect of racial climate on intentions to leave the field;} \]
\[ \beta_2 = \text{the direct effect of racial climate on job satisfaction;} \]
\[ \beta_3 = \text{the direct effect of job satisfaction on intentions to leave the field;} \]
\[ \beta_2 \times \beta_3 = \text{the indirect effect of racial climate on intentions to leave;} \]
\[ \beta_1 + (\beta_2 \times \beta_3) = \text{the total effect of racial climate on intentions to leave.} \]

Figure 3. Path diagram.

Limitations

Limitations included the measurement of race-related topics that often are sensitive and uncomfortable to discuss; as a result, the overall responses may not have been truly representative of the faculty members’ opinions. Race related concepts are also difficult to measure and quantify with a survey. Additionally, limiting responses to survey questions may not have been a true reflection of faculty opinions due to the lack of fostering a level of trust and comfort that qualitative research encompasses. In addition, the response rate was low and the survey was not random, as only the
individuals who chose to participate did so, and only schools with extractable email addresses from the website were contacted.

Controlling responses to those still in the profession also was a limitation, as those who have left the field may have been a truer sample than those with intentions to leave. Another limitation was that independent schools in the nation as a whole were analyzed and not separated between various religious-affiliated schools or geographic regions. The regional differences were not considered or the make-up of the area where the school is located versus that of the school.

As a woman of Color currently working at an independent school, it is important to be transparent and to recognize my positionality regarding this study. Having been a student and a teacher at several independent schools for more than two decades, I became interested in this topic and had an idea of the findings that would result. I have a personal connection to this topic. The research and results of this study confirm some of my personal experiences and expectations, yet other results revealed unanticipated findings.
CHAPTER IV
RESULTS

This chapter reports the analytical results beginning with exploratory factor analysis and then those from the structural equation models. Before addressing the hypotheses, preliminary analyses examined descriptive statistics for all variables (see Table 4). The sampling adequacy was measured to confirm reliability and validity of the sample. Factor analytical procedures also were performed to reduce the individual questions into fewer numbers of dimensions and to identify the latent variables. Finally, the SEM was used to simultaneously examine the direct and indirect relationships between job satisfaction, racial climate, and intent to leave the field and to explore the differential effects of factors based on faculty of Color and White faculty.

Principal Component Analysis

PCA is based on correlation matrices of the variables involved. Correlations need a sample size larger than 500, so PCA was used as a method of data reduction (Fields, 2013). By reducing the data set of interrelated variables to a smaller set of factors, PCA then determines the maximum amount of common variance in a table of correlation coefficients between variables using the smallest number of clarifying constructs (Fields, 2013). The communalities table from SPSS shows all extractions were > 0.3, hence the strength of these extractions eluted to more than 30% of the variance for each factor (Fields, 2013). The eigenvalues and scree plot results on SPSS were the initial guide on retaining factors (Field, 2013). This investigation included four components of > 1; therefore, the factors were fixed at four. The component correlation matrix was less than 0.5, so it was assumed the factors were orthogonally related. A varimax rotated
component matrix showed the correlation to be > 0.5, which indicated that in fact the relationship was orthogonally related. The factor analysis left 23 observed variables loaded onto four factors (see Table 3).

A reliability test was performed for each factor. Factor 1—*Job satisfaction* had a Cronbach’s alpha of 0.863; Factor 2—*Inclusiveness* was 0.799; Factor 3—*Racial climate* was 0.818; and Factor 4—*Intent to leave* was 0.780. All Cronbach’s alphas were > 0.7, resulting in high reliability (Fields, 2013).

Table 3

*Standardized Factor Loading for SEM Model*

<table>
<thead>
<tr>
<th>Factor and Observed Variables</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td></td>
</tr>
<tr>
<td>My work is valued by administrators</td>
<td>0.784</td>
</tr>
<tr>
<td>Strong school leadership</td>
<td>0.770</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>0.761</td>
</tr>
<tr>
<td>Opportunity for growth/promotions</td>
<td>0.701</td>
</tr>
<tr>
<td>Realistic job expectations</td>
<td>0.649</td>
</tr>
<tr>
<td>My work is valued by my colleagues</td>
<td>0.631</td>
</tr>
<tr>
<td>Job security</td>
<td>0.619</td>
</tr>
<tr>
<td>Teaching load</td>
<td>0.525</td>
</tr>
<tr>
<td>Salary and benefits</td>
<td>0.484</td>
</tr>
<tr>
<td>Mentors</td>
<td>0.452</td>
</tr>
<tr>
<td>Ability to shape and control the classroom and curriculum</td>
<td>0.437</td>
</tr>
</tbody>
</table>

(continued)
### Standardized Factor Loading for SEM Model (continued)

<table>
<thead>
<tr>
<th>Factor and Observed Variables</th>
<th>Factor Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inclusiveness</strong></td>
<td></td>
</tr>
<tr>
<td>More FoC should be hired</td>
<td>0.810</td>
</tr>
<tr>
<td>Racial and cultural diversity should be reflected more in the curriculum</td>
<td>0.756</td>
</tr>
<tr>
<td>Accept and create means for students of Color to attend</td>
<td>0.744</td>
</tr>
<tr>
<td>Textbooks and authors should reflect racial and cultural diversity</td>
<td>0.723</td>
</tr>
<tr>
<td>Racial conflict is present</td>
<td>0.629</td>
</tr>
<tr>
<td>FoC are given additional diversity work</td>
<td>0.479</td>
</tr>
<tr>
<td><strong>Racial Climate</strong></td>
<td></td>
</tr>
<tr>
<td>As a result of my race I have felt like I do not belong</td>
<td>0.810</td>
</tr>
<tr>
<td>I have experienced isolation based on my race or ethnicity</td>
<td>0.796</td>
</tr>
<tr>
<td>I have felt like a representative of my entire race or ethnicity</td>
<td>0.767</td>
</tr>
<tr>
<td><strong>Intent to Leave</strong></td>
<td></td>
</tr>
<tr>
<td>In five years I will be working outside of the educational field</td>
<td>0.784</td>
</tr>
<tr>
<td>If I were to begin my career again, I would not be in the teaching field</td>
<td>0.776</td>
</tr>
<tr>
<td>I have considered leaving this career for another job</td>
<td>0.765</td>
</tr>
</tbody>
</table>

All factor loadings were greater than 0.400 within a factor. Job satisfaction was comprised of 11 observed variables; the inclusiveness factor consisted of six observed variables; the racial climate factor consisted of three variables, as was the intent to leave factor. The four factors involved observed variables that reflected the domain that
comprised racial climate, job satisfaction, and intent to leave the field. Factors 2 and 3 were very strongly correlated, given the relationship between the questions regarding race, so in the SEM models these two factors had covariance between them.

Preliminary analyses examined descriptive statistics for all variables (see Table 4). The means and standard deviations for the survey items were calculated, and descriptive statistics were disaggregated for White faculty and faculty of Color. The questions were on the same 5-point scale.

Table 4

Descriptive Statistics

<table>
<thead>
<tr>
<th>Observed Variables</th>
<th>White</th>
<th></th>
<th>FoC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>S.D.</td>
<td>Mean</td>
<td>S.D.</td>
<td></td>
</tr>
<tr>
<td>My work is valued by administrators</td>
<td>3.78</td>
<td>1.139</td>
<td>3.71</td>
<td>1.214</td>
</tr>
<tr>
<td>Strong school leadership</td>
<td>3.52</td>
<td>1.236</td>
<td>3.53</td>
<td>1.288</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>3.90</td>
<td>0.902</td>
<td>3.73</td>
<td>0.998</td>
</tr>
<tr>
<td>Opportunity for growth/promotions</td>
<td>3.38</td>
<td>1.063</td>
<td>3.32</td>
<td>1.077</td>
</tr>
<tr>
<td>Realistic job expectations</td>
<td>3.65</td>
<td>1.082</td>
<td>3.62</td>
<td>1.104</td>
</tr>
<tr>
<td>My work is valued by my colleagues</td>
<td>4.13</td>
<td>0.874</td>
<td>3.88</td>
<td>1.043</td>
</tr>
<tr>
<td>Job security</td>
<td>3.86</td>
<td>1.016</td>
<td>3.77</td>
<td>1.058</td>
</tr>
<tr>
<td>Teaching load</td>
<td>3.69</td>
<td>0.905</td>
<td>3.65</td>
<td>0.985</td>
</tr>
<tr>
<td>Salary and benefits</td>
<td>3.18</td>
<td>1.084</td>
<td>3.25</td>
<td>1.128</td>
</tr>
<tr>
<td>Mentors</td>
<td>3.70</td>
<td>1.412</td>
<td>3.39</td>
<td>1.384</td>
</tr>
<tr>
<td>More FoC should be hired</td>
<td>3.90</td>
<td>0.880</td>
<td>4.00</td>
<td>0.904</td>
</tr>
</tbody>
</table>

(continued)
The largest variations in responses between groups fell under the racial climate latent variable. For the item *racial conflict is present here*, the mean for White faculty was 2.66 with a standard deviation of 1.212, whereas the mean for faculty of Color was 3.08 with a standard deviation of 1.344.
3.08 with a standard deviation of 1.344. For this survey question, some faculty of Color may have scored as high as 5, in which they strongly agreed racial conflict was present at their current school. Another item with a large variation was *I have experienced isolation based on my race or ethnicity*. For this construct the White faculty had a mean score of 1.60 with a standard deviation of .820. For this same construct, faculty of Color had a mean score of 2.60 with a standard deviation of 1.428. For this construct, White faculty seemed to either disagree or feel neutral, yet faculty of Color responses varied, with some who agreed to feeling isolated at their school based on their race.

Another item with a large variation between White faculty and faculty of Color responses was *as a result of my race I have felt like I do not belong*. For this item the White faculty had a mean score of 1.45 with a standard deviation of 0.758. The faculty of Color had a mean score of 2.24 with a standard deviation of 1.294. The White faculty responses varied between disagree and strongly disagree to feeling they do not belong as a result of their race, yet the faculty of Color responses varied with several who agreed to feeling like they do not belong as a result of their race. The most prevalent was the survey question, *I have felt like a representative of my entire race or ethnicity*. For this item the White faculty had a mean score of 1.87 with a standard deviation of 1.016. The faculty of Color had a mean score of 3.28 with a standard deviation of 1.283. The White faculty responses varied between disagree and strongly disagree toward feeling like a representative of their own race, yet the faculty of Color responses varied with several agreeing to strongly agreeing to feeling like a representative of their entire race. It is important to note the direction of associations are the same between groups for each
effect, but the magnitudes differ; sometimes the magnitudes are larger for one group; sometimes they are larger for the other.

**SEM Model**

After the PCA was completed, along with a confirmatory factor analysis, the entire model was tested (see Figure 3). Initial analyses included executing a SEM for the full sample prior to testing for group differences between White and faculty of Color in the model. The initial model had poor fit. However, the modification indices suggested the constructs for racial climate and inclusiveness should be correlated (see Figure 3). After making that adjustment, the model fit was adequate with a Chi-square of 760.031, \( p < .001 \), RMSEA of 0.065, TLI of 0.857, and a CFI of 0.884. The Chi-square significance test should not be significant for a strong model fit, as this is a baseline comparison because the test is very specific to sample size and non-normality of data (Blunch, 2008). When looking at the TLI and CFI results, they were very close to 0.9, which is a sign of adequate fit (Blunch, 2008). Additionally, the RMSEA of 0.065 suggested this model is an acceptable fit, as RMSEA around 0.05 is a sign of good fit and RMSEA < 0.08 is considered an acceptable fit (Blunch, 2008).
Results indicate path coefficients among the latent constructs were moderate (see Table 5). The significant paths for this model were racial climate to job satisfaction and job satisfaction to intent to leave, thus supporting Research Question 1 that investigated the extent to which racial climate is related to faculty job satisfaction and intent to leave. When looking at how racial climate impacts job satisfaction, one can see the most pronounced path coefficient is -0.407. With a path coefficient of -0.407, when racial climate increases (becomes more negative) by one standard deviation, job satisfaction is expected to decrease by 0.407 standard deviations. With more positive perceptions of racial climate, teachers reported greater levels of job satisfaction. Finally, the impact of job satisfaction on intent to leave the field had a path coefficient of -0.569, indicating that when job satisfaction increases by one standard deviation, intent to leave is expected to decrease by 0.569 standard deviations. With more positive perceptions of job satisfaction, teachers reported less interest in leaving their current school.
Table 5

*Standardized Path Coefficients between Latent Variables*

<table>
<thead>
<tr>
<th>Latent variables</th>
<th>$\beta$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Climate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>-.407</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Intent to Leave</td>
<td>.140</td>
<td>.793</td>
</tr>
<tr>
<td>Inclusiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>-.001</td>
<td>.982</td>
</tr>
<tr>
<td>Intent to Leave</td>
<td>-.020</td>
<td>.685</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intent to Leave</td>
<td>-.569</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>

$p < 0.05$ indicates a significant difference

After testing for model fit of the default model, a comparison was performed to test whether a significant difference exists between the racial groups of White and faculty of Color. To do so, a second model was created, the structural weights model, which was nested within the original default model. Since the second model was nested within the default model, the Chi-square difference was used for the two models to test for invariance of the regression. In order to assess weak invariance at the next step, the factor loadings were constrained across ethnicity. For this model, each path coefficient was held equal across racial groups. Each path was tested, along with the total effects of racial climate, on intent to leave and job satisfaction to determine the path that should be treated differently between the two groups (see Table 6).

When testing individual paths, no significant difference in fit was noted; therefore the parameters were treated as equal between the two groups. However, when testing the
paths of the covariance between racial climate and inclusiveness, as well as the direct and indirect paths to job satisfaction and intent to leave, a lack of equality was seen between the constrained and unconstrained models due to a significant difference in fit. Essentially, evidence indicated these paths had a $p < .05$ and should be freely estimated between the two groups. Different standardized regression weights were noted between the White and faculty of Color groups for the paths with $p < .05$ (see Table 6).

The paths tested the direct effect from racial climate and inclusiveness on job satisfaction, as well as the direct, indirect, and total effect on intent to leave for both groups. This model is stated as:

Direct effect: Job Satisfaction = $\beta_4$ (Inclusiveness) + $\beta_2$ (Racial Climate) + $d_1$

Direct effect: Intent to Leave = $\beta_5$ (Inclusiveness) + $\beta_1$ (Racial Climate) + $d_2$

Direct effect: Intent to Leave = $\beta_3$ (Job Satisfaction) + $d_2$

Indirect effect: Intent to Leave = ($\beta_5$ (Inclusiveness) + $\beta_1$ (Racial Climate)) $\times$ $\beta_3$ (Job Satisfaction) + $d_2$

Total effect: Intent to Leave = ($\beta_5$ (Inclusiveness) + $\beta_1$ (Racial Climate)) + (($\beta_4$ (Inclusiveness) + $\beta_2$ (Racial Climate)) $\times$ $\beta_3$ (Job Satisfaction)) + $d_2$

**Direct Effect**

For White participants, a one standard deviation increase in perception of negative racial climate was associated with a .40 standard deviation decrease in perceptions of job satisfaction. For participants of Color, a one standard deviation increase in perception of a negative racial climate was associated with a .52 standard deviation decrease in perceptions of job satisfaction (see Table 6).

For White and faculty of Color participants, a one standard deviation increase in perception of a more inclusive environment was associated with a .03 and .02 standard deviation decrease in perception of job satisfaction respectively (see Table 6). A one
standard deviation increase in perception of a more inclusive environment was associated with a .09 and .04 standard deviation decrease on intent to leave respectively. A one standard deviation increase in perception of a negative racial climate was associated with a .10 and .09 standard deviation increase on intent to leave, respectively. Lastly, a one standard deviation increase in perception of positive job satisfaction was associated with a .61 and .41 standard deviation decrease on intent to leave, respectively. Overall, these results indicate that both groups are affected by racial climate and the desire for inclusion. Regarding inclusivity, the results were similar for the groups, however, negative racial climate for the faculty of Color group had a stronger impact on job satisfaction than their White colleagues. Additionally, the faculty of Color were less likely to leave the field than their White counterparts if a positive perception of job satisfaction was present. This answers Research Question 2 that investigated whether a significant difference exists in the relationship between racial climate, job satisfaction, and intentions to leave based on race/ethnicity (see Table 6).

Table 6

*Significance and Standardized Regression Weights between White Faculty and FoC*

<table>
<thead>
<tr>
<th>Path</th>
<th>Model Fit</th>
<th>Standardized Regression Weights</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model Fit</td>
<td>White</td>
</tr>
<tr>
<td></td>
<td>Chi-Square</td>
<td>$p$</td>
</tr>
<tr>
<td>Racial Climate $\rightarrow$ Job Satisfaction</td>
<td>25.570</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>Inclusiveness $\rightarrow$ Job Satisfaction</td>
<td>-.03</td>
<td>-.02</td>
</tr>
<tr>
<td>Inclusiveness $\rightarrow$ Intent to Leave</td>
<td>-.09</td>
<td>-.04</td>
</tr>
<tr>
<td>Racial Climate $\rightarrow$ Intent to Leave</td>
<td>.10</td>
<td>.09</td>
</tr>
<tr>
<td>Job Satisfaction $\rightarrow$ Intent to Leave</td>
<td>-.61</td>
<td>-.41</td>
</tr>
</tbody>
</table>

$p < 0.05$ indicates a significant difference
Total Effect

The standardized total effect of racial climate on job satisfaction for White participants was -.397 and -.514 for the faculty of Color group. A one standard deviation increase in perceptions of negative racial climate was associated with a .397 standard deviation decrease in perceptions of job satisfaction for White participants, but associated with a .514 standard deviation decrease in perceptions of job satisfaction for the faculty of Color group. Overall, the values for job satisfaction for the faculty of Color group were larger and therefore stronger. This indicates the perception of job satisfaction for both groups decreased when a negative perception of racial climate was present at their school. However, negative racial climate for the faculty of Color group had a stronger impact on job satisfaction than their White colleagues. This answers Research Question 2 that investigated whether a significant difference exists in the relationship between racial climate, job satisfaction, and intentions to leave based on race/ethnicity.

The standardized total effects of racial climate, inclusiveness, and job satisfaction on intent to leave also were tested. The directions of associations were the same between groups for each effect, but the magnitudes differed and sometimes were larger for one group or larger for the other. For White participants, a one standard deviation increase in perceptions of negative racial climate was associated with a .345 standard deviation increase on intent to leave, similar to that of the faculty of Color group a .306 standard deviation increase on intent to leave was associated. A one standard deviation increase in perceptions of positive inclusiveness for White participants was associated with a .069 standard deviation decrease on intent to leave. The faculty of Color group was associated with a .029 standard deviation decrease on intent to leave, and a one standard deviation
increase in perceptions of positive job satisfaction for White participants was associated with a .613 standard deviation decrease on intent to leave. The faculty of Color group was associated with a .414 standard deviation decrease on intent to leave. Altogether, these results indicate that both groups are affected by racial climate and the desire for inclusion. For both groups, as the perception of negative racial climate increased (gets more negative), their desire to leave the field also increased. Additionally, as positive inclusiveness increased, the desire to leave decreased. Overall, the White group was less likely to leave the field with the presence of a perception of positive inclusiveness, positive racial climate, and positive job satisfaction, as opposed to the faculty of Color groups. These results partially answer Research Question 2 that investigated whether a significant difference exists in the relationship between racial climate, job satisfaction, and intentions to leave based on race/ethnicity.
CHAPTER V
DISCUSSION AND CONCLUSION

While independent K-12 schools recognize the social responsibility to diversify the faculty, as well as the student body (Kane & Orsini, 2003), NAIS states a mismatch exists between the degree of racial diversity in the student population and that of the teaching force. Independent schools tend to be deeply rooted in White, upper-middle-class traditions of culture and education which may impede their efforts to increase the diversity of their teaching force (Kane & Orsini, 2003). As a result, a growing need is seen for the retention of the low numbers of teachers of Color. In order to make teaching a more sustainable profession for teachers of Color, more attention must be directed toward institutional and environmental factors that impact attrition. The most significant factors found to decrease teacher of Color attrition in the literature include working conditions that promote success, a collegial environment, mentorship opportunities, supportive leaders, and a more diverse environment (Brosnan, 2001b; Levin et al., 2015; National Education Association [NEA], 2014; Wright-Mair, 2017).

The NAIS Principles of Good Practice (see Appendix A) are the only research based processes identified within each school to achieve the goal of faculty diversity. Thus, the numbers remain low. In order to create and sustain a diverse environment, private schools must integrate inclusive institutional policies and practices and support, empower, and devote time and effort to improving the experiences of teachers of Color to prevent attrition.

An electronic survey was used to collect data to measure faculty perceptions of job satisfaction, intent to leave the field, racial climate, and faculty demographics. The
racial climate was based on research by Hurtado et al. (1999) and Jayakumar et al. (2009) on improving the climate for racial/ethnic diversity in higher education. The faculty demographic section of the survey included data on race/ethnicity, gender, age, and years of teaching. The race/ethnicity question was used to identify possible differences between teachers of Color and White teachers. Structural equation modeling (SEM) was conducted to explore the differential effects based on faculty of Color and White faculty.

Discussion of Research Questions

Research Question 1

To what extent is racial climate related to faculty job satisfaction and intent to leave independent schools among faculty of Color?

The findings confirm racial climate is related to faculty job satisfaction and intent to leave independent schools among faculty of Color. The paths reveal significance for the model from racial climate to job satisfaction and job satisfaction to intent to leave. These results indicate faculty of Color are affected by racial climate—the interpretations of race-related experiences, feelings, and interactions that occur within a school context. Faculty of Color also desire inclusion—a sense of belonging achieved from positive diversity and equity norms within a school context. As the perception of negative racial climate increases (i.e., becomes more negative), their desire to leave the profession also increases. Additionally, as positive inclusiveness increases, the desire to leave decreases.

These findings support the prior body of research that analyzed the factors for faculty of Color to depart the teaching field and the factors that decrease job satisfaction perceptions. The predominant factor was due to racial climate in the school, which encompasses institutional racism, experiences of bias, microaggressions, (in)visibility,
feelings of otherness or tokenism, as well as obstacles to promotion that studies show lead to RBF (Alexander & Moore, 2008; Baez, 1998; Bristol, 2018; Franklin et al., 2014; Jackson, 1991; Levin et al., 2015; Smith et al. 2011a; Sue, 2010).

Research Question 2

Is there a significant difference in the relationship between racial climate, job satisfaction, and intent to leave based on race/ethnicity?

The findings reveal both groups are affected by racial climate and the desire for inclusion. However, White faculty are less likely to leave the field when a perception exists of positive inclusiveness, racial climate, and job satisfaction, as opposed to faculty of Color. Despite an improvement in positive perceptions of inclusiveness and racial climate, faculty of Color are more likely to leave, possibly because White faculty do not experience feelings of isolation and do not feel as though they are a representative of their own race prior to a positive perception of racial climate to the same degree as faculty of Color. Therefore, it is important to note the findings reveal the perception of positive racial climate varies between the two groups. This supports the research by Franklin et al.’s (2014) on RBF, as incidences based on race may affect a person of Color to a degree in which they still desire to leave despite improvements regarding inclusion. This also supports Sue’s (2010) research, in that the dominant group tends to see race-related issues as occurring in only overt discriminating ways, whereas students and faculty of Color see race-related issues in overt and covert discriminating ways. The stress created from these constant race-related incidents may have already affected a person of Color’s well-being, as adequate resources may not have been available to cope with these situations at their institution.
Furthermore, the results also reveal faculty of Color experience or witness racial conflict at their schools more than their White counterparts. Some strongly agreed with this statement in the survey. The cumulative nature of being a witness to parallel encounters or being the direct target are detrimental to teachers of Color as these collective experiences can result in RBF (Pizarro & Kohli, 2018; Smith et al, 2011b). They also have experienced isolation and felt a lack of belonging based on their race or ethnicity, yet their White counterparts did not have this experience. Additionally, faculty of Color believe they must serve as a representative of their race, and White faculty do not. Overall, both groups’ perceptions of job satisfaction decreased when a negative perception of racial climate exists at their school. However, a negative racial climate had a stronger impact on job satisfaction for faculty of Color than their White colleagues.

The findings also support the literature regarding the perception of teachers of Color relative to daily conditions at their institution that led to low job satisfaction and intent to leave. Prior research has revealed a negative racial climate for teachers of Color which entails the daily presence of institutional racism, microaggressions, experiences of bias, (in)visibility, and feelings of otherness or tokenism which can lead to RBF (Alexander & Moore, 2008; Baez, 1998; Bristol, 2018; Franklin et al., 2014; Jackson, 1991; Levin et al., 2015; Sue, 2010). Faculty of Color who responded to the survey also expressed feelings of isolation, being a representative of their race, and not belonging due to their racial or ethnic identity. These findings support the research regarding Kanter’s assimilation theory and boundary heightening (Gustafson, 2008; Kanter, 1993). The added stress of representing an entire community and feelings of otherness is experienced
at PWIs (McDonald et al., 2005; Smith et al., 2011a). These issues have led to RBF (Smith et al., 2011a).

Additionally, the findings support prior research, in that teachers of Color experience low job satisfaction based on factors such as poor working conditions, unsupportive leaders, an uncollegial environment, and an institution that is exclusive to some members (Smith et al., 2011b). Many PWIs continue to work under the premises on which they were founded. This includes the exclusive participation of White students and faculty with regard to policies, staffing, curriculum, tuition and added costs, opportunities, and the environment as a whole (Blackburn & Wise, 2009; Hughes, 2015; Smith et al., 2011b). These findings support the research that race affects job satisfaction among faculty of Color whose employment experiences differ based solely on their cultural background (Museus, 2014; Wright-Mair, 2017).

**Reflections of the Theoretical Frameworks**

The findings indicate RBF affects the racial climate at independent schools, which is related to faculty job satisfaction and intentions to leave among faculty of Color. Faculty of Color and allies desire inclusion and a positive racial climate. Many PWIs have addressed and improved direct institutional racism, yet the findings reveal indirect institutional racism continues to exist and to involve subtle, unintentional acts of racism that harm the marginalized group. The results may indicate that this leads to RBF as faculty of Color witnessed or experienced depression, stress, and loss of identity from previous negative racial climate much more than their White colleagues.

The results indicate a significant difference in the relationship between racial climate, job satisfaction, and intent to leave based on race/ethnicity. From the findings,
faculty of Color experienced characteristics of tokenism, as respondents described characteristics of assimilation—being the symbolic representation of their race and boundary heightening—feelings of isolation. Respondents also experienced or witnessed racial conflict at their schools more than their White counterparts. As stated previously, tokenism has been demonstrated to cause added stress and feelings of otherness that undermine and criticize the token. These issues have led to depression, stress, and loss of identity, which affects one's psychological well-being as well as decreases job performance (Smith et al., 2011a). The findings reveal that even when there was a positive perception of inclusiveness and racial climate, faculty of Color’s intent to leave was still greater than their White counterparts. This may be due to racial climate being more important than inclusivity for faculty of Color as the racial climate may need to improve prior to cultivating a sense of belonging. The findings may also be due to RBF, as faculty of Color witnessed or experienced depression, stress, and loss of identity from previous negative racial climate much more than their White colleagues. This is problematic because chronic stress has been established and, for some, the stress has possibly become pathological.

Implications and Recommendations

The following recommendations will add to and enhance the existing literature related to teachers of Color in independent K-12 schools by providing possible practices and strategies for schools and school associations to support these teachers and to increase retention. Specifically, Appendix D lists possible practices that should be used to evade RBF and addresses all the survey questions based on the works of Hurtado et al. (1999) and Jayakumar et al. (2009). More must be done, beginning with preparation and
completion, to recruitment and selection, and placement and retention. Making changes at these points may help to meaningfully increase teacher diversity.

Throughout the recommendations the survey questions based on the works of Hurtado et al. (1999) and Jayakumar et al. (2009) were addressed as well as practices that should be used to evade RBF. A way to address the survey question “the institution should hire more faculty of Color” it is important to consider the preparation and completion of teacher preparation education programs. The educator pipeline (see Figure 2) illustrates the need to increase the number of teachers of Color in the workforce, given that diversity is diminishing at each inflection point (U.S. Department of Education, 2016). The first leak in the pipeline is the lack of students of Color in postsecondary schooling who are potential teachers in the field. More students of Color must be given the opportunity and proper academic, social, and emotional preparation to enroll and excel in postsecondary educational programs. The completion of higher education programs in all fields must increase for students of Color, but in this case educational programs targeted to maintain high quality teachers of Color must be employed. As stated by Putman et al. (2016), the largest issue begins at the start of the pipeline where there are continued low rates of college completion by students of Color and an even lower rate of those who pursue a career in teaching.

In order to increase the pool of students of Color in postsecondary education programs, teacher programs could start prior to postsecondary enrollment. Teacher recruiters could be employed whose sole purpose is to recruit potential teachers into the field. They could visit communities and schools to explain the training and educational opportunities of becoming a teacher, which would uphold the rigor and maintain the
quality of this career. Much the same as other teacher preparation programs, this program would begin at the high school level. A federal program at the high school level could be created to bring in quality teachers of Color. It would behoove this program to take a social justice stance that directly incorporates courses on diversity, equity, and inclusion to attract future teachers of Color.

Many programs have been developed to decrease the gap along the pipeline; e.g., Denver Public Schools’ and Boston Public Schools’ High School to Teacher Programs are making efforts to advance equity. Their focus is on workforce diversity and inclusion by increasing community conversations about race, privilege, inclusion, and power. The districts are attempting to increase, develop, and promote talent from within their public school system by providing mentors, college preparation courses, tuition remission, and for those who are successful, a career in teaching (U.S. Department of Education, 2016). Teach Tomorrow Oakland (TTO) recruits and develops programs to place teachers who reflect the diversity of the student population by focusing recruitment on all members of the community in order to diversify the teaching workforce. Similar to previous programs, TTO also provides educational and financial resources (U.S. Department of Education, 2016). In addition, several alternative routes exist to certification that offer coursework while maintaining a job for those who require flexibility and an alternative schedule to pursue a teaching career. According to the U.S. Department of Education (2016), the racial composition of students in the alternative-route teacher preparation programs is more diverse than that of the traditional teacher preparation program. Specific to independent schools, NAIS and member schools could form such programs at a smaller scale.
NAIS schools pride themselves in helping to finance current employees’ master’s programs in their field of teaching. Similarly, member schools could strengthen financial aid programs for current low-income graduates entering the field to then return to their alma mater or another member school to pursue a career while offering a stipend plus housing benefits (Brosnan, 2009). In this type of “grow your own program,” member schools could offer low-cost options for teacher preparation and certification, as well as support programs that recruit and prepare teachers of Color.

Recruitment alone will not solve the diminishment of diversity along the pipeline. Pursuing multiple solutions simultaneously potentially could achieve faster results. At the last inflection point of the pipeline, retention of teachers of Color merits all stakeholders to make changes and to be involved in the process. These changes include improving the climate that require fundamental institutional changes. Through the literature and findings, a conceptual shift is required so that diversity, equity, and inclusion should be central to the institution’s priorities regarding its mission. School leaders must be vocal about their commitment to the retention of faculty of Color. In order for proactive retention to be effective, school leaders need to lead conscious conversations about the goal to diversify faculty, retain those in the building, and connect this goal with the school’s mission (Brosnan, 2001a).

Additionally, addressing the survey questions: “there is school-wide racial conflict here,” “in the last few years there has been subtle discrimination that resulted in a source of stress,” and “I have experienced isolation based on race or ethnicity,” administrators must address the need for professional development to support a school’s diversity goals. Beyond diversity, the conversation must involve true inclusion to
improve the racial climate. Therefore, all constituents—board members, administrative staff, teachers, families, and students—are urged to commit to cultural competency and cultural humility training to understand how to embrace diversity as a source of strength. For the entire faculty and the school to become more inclusive, commitment toward continuous professional growth is necessary not only in teaching curriculum through the lens of inclusion, but also to develop skills regarding cultural competencies, such as humility. These professional development offerings would address the survey questions “faculty of Color are given additional diversity work in addition to their workload” and “I have felt like a representative of my entire race or ethnicity at an independent school.”

Furthermore, all members of the school—boards of trustees, heads of school, faculty, staff, and administrators—ought to be committed to this work. Diversity and equity initiatives must be included in everyone’s job description and be evaluated on how they are supporting and encouraging inclusivity (Brosnan, 2009). Diversity, equity, and inclusion goals should be a part of all members’ annual goals (Brosnan, 2009). The NAIS Principles of Good Practice (Appendix A) set expectations for member schools to promote diversity in their students and faculty. These schools must make every effort to follow these guidelines that NAIS considers helpful in creating excellence in schools.

School practices must be continuously evaluated to improve faculty mentoring, affinity group programs, and professional development opportunities aimed at promoting an inclusive school atmosphere (see Appendix D). As the findings describe that an increase in inclusiveness and a positive racial climate improve job satisfaction, they also increase retention. These structures should be implemented for all faculty, not just new faculty, as those in the study with several years of experience also expressed negative
perceptions of racial climate and desired inclusion. Therefore, continuous professional
growth, mentoring, and a supportive environment are essential (see Appendix D). The
mentoring program must be continuous and not for only incoming faculty. Many faculty
look for mentoring opportunities to develop the skills to enhance their career to pursue
administrative roles. Therefore, the mentoring program could expand beyond
departments and be based on goals, cultural transitions to a new school, or a new position
(see Appendix D).

Leadership

These recommendations are successful only if leaders and schools recognize
PWIs embody and perpetuate racism throughout their culture, policies, and practices.
“This does not mean that racism is the fault of the people who work in independent
schools. But it does mean that people in schools are in a position to address the problem”
(Brosnan, 2001b, p. 8). Leaders in these institutions must understand this is an ongoing
lifelong process of dismantling institutional racism and working towards the
improvement of the stress and anxiety resulting in RBF (Capper, 2015; Pizarro & Kohli,
2018). It is important for leaders to acknowledge the racial climate within the school and
have frequent, open, and transparent conversations and actions involving all constituents
about race and its implications with the intent and hope that progress and change are
possible. Some conversations may be challenging but are necessary to unpack and
discuss the privilege many have believed or learned and bought into for so long, while
others have been oppressed by it and forced to assimilate or be excluded (Brosnan, 2009;
Capper, 2015; Khalifa et al., 2013). The hope is to eliminate racism within PWIs so all
experience a sense of belonging and inclusion in order to ensure the racial diversity in a
school’s environment is reflected, such as in hiring practices, as well as curricular and instructional practices.

To answer the survey question “I have experienced isolation based on race or ethnicity,” networks are necessary, whether online, within the school, or at national and regional conferences, as these resources can foster a sense of community that positively impacts faculty of Color experiences and contributes to higher levels of job satisfaction (Brosnan, 2004; Wright-Mair, 2017). Additionally, answering survey question, “in the last few years there has been subtle discrimination that resulted in a source of stress,” while waiting for institutions to change, faculty of Color can use Howard Stevenson’s (2014) work on racial literacy and his recommendations regarding racial encounters. These encounters, whether overt or not, can be stressful, overwhelming, and fearful. To reduce the stress and improve RBF in these threatening situations, Stevenson (2014) recommends racial literacy—the ability to read, recast, and resolve a racially stressful encounter. Reading involves being aware of when a racially stressful encounter occurs and recognizing the stress reactions to it. Recasting involves the ability to reduce the stress of such an encounter to a manageable level and to be aware of its effect on one’s body physically and mentally. Third, resolving involves knowing how to make a healthy and safe decision in which the encounter ends in a just and fair way such that the person of Color does not underreact or overreact and is not misunderstood or misperceived (Stevenson, 2014). The four strategies to acquire racial literacy involve relaxation activities and managing emotions in the moment of the threat: storytelling, journaling, debating, and role-playing. The combination of these is necessary in order to build
assertiveness and mindfulness in highly stressful, threatening, and traumatic racial moments and to significantly reduce and help eliminate RBF (Stevenson, 2014).

**Research**

NAIS offers the assessment of inclusivity and multiculturalism (AIM) with a primary goal to provide and understand the institution’s climate of inclusion (NAIS, 2018a). All stakeholders are a part of the process, including alumnae, current students, faculty, administrators, boards of trustees, staff, and families. Results of this assessment may aid institutions in decision-making processes for the enhancement of inclusive practices and support structures that are best suited to meet the needs of their institution. Similarly, other equity audits of the school environment and its constituents must be implemented. For example, the culturally engaging campus environment (CECE) surveys for higher education focus on promoting a sense of belonging, satisfaction, success, and allowing diverse populations to thrive. Utilizing this tool, school leaders can identify concerns in the school climate based on equity and inclusion (Museus & Saelua, 2017). Through this process, faculty of Color could provide feedback regarding curricular changes and support structures needed, leaders could develop concrete strategies, goals, and plans to eliminate the pervasiveness of racism and to eradicate inequities. These strategies, goals, and plans must be transparent in order for effective progress to occur within the entire school community (Capper, 2015).

**Policy Recommendations**

Given that transformation of fostering racially and culturally validating environments in institutions is a long process, recommendations for individuals are important. Faculty of Color may experience signs of RBF while waiting to see long-term
changes within the institution; therefore, to maintain health and wellness, along with job satisfaction as mentioned previously, it is important to build a racially affirming and culturally inclusive network and community.

The question in the survey regarding affinity groups did not fit into any factor loadings largely because many institutions do not have formal affinity group programs. However, these groups represent a form of building inclusive environments and should be promoted to faculty of Color and allies (Pour-Khorshid, 2017). Pour-Khorshid (2017) stated affinity groups support personal, political, relational, and pedagogical growth for teachers of Color, which has implications on retention and leadership. Many schools have insufficient numbers of faculty of Color to support affinity groups, but there may be several NAIS member schools in the regional area where regional affinity groups could be created to network with one another and to discuss the challenges of working at a PWI. Additionally, NAIS holds an annual conference entitled the People of Color Conference (PoCC); all member schools should encourage faculty to attend this conference. One of PoCC’s main goals is to provide a location for leadership and professional development and networking for faculty of Color and allies (NAIS, 2018a). Some schools are near regional conferences that should be promoted by individual member schools. Additionally, NAIS publishes a magazine, online resources, and an online community platform that provide a venue for connecting and sharing resources and knowledge with colleagues. This platform includes community-specific topics regarding diversity, equity, and inclusion (NAIS, 2018a).

Other community specific topics could be addressed with curricular committees within the institution and even neighboring institutions. These committees can help
address the survey questions “racial and cultural diversity should be reflected more in the curriculum,” and “textbooks, authors, and literature chosen should reflect racial and cultural diversity.” These committees would be formed by faculty, staff, and administrators to discuss textbooks, authors, and literature through the lens of improving the racial and cultural diversity at PWIs. Ideally, these committees would be formed within one’s own institution, however, prior to making these decisions professional development on cultural humility and competence must be completed and various voices need to be heard. Until then, it is suggested that neighboring institutions could support each other and a critical mass of faculty of Color’s voices can be heard.

**Future Research**

A goal of this study was to suggest additional research that addressed faculty of Color job satisfaction and intent to leave the field within K-12 independent schools. Additional research is crucial to continue to work toward racially neutral and inclusive independent schools, particularly given the changing demographics and the necessity to work toward social justice. While the focus of this research was on racial diversity, other forms of marginalization exist, such as gender, religion, sexual orientation, and socioeconomic status. These are important to study along with their intersectionality. A significant gap exists in K-12 independent school research on the intersectionality of race and other aspects of identity. These factors can intersect in ways that affect faculty of Color job satisfaction and intent to leave the field differently than if not considered, therefore necessitating further research in this area. Another recommendation is to implement a similar study in the future to address faculty of Color intent to depart the
profession voluntarily versus losing one’s job or a continued fear of losing it and how that affects job performance and job satisfaction.

This study attempted to analyze faculty of Color perceptions of job satisfaction and intent to leave a PWI with low minority faculty, as compared to faculty of Color perceptions when their school community (students and faculty) included more people of Color at their PWI. Two survey questions addressed this information, yet most respondents disregarded these questions; thus, the questions were omitted as they could not be analyzed. The research supports that a critical mass of teachers and administrators of Color are needed to successfully recruit and retain other faculty of Color and students of Color, as it creates a diverse learning environment from which all students can benefit (Bristol, 2018; Brosnan, 2001b; Hansen & Quintero, 2018; Madyun et al., 2013; Wells et al., 2016). Madyun et al. (2013) also argued retention of faculty of Color is directly correlated to a substantial number of faculty of Color employed and students of Color attending the school. It is important to research job satisfaction, racial climate, and intent to leave at schools with more people of Color and to compare them to independent schools with lower rates of people of Color. This would give further insight on the importance of retaining faculty of Color.

A broader study similar to this could allow researchers to analyze any differences across various types of independent schools in the nation, such as boarding schools, day schools, religious-affiliated schools, non-affiliated schools, and coeducational and single-sex schools. Future studies can explore the role of ethnicity to better identify unique challenges that may distinguish the experience of different ethnic groups, which may enhance the research on retention practices. Last, further research on the experiences of
former teachers of Color, including exit interviews, can provide further insights into reasons for leaving the field. Doing so can deepen race research and increase the impact on retention practices in school settings.

**Conclusion**

This study enhances the limited research on the effects on intentions to leave the field of education for faculty of Color at K-12 independent schools. It examined the experiences of teachers of Color working in predominately White independent schools in the U.S. Since a growing need exists for the retention of the disproportionally low numbers of teachers of Color, this study explored racial climate within the schools that lead to RBF as a result of institutional racism, tokenism, microaggressions, and (in)visibility to determine whether these stressors are factors in job satisfaction and departing the profession (Baez, 1998; Franklin et al., 2014; Jackson, 1991; Kanter, 1993; Levin et al., 2015; Museus, 2014; Smith et al., 2011b; Sue, 2010). In order to make teaching a more sustainable career, the societal norms, stigmas, and structures of the profession must change (Levin et al., 2015; Smith et al., 2011b). In particular, more attention must be directed toward institutional and environmental factors that affect teacher of Color retention. The most significant factors in increasing teacher of Color retention in the literature include working conditions that promote success, a collegial environment, mentorship opportunities, supportive leaders, and a more diverse environment (Brosnan, 2001b; Levin et al., 2015; NEA, 2014; Wright-Mair, 2017).

The findings from this study identify best practices, recommendations, and strategies that faculty, leadership, schools, and school associations can employ to support teachers of Color and their retention in the profession. Additionally, findings include
educators’ perceptions of job satisfaction and racial climate. This study assists in identifying the perception of racial climate at K-12 independent schools. It benefits faculty of Color, diversity, equity, and inclusion practitioners, as well as administrators, interested in developing practices directed toward institutional and environmental factors that enhance teacher of Color retention. Ultimately, a school’s commitment to diversity, equity, and inclusion must be supported by the school leadership; thoughtful, ongoing retention procedures and systems also are vital.
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APPENDIX A

NAIS Principles of Good Practice

According to the NAIS website, the Principles of Good Practice read as follows:

NAIS’ Principles of Good Practice for Equity and Justice for member schools define high standard, ethical behavior . . . value the representation and full engagement of individuals within our communities whose differences include—but are not limited to—age, ethnicity, family makeup, gender identity and expression, learning ability, physical ability, race, religion, sexual orientation, and socioeconomic status. NAIS welcomes and celebrates the diversity of our member schools. We expect member schools to create and sustain diverse, inclusive, equitable, and just communities that are safe and welcoming for all. We recognize that to do so requires commitment, reflection, deliberate planning and action, and ongoing accountability. The following NAIS Principles of Good Practice for Equity and Justice provide the foundation for such an independent school community.

Principles of Good Practice:

The school establishes the foundations for its commitment to equity and justice in its defining documents (mission, core value, and/or philosophy statements).

The school respects, affirms, and protects the dignity and worth of each member of its community.

The board of trustees and the head of school articulate strategic goals and objectives that promote diversity, inclusion, equity, and justice in the life of the school.

The school develops meaningful requirements for cross-cultural competency and provides training and support for all members of its community, including the board of trustees, parents, students, and all school personnel.
The board of trustees and the head of school keep the school accountable for living its mission by periodically monitoring and assessing school culture and ongoing efforts in admission, hiring, retention, financial aid, and curriculum development.

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

The head of school ensures that diversity initiatives are coordinated and led by a designated individual who is a member of one of the school leadership teams, with the training, authority, and support needed to influence key areas of policy development, decision making, budget, and management.

The school uses inclusive language in all written, electronic, and oral communication.

The school adopts a nondiscrimination statement applicable to the administration of all of its programs and policies, in full compliance with local, state, and federal law. That said, the school makes the law the floor—not the ceiling—for establishing itself as a diverse, inclusive, safe, and welcoming community for all students, staff, and families.

(2018, p. 13)
APPENDIX B
IRB Approval Letter

University of Colorado
Colorado Springs
Institutional Review Board (IRB) for the Protection of Human Subjects

Date: 12/19/2018

IRB Review APPROVED

IRB PROTOCOL NO.: 19-089
Protocol Title: An Exploration Of Racial Climate, Retention And Job Satisfaction Among Teachers Of Color At K-12 Independent Schools.
Principal Investigator: Giovanna Basney
Faculty Advisor if Applicable: Sylvia Mendez
Application: New Application
Type of Review: Exempt Category 2
Risk Level: No more than Minimal Risk
Renewal Review Level (If changed from original approval) if Applicable: Exempt
This Protocol involves a Vulnerable Population: N/A (No Vulnerable Population)
Expires: N/A
External funded: ☒ No ☐ Yes
OSP #: Sponsor:

Thank you for submitting your Request for IRB Review. The protocol identified above has been reviewed according to the policies of this institution and the provisions of applicable federal regulations. The review category is noted above, along with the expiration date, if applicable.

Once human participant research has been approved, it is the Principal Investigator’s (PI) responsibility to report any changes in research activity related to the project:

- The PI must submit all protocol, recruitment, advertising, and consent form amendments/revisions to the IRB for approval.
  - The IRB must approve these changes prior to implementation.
- Changes in funding status must be reported to the IRB as quickly as possible to ensure funding requirements are met.
- If you are a student, note that it is required to include the IRB approval letter in the library when you submit the dissertation/thesis.
- The PI must promptly inform the IRB of all unanticipated serious adverse (within 24 hours). All unanticipated adverse events must be reported to the IRB within 1 week (see 45CFR46.104b(b)). Failure to comply with these federally mandated responsibilities may result in suspension or termination of the project.
- Renew study with the IRB at least 10 business days prior to expiration.
- Notify the IRB when the study is complete

If you have any questions, please contact Research Compliance Program Director in the Office of Sponsored Programs and Research Integrity at 719-255-3903 or irb@uccs.edu.

Thank you for your concern about human subject protection issues, and good luck with your research.

Sincerely yours,

Deborah J. Kenny
PhD, RN, FAAN
UCCS IRB Chair

www.uccs.edu/pap
Version 1.10.2018
1420 Austin Bluffs Parkway Colorado Springs, CO 80918 719-255-3321 phone 719-255-3706 fax
APPENDIX C

Survey Instrument

1. Many factors contribute to a teacher's job satisfaction. How satisfied are you with these factors in relation to your current job? (Please rate each item.)

<table>
<thead>
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<th>Factor</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
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<tbody>
<tr>
<td>Salary and benefits</td>
<td></td>
<td></td>
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<tr>
<td>Opportunity for growth/promotion</td>
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<tr>
<td>Teaching load</td>
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<tr>
<td>Overall job satisfaction</td>
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<tr>
<td>My work is valued by my colleagues</td>
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<tr>
<td>My work is valued by administration</td>
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<tr>
<td>Job security</td>
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<tr>
<td>The ability to shape and control the classroom and curriculum</td>
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<tr>
<td>Realistic job expectations</td>
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<tr>
<td>A collegial work environment</td>
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<tr>
<td>Strong school leadership</td>
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<tr>
<td>Affinity Groups</td>
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<td></td>
<td>N/A</td>
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<tr>
<td>Mentors</td>
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<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

92
2. Please measure your level of agreement to the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In five years, I will be working outside of the educational field</td>
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<tr>
<td>During the last few years, I have considered leaving this career for another job</td>
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<tr>
<td>If I were to begin my career again, I would not want to be in the teaching field</td>
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<tr>
<td>The institution where I currently work should hire more FoC</td>
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<tr>
<td>The institution should accept more students of Color and create a means for students of Color to attend</td>
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<tr>
<td>There is racial conflict here (subtle and/or overt)</td>
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<tr>
<td>FoC are given additional diversity work in addition to their workload</td>
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<tr>
<td>Racial and cultural diversity should be reflected more in the curriculum</td>
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<tr>
<td>Textbooks, authors, and literature chosen should reflect racial and cultural diversity</td>
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<tr>
<td>In the last few years there has been subtle discrimination that resulted in a source of stress</td>
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<tr>
<td>I have experienced isolation based on race or ethnicity</td>
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<tr>
<td>As a result of my race I have felt like I do not belong at this school.</td>
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<tr>
<td>I have felt like a representative of my entire race or ethnicity</td>
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</tbody>
</table>
Your individual privacy will be maintained in all publications or presentations resulting from this study.

1. What is your gender? Female, Male, Non-Binary.
2. Which heritage do you identify with? Asian, Asian Pacific-Islander Heritage; Black, African American Heritage; First Nations Heritage; Greater Middle Eastern Heritage; Latinx Heritage; Multiracial Heritage; South Asian Heritage; White European Heritage.
3. What is your age?
4. How many years have you been teaching?
5. Percentage of teachers of Color at your school.
6. Percentage of students of Color at your school.

Please enter your email address if you would like to enter a drawing to receive one of twenty $10 Amazon gift cards:
APPENDIX D

Guide for Potential Practices

<table>
<thead>
<tr>
<th>Components</th>
<th>Features</th>
</tr>
</thead>
</table>
| Ongoing Professional Development  | - Attend the NAIS Diversity Leadership Institute (DLI).
|                                   | - Attend White Privilege Conference yearly.
|                                   | - Anti-racist training.
|                                   | - Continuously attend cultural humility and cultural competence training.
|                                   | - Continuously bring in expert diversity practitioners specifically for the administrative team.
|                                   | - Ensure professional development promotes an awareness of implicit bias, power, and privilege.
|                                   | - Offer racial sensitivity workshops for the entire school community (board of trustees, faculty, staff, parents, and students).
|                                   | - Differentiated professional development that responds to the unique experiences of teachers of Color that would help develop tools and strategies to navigate their school environment.
|                                   | - Professional development for teachers of Color that would provide social-emotional support, healing, self-care, and a space to reflect and restore. |

| Mentoring Program                | - Develop a systematic approach to ensure teachers of Color are supported and empowered.
|                                   | - Develop a comprehensive mentoring program.
|                                   | - Create affinity groups.
|                                   | - Meet with teachers regularly.
|                                   | - Communication should be a priority.
|                                   | - New teachers could receive support through co-teachers and mentors.                                                                                                                                 |

| Institutional Changes            | - Teachers of Color should not be implicitly or explicitly forced to assimilate and abandon their culture.                                                                                              |
for instance their values, dress, and language.

- Develop a system of accountability for achieving the goal of hiring and retaining teachers of Color.
- Leadership must have an open-door policy.
- Improve work environment such as collective faculty decision making and instructional autonomy.
- Institution should be committed to advancing racial justice within their school and their surrounding communities.
- Reflecting the goal of diversity, equity, and inclusion in the mission statement.
- Include multicultural events in the curriculum.
- Provide regular equity audits of the school environment to promote a sense of belonging.
- Create or develop diversity programs at schools that are supported by the leadership team.

<table>
<thead>
<tr>
<th>Professional Growth/Leadership Development</th>
<th>Make efforts to know teachers on a personal level.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teachers of Color should be allowed opportunities and be included in decision making.</td>
</tr>
<tr>
<td></td>
<td>Support teachers of Color regarding disciplinary issues.</td>
</tr>
<tr>
<td></td>
<td>Create pathways for leadership roles such as planners, peer assistants, teacher coaches, or instructional leaders.</td>
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<tr>
<td></td>
<td>Intentionally develop skills through administrative programs to increase the number of administrators of Color.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Support</th>
<th>Recognition and awareness of all the additional demands faculty of Color complete.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Explicitly value and praise this additional work related to diversity work, translations, relationship-</td>
</tr>
</tbody>
</table>
building, coaching, and so on and recognize it as an important part of being a strong teacher.
- Establish norms, strategies, and transparency to discuss race-related issue during faculty meetings.
- Funding teacher residency and/or increasing salaries.
- Allow teachers of Color to develop in their jobs in ways that support their retention.

<table>
<thead>
<tr>
<th>Community Building</th>
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</thead>
<tbody>
<tr>
<td>- Collective actions through community partnerships and teacher networks.</td>
</tr>
<tr>
<td>- Affinity groups.</td>
</tr>
<tr>
<td>- Provide time for teacher-peer relationship building to collaborate with colleagues.</td>
</tr>
<tr>
<td>- Foster a community in which every teacher is responsible for each students’ success.</td>
</tr>
<tr>
<td>- Provide time and space for teachers of Color to interact with educational leaders in a reciprocal relationship of respect and support.</td>
</tr>
</tbody>
</table>