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# An Investigation of Affirmative Action Policies and Practices of Recruiting, Hiring, Mentoring and Retention of African American Teachers and Administrators

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An Investigation of Affirmative Action Policies and  
Practices of Recruiting, Hiring, Mentoring and Retention  
(TITLE)  
of African American Teachers and Administrators

BY

U. S. Davidson, Jr.

**THESIS**

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF

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1994

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YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING  
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## Abstract

The purpose of this study was to investigate the affirmative action policies and practices of recruiting, hiring, mentoring and retention of African American teachers and administrators throughout the State of Illinois. Since public elementary and secondary school systems provide numerous and varied jobs in virtually every community in the nation, it is assumed that if a quality education is to be attained, students must be exposed to the variety of cultural perspectives that represent the nation at large (American Association of Colleges of Teacher Education, 1990).

This study examined policies and practices of districts throughout the State of Illinois inquiring whether their respective districts actually have active affirmative action policies and a line item set aside for recruitment. The amount of money spent on recruitment and the number of minorities hired annually was directly correlated to the effectiveness of their affirmative action policy. The study also solicited input concerning who should be responsible for recruiting, hiring, mentoring, and retaining African American teachers and administrators.

The findings of this study support the assumption that minority teachers and administrative candidates are not choosing teaching and educational administration as a profession because of factors such as: minimal advancement

opportunities from the classroom to administrative positions, lack of a strong network to serve as a support structure within the field of education, and difficulty with the National Teachers Examination (NTE). These factors continue to limit the induction of minority teachers into the profession so they can gain the necessary experience to advance to administrative positions.

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## Chapter I

### Overview of Project

#### Introduction

The purpose of the study was to investigate the affirmative action policies and practices of recruiting, hiring, mentoring and retention of African American teachers and administrators. School districts in the state of Illinois were used as the basis for gathering information. School superintendents, assistant superintendents, personnel directors and human resource directors were selected to respond to the survey. A survey was sent to school districts throughout the State of Illinois that had a minority student population ranging from 10% to 100%.

It was anticipated that school districts with significant ethnic student and community populations would have affirmative action policies and procedures may have difficulty recruiting, hiring, mentoring and retaining African American teachers and administrators.

Research indicates there is a shortage of African American teachers and administrators nationwide. The writer of this study assumed that, based on past practices, it would be difficult for school districts to achieve a true representation of minority teachers and administrators in comparison to the minority student population in public schools. Based on this bleak picture regarding opportunities for minorities in the field of education, specifically educational administration, potential

minority teachers and administrative candidates are likely to choose other professions that are less mentally stressful and more financially rewarding. Another reason given why minorities choose careers other than education is the newly implemented state certification tests. Gorton and Schneider (1991) state that the perceived inadequacy of personnel selection procedures has led to the use of competency or performance testing in the selection of teachers. Although the use of competency testing in the selection of school personnel has been limited, its use may spread if public concern about the quality of teachers continues. As educators face the issue of teacher competency testing, decisions need to be made regarding who should be tested and what testing instruments should be used.

The National Teacher Examination (NTE) is the most frequently used teacher testing instrument. It is designed to measure academic preparation in four domains: basic skills, general education, professional education, and subject matter specialization. Unfortunately, conflicting evidence exists regarding the appropriateness of using the NTE in assessing teacher competence (Gorton and Schneider, 1991). A study conducted by Andrews and his colleagues found significant relationships between supervisors' ratings of practice teachers and these prospective teachers' scores on the National Teacher Examination. In contrast, a study by Owen found that the NTE



test does not provide direct evaluation of teaching performance. William Webster, in his study of teacher testing, found that another test, the Wesman Personnel Classification Test (WPCT) which tests verbal and quantitative ability, was highly correlated with the NTE and is, therefore, as good a predictor of rated teaching effectiveness as the NTE. These tests present a major problem for minority teacher candidates because of the cultural biases of the test. Therefore, minority teacher candidates do not pursue public school teaching jobs as vigorously as other jobs in the private sector (Gorton and Schneider, 1991).

In addition, this study raises several issues regarding the shortage of minority teachers and the eventual shortage of African American school administrators. The invaluable presence of African Americans as educational leaders is crucial for students, teachers, and the community.

#### Statement of the Problem

It is the writer's opinion that minority teachers have only to look at past practices of school districts in the appointment of African Americans to educational leadership positions to feel a sense of hopelessness in the pursuit of leadership positions in school administration. A study by Leonard and Papa-Lewis (1987) reports that race and gender are the major conditions inhibiting minority groups from access to educational administration. According to Moody (1983) the number of

African American administrators nationwide reflects a serious problem of underrepresentation. This problem was presented in a recent report from the American Association of Colleges for Teacher Education (Teacher Education Enrollment Survey, 1990). The survey showed that only 7% of the 493,686 students enrolled in teacher education preparation programs are African American. The declining African American representation of teachers in public schools is alarming. Of all the U.S. teachers, only five percent are expected to come from minority groups by the turn of the century, down from 10% in 1987 (Consortium for Minorities in Teaching Careers, 1992).

Access to educational administration begins with acquiring teaching credentials and teaching experience. Considering the low number of African American teachers, it is obvious that the pool of potential African American school administrators will be low and inadequate. Therefore, the problem is African American teachers and administrators are not recruited, hired, mentored or retained. The Education Research Service reported that 15% of all public school principalships were held by minorities in 1987-88. A 1992 publication by the American Association of School Administrators revealed an 8% representation of minority men in the principalship, approximately 7% minority women and 21% women overall. This figure includes counting minority females twice.

This report also found that 9% minority men, nearly 4%

minority women and 17% overall women were in the role of assistant superintendency, 4% minority men, less than 1% minority women and 5% women overall held the highest post of educational leadership. To impact these numbers in the future, increasing the number of African Americans entering and completing teacher education programs and working as teachers is a first step (American Association of School Administrators, 1990). An examination of the affirmative action policies and practices of recruitment, hiring, mentoring and retention of African American teachers and administrators must be investigated in order to eliminate formal and informal barriers.

The study gathered information on the perceptions of superintendents, assistant superintendents, personnel directors and human resource directors of affirmative action programs in their respective districts. It also examined the programs, practices, and procedures of recruitment, hiring, mentoring and retention patterns of those school districts that participated in the survey. Attention was given to those practices as they related to recruitment, hiring, mentoring and retention of minority teachers and administrative candidates.

#### Limitations of the Study

The study was limited to the perceptions of selected superintendents, assistant superintendents, personnel directors and human resource directors as to the recruitment, hiring,

mentoring and retention of African America teachers and administrators. The survey instrument was distributed to Illinois school districts that had between 10% and 100% minority student populations.

### Definition of Terms

The following terms are used within the context of this study. The definitions presented in this section allow for understanding of the terms used throughout the document.

Affirmative Action - An active effort to improve the employment or educational opportunities of members of minority groups and women. The five race categories recognized by the United States Census Bureau include minority or black person of black-non-Hispanic category and not eligible for the white-non-Hispanic, Asian or Pacific Islander, and Indian or Alaskan Native categories.

African Americans - Black Americans living in the United States of America which are of African and/or Negroid decent.

Effectiveness - Producing a decisive or desired effect regarding a program and or procedure.

Ethnic Minorities - Members of an identifiable ethnic group which have traditionally been underrepresented in the professional ranks, and/or in the labor force generally. Some of the major ethnic minority groups in the Northwest are: American Indian/Native American, Asian American, Black American and Hispanic.

Hiring - To employ for payment for labor, personal servitude or any other service in the form of wages.

Mentoring - A formal process for counseling or guiding an individual through a prescribed program to familiarize him/her with a process or procedure.

Minority - A racial, religious, political, or national group smaller than and opposed to a larger group of which it is a part, i.e., smaller than the majority.

Recruitment - Strategies, philosophies, and techniques used by school districts to encourage the employment of a teacher.

Retention - Continuous service of a teacher or administrator in a school district for more than four years as it relates to this particular study.

#### Assumptions

1. The researcher assumed that the districts investigated in this study have developed affirmative action hiring policies and procedures for minority recruitment, hiring, mentoring and retention.
2. It was assumed that the participants would respond to a survey on minority recruitment, hiring, mentoring and retention in their respective districts.
3. Another assumption was that the respondents would give accurate perceptions of their districts' policies, programs, practices and procedures.

## Chapter II

### Rationale and Review of the Literature

#### Rationale

In many school districts the percentage of minority teachers and administrators is significantly less than the percentage of minority students (Moody, 1983). The need for serious attention to this problem is essential. The purpose of the study was to investigate the affirmative action policies and practices of recruitment, hiring, mentoring and retention of African American teachers and administrators.

#### Review of Literature and Related Research

Public elementary and secondary school systems provide numerous and varied jobs in virtually every community in the nation. Since the majority of these positions provide leadership and guidance to our nation's youth, it is vital that employment in schools be equally open to every segment of our society (Norton, 1975).

In the past decade, there has been a growing national need to attract more minority teachers and administrators to the education profession and to retain them in the profession. This shortage is most apparent among minority teachers, particularly black teachers. Data gathered by the National Urban League revealed that in 1979, 12% of the available teacher candidates nationwide were African American (Miller, 1987). By 1987, this figure had decreased to less than 7%. The

Urban League projected that by the end of the decade, fewer than 5% of the available teacher candidates nationwide would be African American; however, by the end of the century, 30% of American public school children will be African American (Middleton and Mason, 1988).

The American Association of Colleges of Teacher Education (AACTE, 1987, p. 4) presented the position that "a quality education requires that all students be exposed to the variety of cultural perspectives that represent the nation at large." The AACTE report affirmed that this exposure can be accomplished through a multi-ethnic teaching force in which racial and ethnic groups are included at a level of parity with their numbers in the student population. While African Americans currently represent 16.5% of the children in public schools, they represent only 7% of the teachers.

Two trends significantly affect the future demographics of minorities affiliated with public education (Banks, 1989). First, the number and the proportion of minority students are increasing. Second, a sizable number of current black teachers will be retiring within the next several years; this will result in a shortage of black teachers and expanded opportunities for blacks aspiring to become teachers and administrators.

Research conducted on the state and national levels revealed that the number of new recruits in teaching is insufficient to meet present and projected needs; this is

particularly true of minorities (Middleton and Mason, 1988). In 1983 the AACTE reported that fewer minority students were entering college due to lack of financial resources. The AACTE also reported that, although black colleges historically have produced more than half of the nation's black teachers, the number of new teachers produced by 45 predominantly black colleges has declined by 47% since 1978.

In light of these facts there is an increased possibility that a student in an urban school may complete 12 years of public education without coming into contact with a minority teacher (Witty, 1982). It appears that our nation faces a serious potential for continued distorted social awareness of such students, and a shortage of appropriate minority role models. According to Witty (1982) in addition to this potential problem, staffers in several school districts also face increased problems meeting federally mandated goals for the employment of minority teachers. Federally mandated employment goals, resulting from *Ellis vs. The Board of Public Education of Orange County, Florida* (1967) are an example. This particular decision provided authority for staff in the Orange County District to maintain a goal for black teacher staffing of 22.9% for all elementary (K-5) schools and 13.6% for all middle (6-9) and high (9-12) schools.

Recruitment into the profession is a responsibility of those in the profession and those who regulate and control it, i.e.,



legislators, school board members and administrators. They all have a stake in and a responsibility for creating those conditions of employment which attract competent personnel into the profession (Lang, 1968). When a lack of effort and concern exists by those decision-makers, school districts will continue having difficulty staffing public schools with adequate numbers of African American teachers and administrators to serve as role models for young African American students.

The Michigan Association of School Administrators recommends that the following ten guidelines for recruiting, hiring, and retaining minority group school employees'.

1. The school district should adopt an affirmative action hiring policy based upon educational goals.
2. The school district should analyze and evaluate all certificated and classified openings that currently exist and should consider placing minorities in them.
3. The school district should undertake a realistic recruiting program by arranging on-site visits to teacher-training institutions with concentrations of minority candidates, by advertising so that minority candidates will be informed and feel welcome to apply, and by using cadet teacher programs as a fertile recruiting source.
4. The school district should develop an interracial recruiting team composed of regular staff members empowered to offer contracts.

5. The school district should define clearly those qualifications required to fit openings and should be completely honest regarding what the job entails, what demands will be made upon the applicant, and what the expectations are in terms of professional performance.
6. The school district should inform minority applicants of difficulties they might face in terms of minority group status in the district.
7. The school district should ensure that communication lines are kept clear and open, that problems are solved as they are met or prevented if they can be anticipated, and that minority candidates are integrated into the total team as quickly as possible.
8. The school district should assist the community to become familiar with the contributions of minority group persons by inviting them to speak to both lay and professional audiences on topics quite apart from minority group problems.
9. The school district should undertake a human relations program in the district that addresses itself to group problems.
10. The school district should set as its ultimate goal the acceptance of people as human beings and not as minority group members.

In order for all ethnic groups to receive fair and just

employment opportunities, the legislatures, school boards, superintendents and building level administrators must possess intrinsic values that will allow all students to develop a sense that they and their race are important. Where revenue is placed in budgets will give an indication of what is considered important. For example, if monies are diverted towards special programs that do not affect the total student population, i.e., majority and minority groups, this will give an indication of what the decision-makers consider important. It is the writer's opinion that decision-makers accept as their responsibility the assurance that all students experience the following fundamental rights:

- a. Liberty - to give individuals the right to act in the manner of their own choosing, not subject to any undo restrictions or control.
- b. Equity - the state, ideal, or quality of being equal. The state of enjoying equal social, political, and economic rights.
- c. Fraternity - a common bond that produces a sense of unity, community, and nationhood. Building a sense of fraternity should be prime mission of the school.
- d. Efficiency - the ratio of outputs to inputs. (A more recent concern in education) Efficiency is increased by desired outcomes and second by available resources or by maintaining a given level of outcomes while using fewer

resources.

It is the writer's opinion that the aforementioned rights must be promulgated to students and the public by those individuals responsible for making decisions. The decision-makers must focus their attention on making schools mirror the student populations they are serving. The writer also suggests that decision-makers must determine what they consider to be important characteristics of their school district, i.e., equal employment opportunities and equitable distribution of available resources. A fair and just intrinsic value system must be present in decision-makers if all ethnic groups are to feel they are a part of the mainstream and be given an equal opportunity to achieve their goals.

Accessibility to educational administration relates to having the knowledge of the opportunity and belief that there is a possibility to advance to the position. Successful teaching experience and knowledge of the opportunity greatly affect pursuing educational administration as a career option. Having mentors who are willing to help potential candidates gain access to networks is vitally important if candidates are to take advantage of the opportunity to enter educational administration. The second phase of accessibility requires one to believe it is possible to advance to such a position after acquiring the necessary skills and experiences. History has shown African Americans and other minorities that having the

knowledge of the opportunities and possession of the skills and experiences does not equate necessarily with advancement into educational administration, even though they have met all the perceived criteria (Consortium for Minorities in Teaching Careers, 1992). Arnez, (1982) stated that the lack of commitment to equity and the "good old boy system" of promotion profoundly affect the level of African American inclusion into administration preparation programs. Leonard and Papa-Lewis (1987), discuss the sponsor-protege (mentoring) system as a major barrier to the administrative hierarchy for African Americans. Individuals selected as proteges are usually similar to their sponsor in many ways. Therefore, schools with predominantly white administrators perpetuate the selection of proteges that fit the white male norm which exists within the school system. African Americans face formidable attitudinal barriers when pursuing leadership positions in a school system. A U.S. Department of Education Resource Manual, "Strengthening Support and Recruitment (1990), listed several attitudinal issues minorities and women must be prepared to address. Among these are a lack of peer acceptance, being subjected to subtle or overt acts of racism and sexism, having subordinates challenging their authority, limitations to higher performance level requirements and lack of role models, mentors or sponsors.

Blackwell (1983) distinguished between mentors, sponsors,

advisors, guides and peer pals on a continuum which highlights the degree of power and influence each can exercise as patrons for potential proteges. Those distinctions are as follows:

1. Mentors are the most powerful and influential.
2. Sponsors are a little less able than mentors to shape and promote the protege's career.
3. Proteges and peer pals, while on the low end of the continuum, primarily have a reciprocal helping relationship and share information and strategies as mutual sounding boards. The primary role is advising each other, confiding and commiserating with one another. Important factors found in the selection process between mentors, sponsors, or guides and proteges are the characteristics of race, social class, gender and religion.

Moody (1983) observed that "sponsored mobility" does influence ascendancy to the educational administration hierarchy. Through sponsored mobility an individual deemed knowledgeable or powerful provides entree' to the final steps of interview and selection. Moody further indicates that African Americans learn about networks later in their careers and have less access to both formal and informal influence and communication systems that lead to administration. Access to graduate programs, sponsorship and selection to administration positions for African Americans seems to be an uphill climb

with very little assistance. Other factors cited by Leonard and Papa-Lewis (1987) that affect access to administration for minorities include:

1. Lack of confidence and initiative.
2. Negative perception of advancement opportunities.
3. Lack of models/sponsors, racial and gender stereotypes.
4. Constraints by self and family.

South Carolina recognized the shortage of minority candidates for school administration positions and established the Minority Administration Program (MAP) which maintains a pool of skilled minority prospects (Thompson, 1992). Through recruitment, selection, professional development, counseling and referral activities, minority teachers became qualified and available to fill administrative vacancies. MAP reports that minority educators interested in administrative careers were previously receiving discouraging signals. Before MAP, applicants commented that their districts did not appoint or encourage minorities to pursue leadership positions.

The Minority Administrators Program (MAP) at the University of South Carolina (USC), according to Whetten's classification of inter-organizational cooperation, represents an alliance between the University, the South Carolina Department of Education and various local school districts. The program was developed in 1986 by staff of the Department of Educational Leadership and Policies at USC. Several district

superintendents were concerned about the lack of minority candidates available for entry level administrative positions and requested assistance from the department. After considerable discussion, the staff recommended an internship program which the districts felt was feasible, particularly in light of the existence of the Principal Apprenticeship Program (PAP) at the South Carolina Department of Education. PAP made it possible for those districts that could not afford to sponsor an apprentice on their own to get some assistance. The State Department of Education, through PAP, provides a grant of approximately \$15,000 toward the salary of each apprentice participating in the program. The Legislature appropriates funds annually for 50 apprentices.

The focus of the MAP alliance relationship is on preparing minorities for the principalship for several reasons. First, the second wave of "excellence in education" reform is taking aim at the nature and quality of school administration. In a 1986 reform report titled: Time for Results, the National Governors Association (NGA) decided to highlight school leadership as the "key ingredient" in educational reform. Secondly, the trend in South Carolina is exactly that of the nation in terms of seeing the necessity of effective school leadership in reforming education. Finally, the alliance focused on the preparation of minorities for administrative positions because of the difficulty many



districts in the state were having attracting qualified capable blacks to fill entry level administrative positions. District superintendents have substantiated what research has been telling the educational community about the rapidly declining pool of available minority teachers and administrators at the same time that minority student populations are increasing. Many of the superintendents face having schools with large minority student enrollments staffed entirely by non-minority personnel. Unless something is done to reverse the trend, this pattern will continue.

The Minority Administrators Program is conducted in three phases. Phase One entails the solicitation of applications from interested teachers. A flyer describing the program and announcing the application period is mailed to each school in the state. Principals are asked to share the information with every black teacher in the building. Those interested are encouraged to write or call for an application.

Phase Two of the program involves collecting and evaluating applications. The individuals who are qualified, which includes being within one year of state certification as a principal, are invited for an interview. Teams of educators composed of principals, personnel directors, state department of education representatives, and USC instructors conduct the interviews. Also during this phase, each qualified applicant is asked to provide a writing sample which is evaluated

holistically. The names of those individuals who successfully complete the interview, based on the recommendations of the interview teams and the results of the writing exam, are disseminated to every school district in the state. This group comprises the candidate pool. Superintendents and personnel directors are encouraged to consider these individuals when filling slots for principal apprentices or entry level positions.

MAP works in conjunction with the state's Principal Apprenticeship Program (PAP). Each black apprentice, whether he/she applied to MAP or not, is invited to participate in Phase Three of the program. This phase involves monthly meetings where the apprentices discuss problems and concerns peculiar to black administrators and participate in professional development activities designed to increase their skills in leadership, conflict management, communication and interviewing. This phase lasts for the entire school year while the apprentices work in the schools with mentor principals and includes the involvement of district and State Department of Education personnel.

Since its development, over 359 black educators have expressed interest in the program. More than 137 of these individuals have participated in Phase Two of the program. To date, 36 black educators have served as interns in 16 school districts. Currently, 33 of the previous interns are serving as principals, assistant principals, or curriculum coordinators.

MAP has also been instrumental in assisting 10 individuals from the candidate pool to be hired as assistant principals.

The impact of the program on the participants also has been significant. In the three years of its existence, all of the participants have indicated that the program has been a worthwhile experience. One participant commented, "I think it's an excellent opportunity to have an inside view of administration" (Upchurch, 1987, p. 12). Another commented, "I've accomplished a great deal; so it's been worth it." (Wood, 1987, p. 38). One other participant, who was a first year assistant principal, wrote, "The MAP has provided me with a professional growth opportunity that has resulted in increased job satisfaction and productivity. In fact, I attribute my renewed resolve to meet the challenges of administration with enthusiasm, commitment and a vision focused on excellence to the high standard of quality that was adhered to in the program's sessions" (Middleton, 1989, p. 13).

Men occupy most educational administrative positions at all levels. Women have traditionally occupied the classroom teaching positions with a more disproportionate number of them in the elementary schools. Clearly, women have predominated in the teaching field since the Civil War. For the past 27 years alone in Illinois, women have also predominated in teaching. The data indicate that women teachers currently account for 75% of the elementary teachers, and 63% of the

total number of teachers. It is interesting to note that there has been a 9% increase in male teachers employed in elementary and secondary schools in the last 27 years. If sex was not a factor in hiring administrators, then the percents of male and female administrators would be about the same as their presence in the available teaching force (Pancrazio, 1977, p. 3).

Pangrazio (1977) states that overall, men hold 92% of the current administrative positions even though males account for 37% of the teaching force. For head administrator positions in Illinois public downstate schools, there has been a decrease in the number and percent of females in the last eight years. Except for the number of district superintendents, whose number has been affected by school district reorganizations, consolidations, and unifications, there has been an increase in the actual number and percent of males holding head administrative positions during this same time period. In other words, there was an increase in the actual number of jobs available to administrators over the last eight years, but the jobs went to males.

The elementary principalship is a particular case in point. In 1968, there were 1, 917 elementary principalships in downstate schools, 79% of which were headed by males. This year, however, there are 2,066 elementary principalships in downstate schools, 86% of which are headed by males. In

comparing the teaching force in elementary schools with the principalships, women comprise 75% of the teaching force but only 14% of the principalships (Pangrazio, 1977, p. 5).

In the past, educational leadership positions in the African American community were typically obtained through education or the black church, had been dominated by males. When discussing the role African American women over 10 years ago, Dumas stated (1979, p. 4):

"The mass of black women in America are still at the bottom of the heap--among this country's underclass. And although increasing numbers of black women are beginning to occupy important positions of authority and prestige in organizations within and outside black communities, there are forces at work today, as in the past, that tax the physical and emotional stamina of these women, undermine their authority, compromise their competence, limit the power that they might conceivably exercise and thus limit their opportunities for rewards and mobility in the organization - not to mention the impact of these on job satisfaction."

Adding to the difficulty in obtaining success in the academic community and otherwise, according to Dumas, are the myths of the "black mammy" which limit power or options in organizations by painting a one-dimensional picture of the African American female leader as being a mother, trusted confident, compassionate and loyal subordinate, and pillar of

strength for others in the organization.

Carter, Pearson and Shavlik (1988, p. 98-103) in an article entitled, "Double Jeopardy: Women of Color in Higher Education," almost a decade after Dumas, stated that "for women of color, the combined effect of these pressures can be destructive if they are not recognized and if the faulty premises that underlie them are not addressed." They also stated that African American women, despite their numbers in the academic community, are the most "isolated, underused and consequently demoralized segment of the academic community." From stereotyping to tokenism women of color face unique realities in the academic environment.

In such an environment, as delineated by Blackwell (1989, p. 9-14) mentoring can minimize alienation by helping women of color develop self-confidence, take risks, and increase competence. The institutional environment, thus, can be enhanced for productive academic and career development for diverse groups. By serving as mentors, African American women can help actively with the development of future symbolic images of women of color in organizations while at the same time developing a sense of connectedness to some component of the organization. Hopefully, this will help more women of color transcend the racial and sexual limitations posed by others and enhance the development of academic networks and coalition building with other groups.

### Uniqueness of the Study

Based on the data gathered in the research, several questions continue to confront educational leaders: (1) Will significant numbers of African American teachers choose teaching as a career field, so they can become role models and demonstrate their leadership skills in the field of education? (2) Are decision-makers sincere in their efforts to recruit, hire, mentor, and retain minority teachers and administrators?

The first question has been answered in part by research which indicates that there is a steady decline in African America teachers choosing education as a career choice. As previously stated, data gathered by the National Urban League revealed that, in 1979, 12% of the available teacher candidates nationwide were black (Miller, 1987). By 1987, this figure had decreased to less than 7%. The Urban League projected that by the end of the decade, fewer than 5% of the available teacher candidates nationwide would be black. As indicated earlier, the American Association of Colleges for Teacher Education conducted a survey which showed that only 7% of 493,686 students enrolled in teacher education preparation programs are African American. Of all the U.S. teachers, only 5% are expected to come from minority groups by the turn of the century, down from 10% in 1987 (Consortium for Minorities in Teaching Careers, 1992).

The second question leaves doubt whether decision-makers

are sincere in their effort to staff school buildings with significant numbers of African Americans. The State of South Carolina is making significant strides towards addressing the problem of underrepresentation of African American teachers and administrators in the field of education, i.e., the Minority Administrators Program (MAP).

This study analyzed the problem of underrepresentation of African American teachers and administrators in the field of education. It solicited input concerning who should be responsible for recruiting, hiring, mentoring, and retaining African American Teachers and Administrators in the field of education. It also presented a program that is successful in seeking minority candidates and mentoring them in preparation for leadership positions in education. Suggestions and recommendations were made on how to follow a ten step plan to recruit, hire, and retain minority group school employees.

Information from the study will provide strategies and ideas on the functions of an effective Affirmative Action Program and its relationship to recruitment, hiring, mentoring and retention of minority teachers and administrative candidates.



## Chapter III

### Design of the Study

#### General Design

This field experience was based on data collected from practicing administrators in school districts throughout the State of Illinois. The information requested targeted administrators who were directly or indirectly responsible for implementing and/or administering affirmative action programs, policies, and procedures. Respondents were asked to give his/her perception of minority recruitment, hiring, mentoring and retention in his/her respective district. Respondents were also asked to indicate their current positions. Other data collected included the respondent's gender, experience in current position, total years experience in the field of education, and the enrollment of his/her school district.

Descriptive statistics in the form of tables and percentages were used to analyze the responses to items on the survey.

#### Sample and Population

The survey was sent to 50 school districts from Chicago to Cairo, Illinois. School districts were selected based on their minority student populations, ranging from a minimum of 10% minority student population to 100%.

Once it was determined which school districts were to receive the surveys, a cover letter (see Appendix A) was sent

to the person responsible for personnel, i.e., superintendents, assistant superintendents, personnel directors, or human resource directors.

Sixty-four percent or 32 of the possible 50 surveys sent to practicing administrators were completed and returned.

#### Data Collection and Instrumentation

The survey instrument (see Appendix B) utilized to collect data for this research was designed by the writer of the study. All questions were designed to be examined by descriptive statistics and to reflect information on the status of African American Teachers and Administrators in the field of education and their chances for advancement into administrative leadership positions.

Both qualitative data and quantitative data were requested in the survey. Quantitative data included gender, years of experience in teaching and administration, and in current position. Qualitative data included ranked responses such as: who should be responsible for recruiting, hiring, mentoring, and retention of African American teachers and administrators; who should conduct interviews; who should conduct subsequent interviews; and who should be able to offer a teaching contract.

#### Data Analysis

This study utilized descriptive statistics in the form of totals and percentages to analyze the responses to the questionnaire.

These types of statistics provided the basis for table construction as well as formulating conclusions generated from this study.

## Chapter IV

### Results

The purpose of this study was to investigate the affirmative action policies and practices of recruiting, hiring, mentoring and retention of African American teachers and administrators throughout the State of Illinois. The assumptions were that districts surveyed had Affirmative Action Policies, that they would respond to the survey and that they would give accurate information regarding their respective districts' policies, programs, practices and procedures. The following information is the result of the responses to the survey sent to 50 school districts throughout the State of Illinois. The resulting information was used to help substantiate the writer's assumptions made at the onset of the study. Responses are listed in the following and tables.

#### Practicing Administrators Questionnaire

Sixty-four percent of the surveyed practicing administrators responded to the questionnaire which was mailed to them. Seventy-two percent of the administrators who responded to the survey were either superintendents or assistant superintendents. Some respondents titles were listed as; assistant superintendent/personnel director, assistant superintendent/human resource director, personnel director and human resource director. Eighty one percent of the respondents were male and 19% were females. The average

years of experience was four with 78% of the respondents having 20 or more years of teaching or administrative experience. Table 1 reflects the actual distribution of administrative responses based on the position held.

Table 1

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Distribution of Responses from Administrators Surveyed

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Distribution of Responses

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<u>Position Held</u>	<u>Number</u>	<u>Percent</u>
Superintendent	13	41%
Assistant Superintendent	10	31%
Director of Personnel	03	09%
Human Resource Director	04	13%
Other	02	06%

---

Table 2 represents the enrollments of districts that responded to the survey. There were no school districts with less than 500 students responding to the survey. Fifty-nine percent of the districts responding had enrollments between 500 and 5,000 students. Twenty-eight percent of the respondents had enrollments between 5,000 and 15,000. Six percent of the districts surveyed had an enrollment of 20,000 or more. Out of the 32 districts responding to the survey, 6% did not indicate the enrollment of their district.

Out of all districts responding to the survey, the largest

student enrollments were with school districts with student populations ranging between 2,000 and 5,000 students. There was only one district responding to the survey that had between 11,000 and 15,000 students. Two school districts did not respond to the question about student population.

Table 2

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Districts Enrollment


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Enrollments


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Enrollment	Number of Schools	Percent
Under 500	00	00%
500-2000	07	22%
2000-5000	12	38%
5000-8000	04	13%
8000-11000	04	13%
11000-15000	01	03%
Above 20000	02	06%
Did not Respond	02	06%

---

The majority of respondents confirmed that their district had policies, programs, procedures and practices designed to attract and hire African American teachers and administrators.

As indicated in Table 3, forty one percent of school districts responding to the survey indicated their districts had an active affirmative action program that outlines recruitment, hiring and retention procedures for attracting and retaining African American teachers and administrators. Fifty-nine percent of

respondents indicated their district did not have an active Affirmative Action Program that outlines the recruitment, hiring and retention procedures for attracting African American teachers and administrators.

Seventy-eight percent of districts responding to the survey indicated their district had a minority teacher recruitment, hiring and retention program. Twenty-two percent stated they did not have such a program.

Table 3

---

Affirmative Action Policies, Programs, Procedures, Practices and Budgets

---

Policies, Programs, Practices and Budgets

---

<u>Policies</u>	Respondents	With Policies	Percent
	32	13	41%
		Without Policies	
	32	19	59%
<u>Programs</u>		With Programs	
	32	25	78%
		With Out Programs	
	32	07	22%
<u>Procedures</u>		With Procedures	
	32	10	31%
		With Out Procedures	
	32	22	69%
<u>Budgets</u>		With Budgets	
	32	09	28%
		With Out Budgets	
	32	23	72%

---

The vast majority of school districts responding to the survey indicated they do not have a line item in their budgets for the recruitment of minority teachers and administrators to their school districts. Sixty-two percent of school districts surveyed spend less than \$1,000 per year on the recruitment of minority applicants to their respective school districts. Eighteen percent spend between \$1,000 and \$5,000 per year, 9% spend between \$5,000 and \$10,000 per year and 3% spend between \$10,000 and \$15,000 per year. Six percent of the school districts surveyed spend above \$20,000 per year on minority teacher recruitment.

Of the 32 districts that responded to the survey, 163 minorities were hired during the 1993/94 school year. The number of minorities hired consisted of 136 teachers and 27 administrators. Table 4 presents the range of monies spent for these programs.

Table 4

<u>Budgets for Affirmative Action Recruitment</u>		
<u>Budgets</u>		
<u>Amount</u>	<u>Number</u>	<u>Percent</u>
Under \$1,000	20	63%
\$1,000-\$5,000	06	19%
\$5,000-\$10,000	03	09%
\$10,000-\$15,000	01	03%
\$15,000-\$20,000	00	00%
Above \$20,000	02	06%



As indicated in Table 5, sixty percent of the survey respondents rely on the superintendent and assistant superintendent as the administrators responsible for the recruitment of minority teachers and administrators.

Fifty-six percent of districts surveyed rely on principals as the district administrators responsible for the recruitment of minority teachers and administrative applicants. Forty-six percent rely on the personnel director. The human resource directors seemed to be a new title in most districts, but only 2% rely on this administrator to recruit minority educators to the district. In most cases it was stated that the recruitment of minorities to the district was a team effort involving all administrators and, in some cases, teachers. Eight respondents did not indicate their administrative responsibility for the recruitment process. Eight school districts rely on teachers and community persons to assist with the recruitment of teachers and administrators to their school districts.

Table 5

<u>Responsible for recruitment of minority teachers and administrators.</u>		
<u>Responsibility for recruitment</u>		
Position Held	Number	Percent
Superintendent	14	44%
Assistant Superintendent	05	16%
Personnel Director	15	47%
Human Resource Director	02	06%
Principals	18	56%
Other	08	25%

\*Multiple administrators are responsible for the recruiting process

The methods used for the recruitment of minority teachers and administrators to school districts ran the gamut of all possibilities. Table 6 refers to the methods used to recruit minority teachers to their respective school districts. Most districts used similar methods to recruit minority teachers, i.e., nationwide searches; visits to colleges; recruiting fairs; identifying universities with large minority enrollments in the education field and networking with those universities; advertising in professional, national and local publications; brochures; developing local minority applicant pools and advertising in minority publications. The method used most frequently by school districts was to attend minority recruitment fairs that have a large percentage of minority teacher candidates. The second most frequently used method was to network with staff at colleges with high minority teacher enrollments. Third, advertising in national and local professional publications. Fourth, establishing key minority contacts at colleges and within the community. Fifth, developing brochures, word of mouth contacts and use of university placement departments were the next means of recruiting minority teacher candidates. Finally, the remaining strategies included; developing a local minority applicant pool, mailings to colleges and using a paid recruiter. These are a few of the methods used by districts that successfully recruit, hire, mentor and retain minority teachers and administrators.

Table 6

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Methods used to recruit minority teachers and administrators

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Methods/Procedures	Number	Percent
Advertising in minority publications	03	09%
Advertising in professional, national and local publications	05	16%
Brochures	03	09%
Developing local minority applicant pool	01	03%
Key minority contacts	04	13%
Mailings to colleges with high minority teacher enrollments	01	03%
Media Advertisements	02	06%
Minority Recruitment Fairs	16	50%
National Searches	01	03%
Networking with staff at colleges with high minority teacher enrollments	08	25%
Paid Recruiter	01	03%
Recruitment by staff within the district	02	06%
University Placement Departments	03	09%
Word of Mouth	03	09%
No Response	08	25%

\*Respondents used multiple means of recruiting minority candidates

---

Part Three of the survey solicited responses relating to who should be responsible for recruiting, hiring and retaining minority teachers and administrative candidates in their respective school districts. It also solicited responses regarding what should be the role of specific administrative personnel in the recruiting process in their school districts, i.e., superintendents, assistant superintendents, personnel directors and directors of human resources.

As indicated in Appendix B, the average rating of responses to each question is illustrated depicting what administrators' felt their roles and other administrator's roles should be in the recruiting process. The scale ranges from strongly agree to strongly disagree. The mid-point of the scale allows the respondents to indicate undecided if they do not have a strong opinion positively or negatively to the question. The average rating of each question is indicated in the right column after each question.

## Chapter V

### Summary, Findings, Conclusions and Recommendations

#### Summary of the Study

The writer of the study chose this topic to determine if there was a sincere effort to recruit, hire, mentor and retain African American teachers and administrators by Illinois school districts. The writer accepts the responses of respondents to the survey as honest, accurate and a true depiction of the conditions that existed in their respective school districts. The survey instrument was designed to elicit responses from administrators who are responsible for making major decisions regarding who will be recruited and hired in their school districts. The years of experience of administrators charged with making employment decisions and the amount of money spent on recruitment of minorities are all important factors which lead to an effective affirmative action policy. The practices, procedures and programs within school districts are directly related to an effective affirmative action policy.

The data for this study were collected by mailing the survey to 50 school districts throughout the State of Illinois which had minority student enrollments of 10% or more. A list of districts in the State was obtained from the Illinois State Board of Education (ISBE) listing the superintendent's name, enrollment of the district, address and telephone number. An effort was made to specifically identify the person who was in charge of personnel. The survey was then mailed to that individual to

personalize the request for information. Sixty-four percent of the districts' administrators responded to the survey instrument.

### Findings

Thirty two practicing administrators out of 50 responded to the survey. Thirteen districts had affirmative action policies and 19 did not. Twenty five had programs that specifically addressed affirmative action and 7 did not. Only 9 of the 32 districts surveyed had a line item budget for recruitment. It was found that the underrepresentation of African American teachers and administrators in the field of education is a problem in the State of Illinois. Some school districts are making a concerted effort to address the problem and some are only making minimal attempts to give the impression that they are serious about having a truly effective affirmative action policy. The sincerity is reflected in the amount of money spent on the recruitment of African American teachers and administrators by Illinois school districts. Sixty-two percent of school districts responding to the survey indicated their recruitment budget was less than \$1,000 per year for the recruitment of minorities to their districts. Eighteen percent spent between \$1,000 and \$5,000 per year. Twelve percent spent between \$5,000 and \$15,000 per year and 6% spent more than \$20,000 per year on the recruitment of minorities as teachers and administrators to their school districts.

As previously indicated, the National Urban League has predicted that by the end of the decade, less than 5% of the available teacher candidates nationwide would be African Americans, however, by the end of the century, 30% of American public school children will be African American. Unless drastic steps are taken to address the problem of underrepresentation, an African American student could possibly attend public schools from kindergarten through twelfth grade and not come in contact with an African American teacher. This can and will become a reality unless steps are taken to recruit and hire qualified minorities in the field of education.

It was the writer's opinion that school boards should take responsibility for monitoring the superintendent's commitment to recruiting, hiring, mentoring and retaining minority teachers and administrators in their respective districts. If minority administrators are to occupy administrative positions, they must be brought in as teachers and have a successful teaching experience. This can be accomplished by having a formal mentoring program established to acclimate potential minority candidates into the profession. The community should also have a stake in this process.

Although school districts surveyed had multiple staff persons responsible for the recruitment of minority teachers and administrators, the primary responsible persons were the

superintendent and assistant superintendent. Fifty-nine percent relied on these two positions to handle the recruitment of minorities. This information could be somewhat misleading since several school districts listed the assistant superintendent's title as "assistant superintendent/personnel director or assistant superintendent/human resource director." Fifty-three percent of respondents rely on the personnel and human resource directors to recruit minorities to their districts.

School districts use multiple means of recruiting minority teacher candidates. The most commonly used method was attending Minority Recruitment Fairs. The second most commonly used method was networking with staff at colleges with high enrollments of minority teacher candidates. Other methods included advertising in professional, national and local publications, key minority contacts, use of brochures, university placement offices and word of mouth. Most school districts that actively recruit minorities use several of these methods to seek out minority teacher candidates.

### Recommendations

The writer believes that the recruitment of African American teachers and administrators to school districts is vitally important. This will have to occur if the problem of underrepresentation is ever to be addressed and brought into alignment with the number of African American students that exist in the public schools.



Based on the results of the study, the writer offers the following recommendations:

1. All public school districts should develop affirmative action policies that have specific procedures for recruiting, hiring, mentoring and retaining minorities. These policies should be established along with all other school board policies.
2. School boards should promulgate their affirmative action policies so that the entire community is aware that there is a commitment by the school board to include all groups in the education process. This includes educating students of all ethnic groups and establishing a diverse staff to expose students to varying viewpoints from teachers of multi-cultural backgrounds.
3. All school districts should implement an audit committee which includes administrators, teachers, parents and community members which consist of persons from all segments of the community and also persons from the local businesses. The committee should scrutinize the policy on a yearly basis and hold the superintendent personally responsible for having a legitimate and active affirmative action policy.
4. School districts should implement a program to encourage potential teaching candidates as early as junior and senior high school. Counselors should help

plan students' high school programs with specific emphases towards a college degree in education. Incentives should be offered to students to encourage them to choose education as a career. These students should be monitored throughout high school and college and encouraged to return to the community to offer their expertise. Partnerships should be established with colleges to assure that a large percentage of students in their program will return to their school districts to teach. Local businesses, utility companies, Chamber of Commerce, et. al., should be encouraged to help support the school district efforts financially.

5. School boards should conduct an analysis of the school district's work force and determine whether employment practices do tend to exclude minorities from teaching and administrative positions. If so, the board of education should take corrective steps to eliminate that adverse practice. In addition, school boards should establish long and short-term goals to recruit and attract qualified minorities who have been underrepresented on school districts staffs in the past. Goals should be based on past practices and the need for prompt elimination of the adverse impact of those past practices.
6. The school board should negotiate a clause in the superintendent's contract that specifies a strong

commitment to addressing the problem of underrepresentation of minority teachers and administrators in the education field.

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Appendix A

U. S. Davidson, Jr.  
2602 Rachel Road  
Champaign, IL 61821

June 10, 1994

Mr. Al Lawrence  
Kankakee School District  
240 Warren Avenue  
Kankakee, Illinois 60901

Dear Mr. Lawrence:

The following questionnaire relates to my field study for the Specialist degree at Eastern Illinois University. It is designed to investigate perceptions of Superintendents, Human Resource Directors and Principals on Affirmative Action Hiring Policies of selected School Districts throughout the state of Illinois.

The questionnaire will take approximately fifteen minutes of your time to respond. The completion of this questionnaire is vital to the success of the study. Please return the instrument in the enclosed envelope. Your response will be kept anonymous as information will be reported by category of respondent rather than by name or place. Thank you for your cooperation.

Sincerely

U. S. Davidson, Jr.  
Principal

\*\*\*\*\*

(Complete only if you want a copy of the findings)

Name\_\_\_\_\_

School\_\_\_\_\_

Address\_\_\_\_\_

Street\_\_\_\_\_City\_\_\_\_\_Zip\_\_\_\_\_

## Appendix B

Questions and Average Ratings

Scale

Strongly Agree = 5

Agree = 4

Undecided = 3

Disagree = 2

Strongly Disagree = 1

Question						Average Rating
1. <u>The principal should have a strong role in the recruitment, hiring and retention procedures.</u>	5	4	3	2	1	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	21	8	1	1	0	4.43
2. <u>The district has a strong Affirmative Action Program.</u>	5	4	3	2	1	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	9	12	4	5	1	3.62
3. <u>The district's Affirmative Action Program, as it exist, is active and useful in the recruitment, hiring, and retention of minority teacher and administrative applicants.</u>	5	4	3	2	1	
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
	10	9	5	5	2	3.53
4. <u>The superintendent should be responsible for the recruitment, hiring and retention of minority teacher and</u>						



administrative applicants.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
4	15	3	6	3	3.25

5. The assistant superintendent should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7	11	4	3	2	3.09

6. The personnel director/director of human resource should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
11	11	1	0	0	3.18

7. The building principal should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7	14	7	4	9	3.75

8. The initial interview should be conducted by the building principal.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9	8	1	10	3	3.21

9. If subsequent interviews are held, the superintendent or assistant superintendent should conduct them.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
6	10	6	7	1	3.18

10. If subsequent interviews are held, the personnel director or director of human resources should conduct them.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
6	10	2	6	0	3.50

11. The board of education's approval must be obtained before a candidate is offered a teaching contract.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
11	3	3	3	10	2.87

12. The affirmative action program should be authorized to hire teacher and administrative applicants without prior board of education approval.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
7	2	6	4	11	2.50

13. The affirmative action program should authorize specific personnel to make job offers.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9	12	5	2	2	3.56

14. The affirmative action program should provide data on staffing needs of the district.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
13	14	2	1	1	4.06

15. The affirmative action program should address the issue of assignment and placement of minority teachers in the school district.

5	4	3	2	1	
Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
9	15	4	0	3	3.75

## Appendix C

### Survey Instrument for Affirmative Action Hiring Policies

#### Part I: General Information

Directions: Please mark an (x) next to the appropriate item.

1. Gender: a. Male \_\_\_\_\_ b. Female \_\_\_\_\_
2. JobTitle \_\_\_\_\_
3. Experience in present position \_\_\_\_\_
4. Total experience in the field of education.
  - a. 0-5 \_\_\_\_\_ b. 6-10 \_\_\_\_\_ c. 11-15 \_\_\_\_\_ d. 16-20 \_\_\_\_\_
  - e. over 20 \_\_\_\_\_
5. District Enrollment (please check one)
  - a. Under 500 \_\_\_\_\_ b. 500-2000 \_\_\_\_\_ c. 2000-5000 \_\_\_\_\_
  - d. 5000-8000 \_\_\_\_\_ e. 8000-11000 \_\_\_\_\_ f. 11000-15000 \_\_\_\_\_
  - g. 15000-20000 \_\_\_\_\_ h. Above 20000 \_\_\_\_\_

#### Part II: Perceptions Concerning Affirmative Action Hiring Policies.

The purpose of Part II of the questionnaire is to determine your perception of the Affirmative Action Program and Procedures in regards to the recruitment, hiring and retention of minority teachers and administrators.

1. Does your district have an active Affirmative Action Program that outlines recruitment, hiring and retention procedures?
  - a. yes \_\_\_\_\_ b. no \_\_\_\_\_

(If yes, please attach a copy of your district's program.)
2. Does your district have a minority recruitment, hiring and retention program?
  - a. yes \_\_\_\_\_ b. no \_\_\_\_\_
3. What procedures are utilized by your district in the recruitment, hiring and retention of minority teacher and administrative applicants?

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4. What district personnel is responsible for the recruitment of minority teacher and administrative applicants?
  - a. Superintendent \_\_\_\_\_ b. Assistant Superintendent \_\_\_\_\_
  - c. Personnel Director \_\_\_\_\_ d. Human Resource Director \_\_\_\_\_
  - d. Principals \_\_\_\_\_ d. other \_\_\_\_\_
  
5. Have policies and procedures been developed for interviewing potential minority applicants?
  - a. yes \_\_\_\_\_ b. no \_\_\_\_\_
  
6. Is there a line item set aside in your district's budget for minority teacher recruitment, hiring and retention?
  - a. yes \_\_\_\_\_ b. no \_\_\_\_\_
  
7. What is your Affirmative Action recruitment, hiring and retention programs budget?
  - a. Under \$1,000 \_\_\_\_\_ b. \$1,000-\$5,000 \_\_\_\_\_
  - c. \$5,000-\$10,000 \_\_\_\_\_ d. \$10,000-\$15,000 \_\_\_\_\_
  - e. \$15,000-\$20,000 \_\_\_\_\_ f. Above \$20,000 \_\_\_\_\_
  
8. How many new minority staff members did your district hire for the 1993/94 school year? \_\_\_\_\_
  
9. How many minority teachers were hired? \_\_\_\_\_
  
10. How many minority administrators were hired? \_\_\_\_\_

Part III: Please circle the appropriate number representing your perception of the Affirmative Action Program, Policies and Procedures using the rating scale.

Rating Scale:      1 = Strongly Agree (SA)      4 = Disagree (D)  
                          2 = Agree (A)                              5 = Strongly Disagree (SD)  
                          3 = Undecided (U)

	SA	A	U	D	SD
1. The principal should have a strong role in the recruitment, hiring and retention procedures.	1	2	3	4	5
2. The district has a strong Affirmative Action Program.	1	2	3	4	5
3. The district's Affirmative Action Program, as it exist, is active and useful in the recruitment, hiring and retention of minority					

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
|     | teacher and administrative applicants.   | 1 | 2 | 3 | 4 | 5 |
| 4.  | The Superintendent should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.                                | 1 | 2 | 3 | 4 | 5 |
| 5.  | The Assistant Superintendent should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.                      | 1 | 2 | 3 | 4 | 5 |
| 6.  | The Personnel Director/Director of Human Resource should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants. | 1 | 2 | 3 | 4 | 5 |
| 7.  | The building principal should be responsible for the recruitment, hiring and retention of minority teacher and administrative applicants.                            | 1 | 2 | 3 | 4 | 5 |
| 8.  | The initial interview should be conducted by the building principal.   | 1 | 2 | 3 | 4 | 5 |
| 9.  | If subsequent interviews are held, the Superintendent/Assistant Superintendent should conduct them.  | 1 | 2 | 3 | 4 | 5 |
| 10. | If subsequent interviews are held, the Personnel Director/Director of Human Resources should conduct them.   | 1 | 2 | 3 | 4 | 5 |
| 11. | The board of education's approval must be obtained before a candidate is offered a teaching contract.  | 1 | 2 | 3 | 4 | 5 |
| 12. | The Affirmative Action Program should be authorized to hire teacher and administrative applicants without prior board of education approval.                         | 1 | 2 | 3 | 4 | 5 |
| 13. | The Affirmative Action Program should authorize specific personnel to make job offers.   | 1 | 2 | 3 | 4 | 5 |
| 14. | The Affirmative Action Program should provide data on staffing needs of the district.  | 1 | 2 | 3 | 4 | 5 |
| 15. | The Affirmative Action Program should  |   |   |   |   |   |

address the issue of assignment and placement of minority teachers in the school district.

1 2 3 4 5

## Appendix D

U. S. Davidson, Jr.  
2602 Rachel Road  
Champaign, IL 61821

June 29, 1994

Mr. Al Lawrence  
Kankakee School District  
240 Warren Avenue  
Kankakee, Illinois 60901

Dear Mr. Lawrence:

A short time ago, you received a copy of a questionnaire related to your perceptions of Affirmative Action Hiring Policies. If you have completed and returned the survey, I want to thank you for your cooperation. If you have not found time to complete the survey, I hope you can do so soon.

Please return the survey in the self-addressed, stamped envelope as soon as possible. I really appreciate you taking the time to complete this survey. Again, thank you for your cooperation.

Sincerely,

U. S. Davidson, Jr.  
Principal