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36th Annual Leadership Conference



ISU Insurance Services of Colorado (ISU) is a 139-year-old independent insurance brokerage firm, partnering with independent schools on their commercial insurance, risk management and employee benefits protection.



Workforce Development

Brad Rathgeber

We're One Schoolhouse.

We partner with independent schools to advance your diverse approaches to education.

We partner with you.

We meet independent schools where you are and build intentional, collaborative partnerships with Academic Leaders.

We're designed for you.

We create programs, products, and services for Academic Leaders in independent schools and support your work with heads of schools, students, teachers, and parents.

Our values underlie all our work.

Build for belonging - Empower learners - Act with integrity - Embrace iteration - Redefine excellence

Academic Program for Students

Engaging and challenging
courses facilitated by expert
teachers to supplement
work on campus.

Association for Academic Leaders

Connecting academic deans,
department leaders, division
heads and others to community,
learning, and resources.

2024 Insight Report

The Association for
Academic Leaders

2024 Insight Report

Technological Change

Pandemic-Accelerated Transformation

Erosion of Social Cohesion and Social Capital



**Workforce
Development
Student
Mental Health
Generative AI
Community
Polarization**

The Larger Forces

The Impact on Independent Schools

Reframing the Work

**Workforce
Development**

**Student
Mental Health**

Generative AI

Community

Polarization

The Larger Forces

The nature of work has changed since 2020

The Impact on Independent Schools

It's harder to hire and retain educators

Reframing the Work

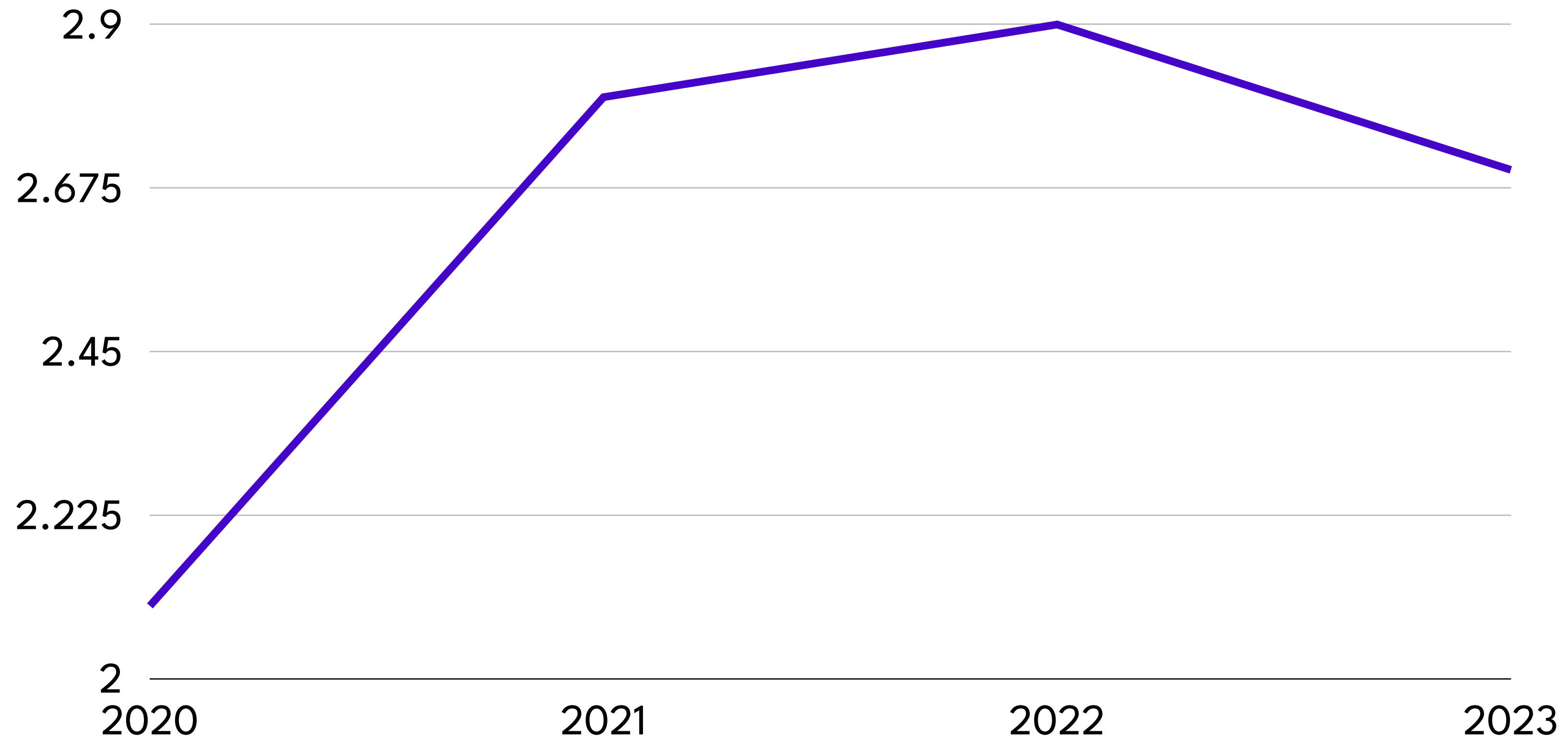
Address the forces not the impact

The Larger Forces

The nature of work has changed since 2020

Larger Force: The Nature of Work has Changed

Great Resignation



US Bureau of Labor Statistics



Larger Force: The Nature of Work has Changed

Quiet Quitting

“Quiet Quitting refers to opting out of tasks beyond one’s assigned duties and/or becoming less psychologically invested in work. Quiet quitters continue to fulfill their primary responsibilities, but they’re less willing to engage in activities known as citizenship behaviors: no more staying late, showing up early, or attending non-mandatory meetings.”

Harvard Business Review, September 2022

Larger Force: The Nature of Work has Changed

Shift Shock

would give a new job two to six months if they felt Shift Shock as a new hire

41%

would try to get their old job back if they felt Shift Shock at a new company

48%

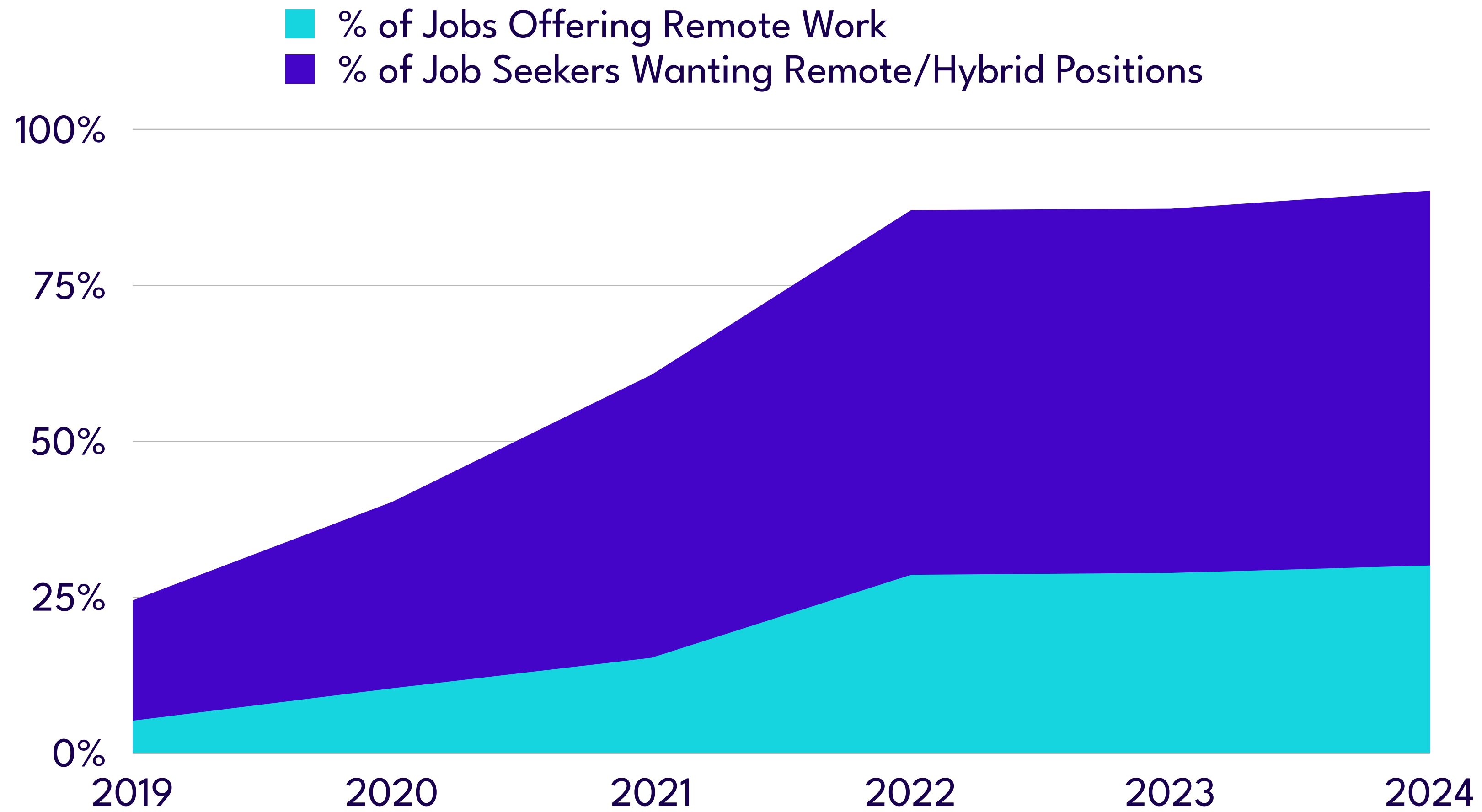
said it's acceptable to leave a new job before six months if it doesn't live up to your expectations

80%

The Muse, August 2022

Larger Force: The Nature of Work has Changed

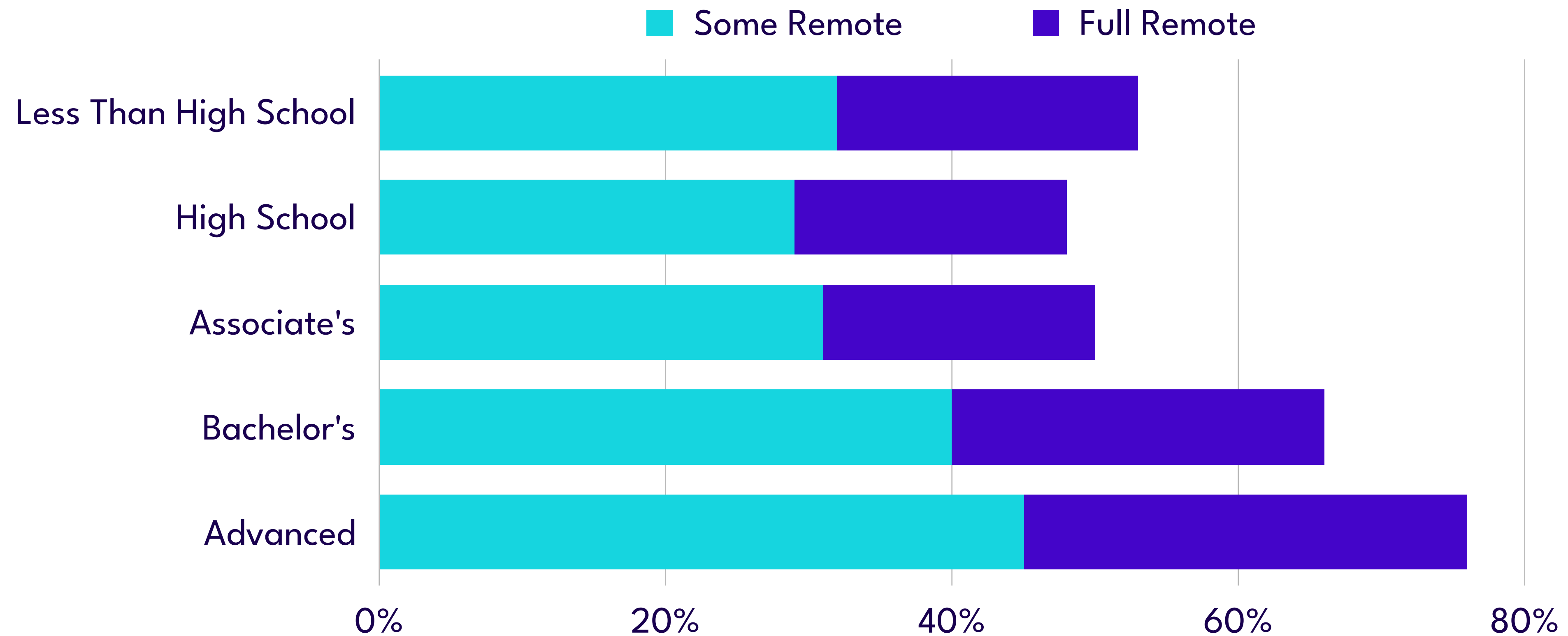
Demand for Remote Work



Source: Robert Half, Indeed, Buffer

Larger Force: The Nature of Work has Changed

Availability of Remote Work



Source: McKinsey, 2022

Larger Force: The Nature of Work has Changed

Housing (and Everything Else) is Pricier

Inflation between January 2020 and January 2024 increased 21 %, with housing prices jumping 45% during the same period.

Source: Case-Shiller U.S. Home Price Index, 2024



Larger Force: The Nature of Work has Changed

More Forces

- Teaching is one of the few professions in the “knowledge economy” that did not create greater flexibility as a result of Covid.
- Teachers were asked to “return to the office” sooner than many other knowledge economy workers, creating a breakdown in trust between teachers and administrators.
- “Other duties as assigned” became untenable to many.

The Impact

It's harder to hire and retain educators

The Impact: It's Harder to Hire and Retain Educators

Salaries Did Not Keep Up



Source: NAIS, 2024

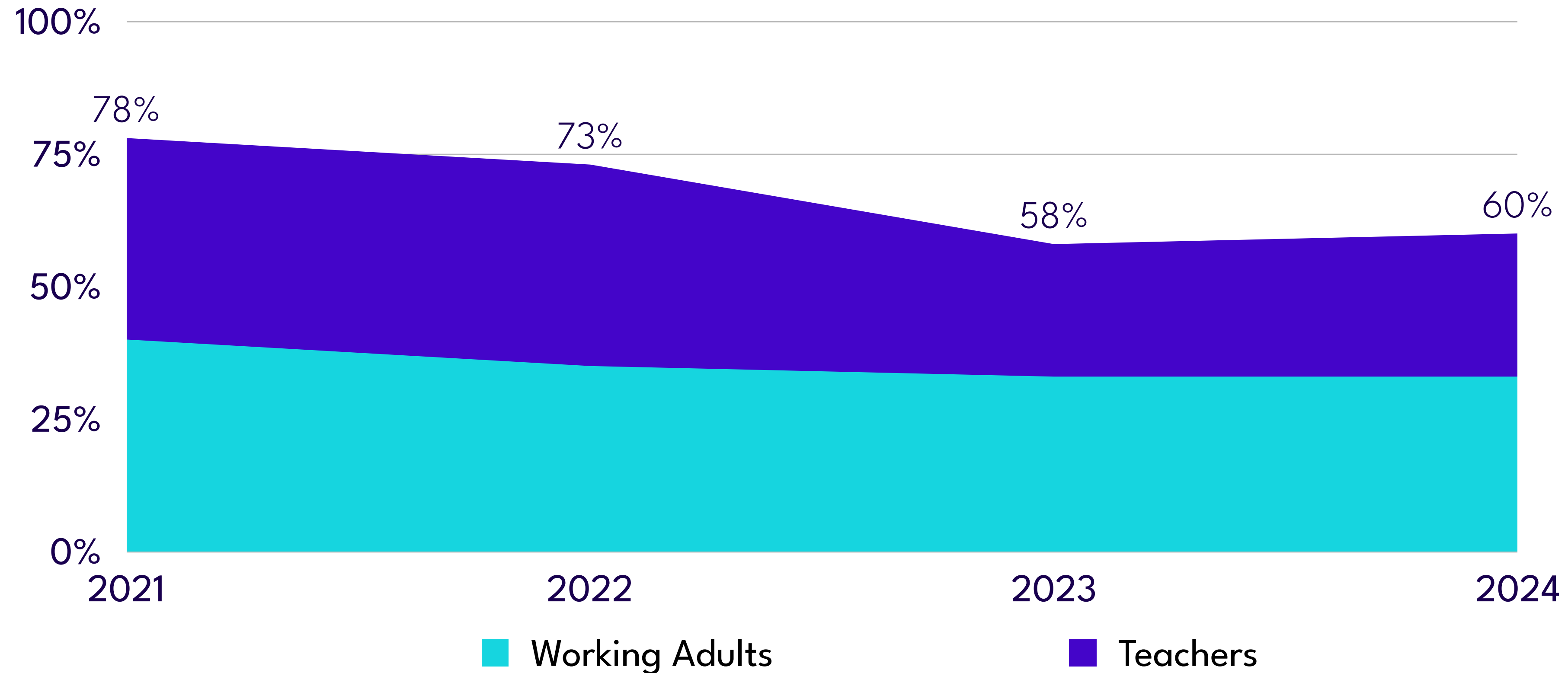
The Impact: It's Harder to Hire and Retain Educators

Hard to Fill Disciplines



Source: The 74, October 2023

Teacher Well-Being



Source: RAND, State of the American Teacher Survey, 2024

The Impact: It's Harder to Hire and Retain Educators

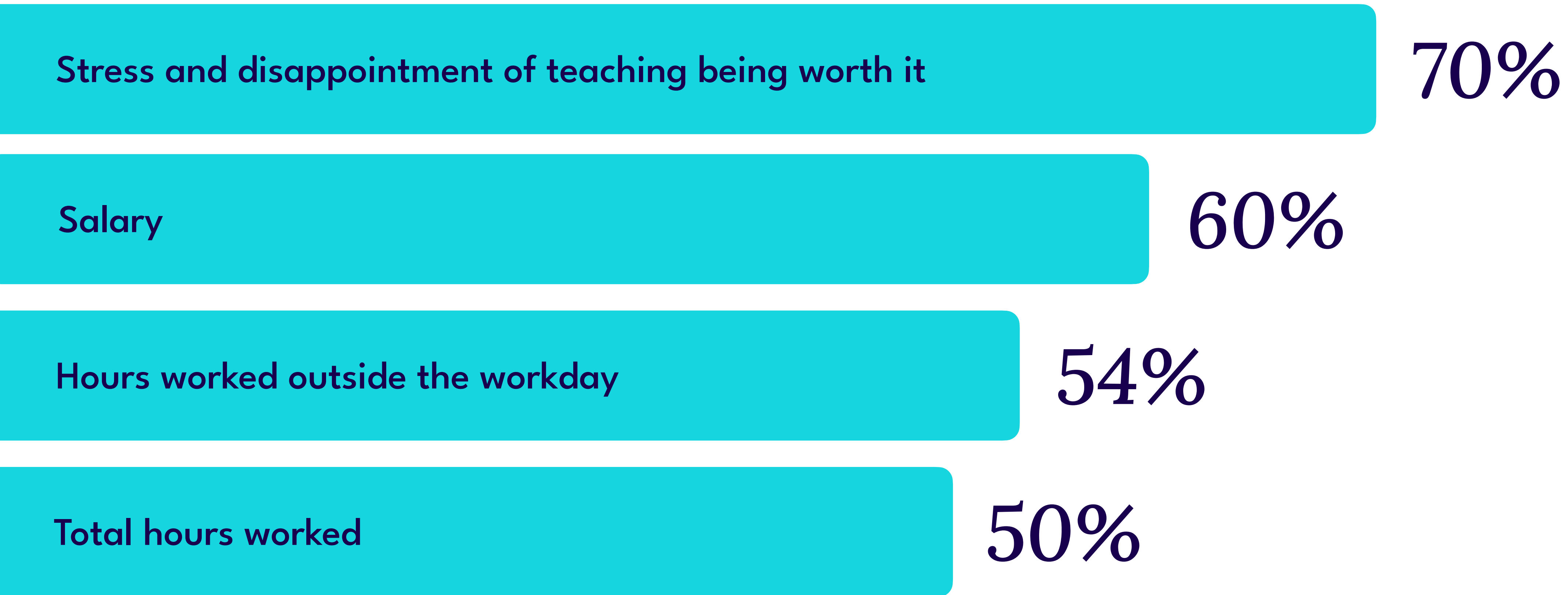
Reasons Teachers Stay



Source: RAND, State of the American Teacher Survey, 2024

The Impact: It's Harder to Hire and Retain Educators

Reasons Teachers Leave



Source: RAND, State of the American Teacher Survey, 2024

Politically Charged Atmosphere

- Two-thirds of U.S. kindergarten through grade 12 public school teachers have decided on their own to limit instruction about political and social issues in the classroom. The state and local policy contexts and the local political climate were associated with teachers' decisions to do so.
- Fifty-five percent of teachers who were not subject to any state or local restrictions decided to limit instruction about political and social issues.

Source: RAND, State of the American Teacher Survey, 2023

Too Few Candidates

| | August 2022 | August 2023 |
|---|-------------|-------------|
| Too few candidates | 63% | 61% |
| A lack of qualified candidates | 50% | 52% |
| Candidates felt the salary and benefits were not enough | 41% | 46% |

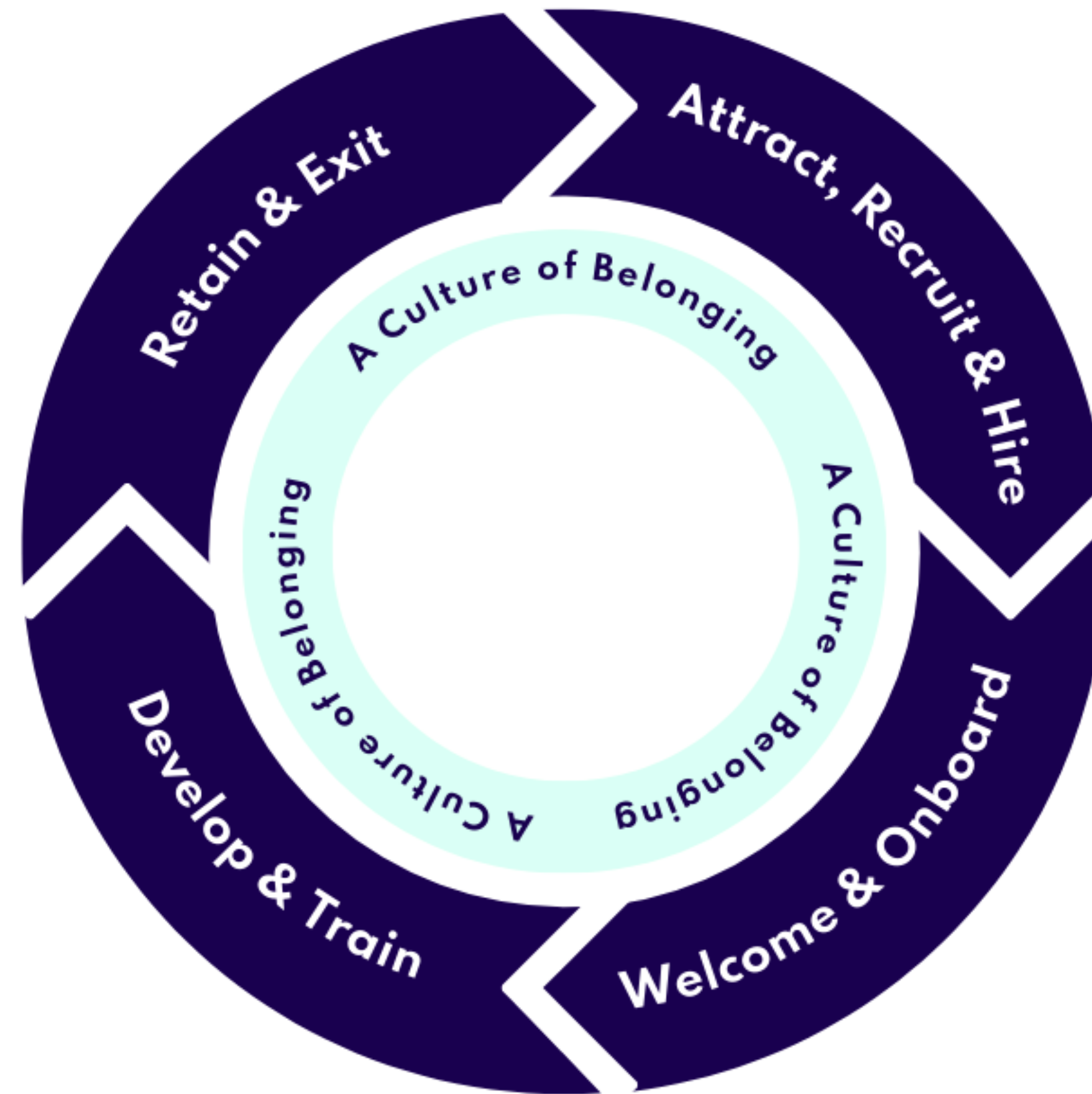
Source: National Center for Education Statistics, August 2023

Reframing the Work

Address the forces, not the impact

Address the Forces: Reframing the Work

Workforce Development Cycle

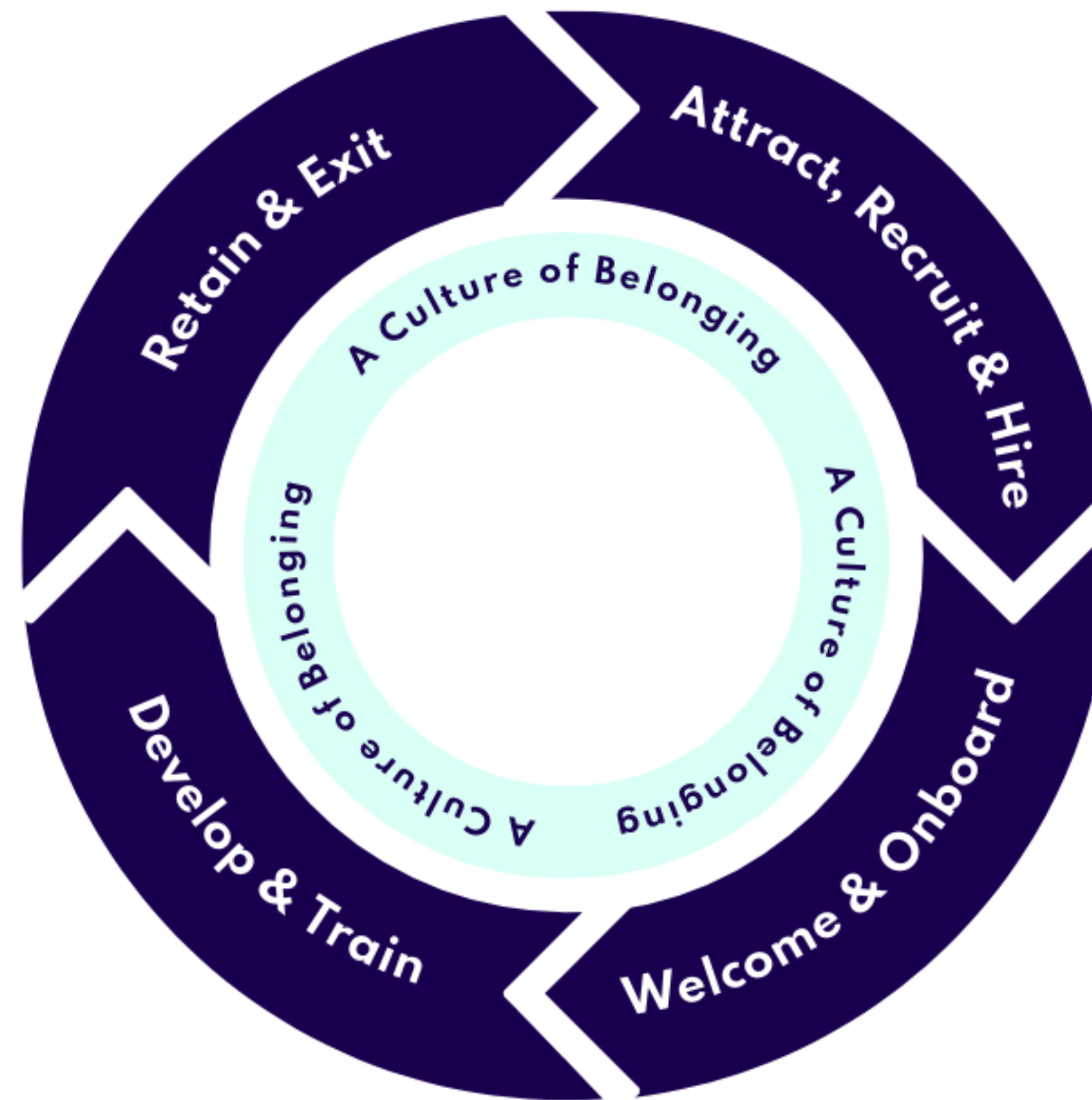


Address the Forces: Reframing the Work

Workforce Development Cycle

How do we retain top talent and ensure that employees who are ready for another challenge move on?

How can we ensure that our talent has the skills and competencies necessary to drive our mission and vision forward?



How can we build a pipeline of talent to help meet our mission and vision for a better world?

How do we ensure that employees become a part of the community and have clear understanding of our expectations?

Center a Culture of Belonging

- At each stage of the employment lifecycle, it is important for Academic Leaders to center a culture of belonging and build trust with their employees.
- A culture of belonging will also develop trust in leadership, which is much needed after eroding during the pandemic.



Attract, Recruit, and Hire

- Shift hiring practices from experience to competency, focusing more on what prospective candidates can do rather than what their pedigree is.
- Consider apprenticeship or internship programs to broaden the pipeline of potential candidates.
- Determine what community partnerships or online programs are needed to offer an outstanding curriculum, in hard-to-fill areas like STEM or languages.
- Update job descriptions to avoid new hires “Shift Shock.”

Welcome and Onboard

- Leverage online resources such as welcome videos or pre-recorded training modules, to provide a foundational understanding of the school's mission, pedagogy, and expectations.
- Celebrate successes of new hires regularly.
- Dedicate mentors for all new hires and give them an opportunity to reflect, ask questions, and grow with each other.
- Check in with new hires frequently, and ensure that the job they signed up for is their actual lived reality.

Develop and Train

- Set clear expectations for performance and standards for teaching and learning.
- Align professional development to expectations and standards.
- Commit to reviewing all faculty and staff members that they manage at least annually.

Retain and Exit

- Have substantive one-on-one meetings with each direct report that focus on the personal motivations of each employee.
- Be unafraid to have tough conversations when employees do not meet expectations.

Workforce Development: Scenario

Your school has recently adopted flexible work arrangements to adapt to changing workforce demands and enhance staff well-being. Recently, the school implemented a policy allowing non-teaching staff to work remotely if their roles permit. However, all teaching staff are required to be on campus to maintain a consistent and interactive learning environment for students. This policy has sparked a debate among the faculty and staff. While non-teaching staff appreciate the flexibility and report higher job satisfaction, teachers have expressed feelings of inequity and frustration. They argue that the lack of flexibility in their schedules compared to their non-teaching counterparts has led to decreased morale and a sense of being undervalued. This tension has grown, especially among teachers who face long commutes or have caregiving responsibilities that could benefit from a more flexible work arrangement.

Questions for Your Team

- What underlying societal and technological shifts do you believe are influencing workforce development challenges at your school? How can understanding these shifts guide your strategy?
- Has the culture of work at your school changed since the pandemic, and what implications does this have for your school's recruitment and retention strategies?
- Given the shift toward remote work preferences, how can your school adapt to attract top talent seeking flexibility?
- What strategies can you implement to strengthen a culture of belonging and trust within your school, especially post-pandemic?