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RECRUITING MINORITY TEACHERS

A Guide for Vocational School

Administrators

By
Carole H. Thornton

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
Of Rowan University
May 22, 2000

Approved by _____
Professor

Date Approved 5-22-00

ABSTRACT

Carole H. Thornton

Recruiting Minority Teachers;
*A Guide for Vocational
School Administrators*
2000
Advisor: Dr. Don Bagin
Educational Public Relations

The purpose of this study was to determine the severity of the minority teacher shortage in New Jersey's vocational schools and identify steps to be taken by administrators to attract and retain minority teachers.

A written survey was mailed to all 21 New Jersey county vocational school superintendents. Twelve surveys were returned.

The results of the study validate the need to hire more minority teachers to teach in our culturally diverse classrooms. Many vocational schools in the state reported difficulty in attracting minority candidates; however, weak or indifferent recruitment practices are partly to blame for the problem. Other causes of the minority teacher shortage have been cited. While many reasons have been identified as contributing to the critical lag, recruitment practices have not kept pace with the rest of society's advancement.

The study addressed many factors leading up to the shortage of minority teachers, including affirmative action, and barriers for minorities. In addition, research confirms that minority students need role models and advocates; Minority teachers often inspire minority students to become educated and improve their socioeconomic status.

By making a true commitment and utilizing public relations, districts can successfully recruit talented and qualified minority candidates. Public relations is key to increasing the minority candidate pool and reversing this problematic trend.

MINI-ABSTRACT

Carole H. Thornton

Recruiting Minority Teachers
*A Guide for Vocational
School Administrators*
2000
Advisor: Dr. Don Bagin
Educational Public Relations

This thesis investigated the low number of minority teachers in New Jersey's vocational schools. A written survey of vocational school superintendents was used to assemble data. The results of the surveyed districts exemplify the critical shortage of minority vocational teachers available to teach a racially diverse student population.

Public Relations can help vocational administrators reverse this trend.

ACKNOWLEDGMENTS

Many people supported me in my quest to complete this study. First and foremost, I want to thank Dr. Don Bagin, who served as my advisor throughout this past year. Dr. Bagin's expertise, advice and recommendations were invaluable.

Victor C. Morella, Superintendent of GCIT, was also an invaluable resource. Morella's knowledge of the operational structure of vocational schools was of significant importance to this study and for my survey.

I also want to thank my colleagues, although too many to name, for their support and helpful suggestions.

Last but not least, I want to wholeheartedly thank my family for their understanding and support. Tony, Sr., Ashley, and Tony, Jr. pitched in with the household chores and the cooking on a regular basis. Thank you for your patience and much needed support!

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CHAPTER I - INTRODUCTION

Nationally, vocational educators are desperately seeking minority teachers to prepare a much more diverse group of future citizens and workers. Vocational-technical education serves a great number of minority students. Yet, the number of minority faculty members in vocational schools does not reflect the diverse student population.

The success of today's students depends on the educational systems' willingness to create a community in which students can identify with role models. Studies have shown that a teacher's cultural ignorance can destroy a culturally different child's trust in schools and ability to do well. Teachers who understand and know students can address their individual learning needs.

The gatekeepers to the inclusion of culturally diverse people must be willing to implement practices that will attract people of color to vocational-technical schools. The success or failure of increasing the number of minority teachers will depend upon the level of commitment a district is willing to put forth.

Vocational school administrators must respond quickly to the changing demands and challenges created by the steady rise in the minority student population. The shortage is attributed to many factors, including qualified candidates entering other promising fields such as medicine, business and industry rather than education.

School administrators and officials must be willing to move from rhetoric to sound action that will attract and retain minority teachers to the vocational school setting. Statistics reveal the benefits of a culturally diverse teaching force for both minority students and non-minority students.

The Need

For New Jersey vocational schools, as it is in many schools throughout the nation, the shortage of minority teachers is critical. Moreover, 31,000 of New Jersey's 93,100 teachers will be eligible to retire in the next five years.¹ Other factors contributing to an overall teacher-shortage include rising enrollment and a push for smaller class size. Industrial teachers in general were difficult to find in several categories. Research shows that graphic arts, auto mechanics, industrial technology, vocational trades, and home economics teachers were in top demand in 1994-95². Little has changed since then, except for the growing number of minority students, while the number of minority teachers certified in shop and industrial areas declined.

In a 2000 article, Sandra Sabo wrote that the Census Bureau projects that racial and ethnic minorities would soon constitute nearly one-half of all Americans.³

With few or no minority teachers in many school districts, minority education role models are virtually non-existent. In the article, "*A Crisis in the Profession, Minority Role Models in Critically Short Supply*," Reynaldo L. Martinez, Jr. writes, "Minority teachers are important because they often inspire minority students to strive to become educated and improve their socioeconomic status."⁴ In review of the book "Preparing

¹ Stern, Robert, "State Could Face Teacher Shortage," Gloucester County Times, April 23, 2000, pg. A-1

² Scheetz, Ph.D., L. Patrick, "Recruiting Trends 1995-96," July 1995, pg. 2

³ Sabo, Sandra R., "Diversity At Work," Techniques, February 2000, pg. 26

⁴ Martinez, Reynaldo L. Jr., "A Crisis in the Profession, Minority Role Models in Critically Short Supply," Vocational Education Journal, April 1991, page 24.

Teachers For Cultural Diversity,” the authors note, “It is frustrating to students who may not understand the expectations, language, behaviors, and value system of mainstream teachers. They do not have access to the power structure and the privileged knowledge base of mainstream society, which acts as “gatekeepers” to their full participation in society.” Trusting relationships between teacher and student and among students are the building blocks of learning.⁵ What’s more, diversity of thought and experience is a catalyst for creativity-a characteristic that can make or break a business. “Diversity isn’t just important in terms of getting along with people. It’s critical to innovation,” believes John Radford, an organizational psychologist and consultant in North Vancouver, British Columbia.⁶

The multicultural classroom creates a demand for teachers who are aware of cultural differences with the student population. DP Skylarz, author of "*Turning the Promise of Multicultural Education into Practice*,” believes “These differences affect learning styles, behavior, mannerisms, and relationships with school and home.”⁷ Minority teachers are in a unique position to understand these differences and to provide ethnic role models. It is no surprise that some African-American students feel more comfortable speaking to African-American faculty about personal problems and academic concern because their cultural and social backgrounds or ideologies are the

⁵ King, J.E., Hollins, E.R., Hayman, W.C. Preparing Teachers For Cultural Diversity, Teachers College Press, 1997, pgs. 56 & 57.

⁶ Sabo, Sandra R., pg. 27

⁷ Skylarz, D.P. “Turning the Promise of Multicultural Education into Practice,” School Administrator 50, May 1993, page 22.

same.⁸ Hispanic, Asian, and Native American students thrive under the same circumstances. Furthermore, diverse faculty members are needed in education, because minority students believe that the absence of minority faculty parallels their own low status in the school setting.

At the Gloucester County Vocational-Technical School District, the superintendent and the board of education have identified the need for attracting a more culturally diverse staff and student population as part of the district's objectives for the 1999-2000 school year.

According to Victor C. Morella, GCVTSD superintendent, "There's a major shift in the population; the birthrate of Caucasians is dropping while minority births are up. Role models of success are important to all cultures. Our district is committed to hiring minorities."

In 1998, the district reported having one black male among the 66 full-time certified staff. As of October 1998, the district identified nine of the 146 full-time employees as minorities; three are Hispanic and the others are Black. The nine were made up of: three teachers, two clerical, two aides, and two custodians. Four of the nine minorities held at least a bachelor's degree.

Morella believes that attitudes about vocational education propel qualified minorities into other career areas.

⁸ Wingard Tack, Martha & Logan Patitu, Carol, "Faculty Job Satisfaction," *Women and Minorities in Peril*, ASHE-ERIC Report No. 4, 1992, page 56.

Arlene Powers, GCIT personnel director, admits that it's difficult attracting minorities away from the private sector. "Teachers make significantly less than professionals in the corporate arena," she says. Moreover, Powers pointed out that a supply of new teachers is needed since many will be retiring over the next ten years.

"The shortage of teachers is already a huge problem, compounded by the scarcity of minority teachers," said Powers.

The total student population at GCIT exceeds 1,100; 13 percent are Black, Hispanic, Asian, or other minorities, according to GCIT's fall report. In 1990, according to the U.S. Department of Education, 64.8% of students enrolled in vocational education were black.⁹

Almost a decade ago, researchers predicted that by the turn of the millennium, minority students will comprise 33 percent of the US school population and that this percentage will grow to 39 percent by the year 2020. At the same time, the American Association of Colleges for Teacher Education predicts that less than five percent of all American teachers will be a member of a minority group.¹⁰

In September 1997, a report by the National Commission on Teaching and America's Future found that minorities account for only 13 percent of our nation's

⁹ U.S. Department of Education, National Center for Education Statistics, 1990 National Postsecondary Student Aid Study, p. 18

¹⁰ Lankard, Bettina A., "Recruitment and Retention of Minority Teachers in Vocational Education." ERIC Digest No. 144, 1994.

teachers, while 30 percent of students are minorities. Further, more than 40 percent of schools in the U.S. do not have a person of color on their faculty.¹¹

In the article, “*Creating and Maintaining a Diverse Faculty*,” Anita Colby and Elizabeth Foote point out that minority faculty members are essential to a multicultural campus. While minority teachers act as role models, advisors, and advocates for minority students, they expose majority students to new ideas as well.¹²

Little has changed in the last ten years. In its “Schools and Staffing Survey, 1993-94,” the National Center for Education Statistics reported that of vocational school teachers, 7.1 percent were African Americans; 88.5 percent were Caucasians. Hispanic vocational teachers accounted for less than three-percent. Asian and American Indian barely registered at 0.8 percent.¹³

In August of 1999, Judith Lucas, a Courier Post staff reporter, wrote, “It’s a good time to be African-American, Latino or Asian if you’re a certified teacher in South Jersey. The article, entitled “*Administrators are Searching to Fill Teacher Positions*,” also reported a severe shortage of shop or industrial teachers whom traditionally teaches in vocational or trade schools. In 1994, Dr. Susan Arisman, dean of Cheyney’s school of education, said the job market is wide open both in the cities and the suburbs for African-

¹¹ The New Teacher’s Guide to the U.S. Department of Education – September 1997, Internet resource.

¹² Colby, Anita & Foote, Elizabeth, “Creating and Maintaining a Diverse Faculty, ERIC Clearinghouse for Community Colleges, July 1995.

¹³ Digest of Education Statistic 1997, “Schools & Staffing Survey, 1993-94.

American with teaching degrees. Arisman said the need for African-American teachers is greater in the nation's urban areas because the nation's non-white student populations is increasing nationwide while the current crop of teachers, both white and non-white, is retiring.¹⁴

According to Dr. Charles Ivory, superintendent of Monroe Public Schools, "There is a tremendous shortage of industrial education teachers because colleges are phasing out these programs, but there is an increasing need for these kinds of teachers as we improve our school-to-career programs."¹⁵

The Problem

Many factors are attributed to the shortage of minority teachers, including low retention of minority students attending college, minority college graduates increasingly entering professions other than education, and the difficulty of transferring to a four-year college, which limits teaching as a career option.¹⁶

Other factors include discriminatory practices, little or no outreach to minority communities and colleges, and no tangible agreements to create or increase the pool of African-American candidates.

¹⁴ Thompson, Vincent, reporter "*Teacher-Student Ration—disparate & unequal*," The Philadelphia Tribune, 5/20/94.

¹⁵ Lucas, Judith, "Administrators Are Searching to Fill Teacher Positions," Courier Post, August 30, 1999.

¹⁶ Lankard, Bettina A., "Recruitment and Retention of Minority Teachers in Vocational Education." ERIC Digest No. 144, 1994.

The challenge of providing equity and fairness in our schools includes professional development programs that will force our present system to end exclusion. In the book, "Preparing Teachers for Cultural Diversity," the authors noted "Although professors of color may be recruited or new books with cultural content added to the bookstore shelves, the power structure remains solidly in place; this structure is based on the legitimacy of the Western construction of knowledge, value orientation, and historical tradition." ¹⁷

Today's unfolding demographic scenario presents economic opportunities not just for the Black community but the entire nation. Taking advantage of this opportunity could produce significant levels of socioeconomic advancement for that sector of the Black community that has experienced poverty or near-poverty status. ¹⁸

Nancy Hoffman, a professor of English from the University of California, states, "Despite the increasing numbers of white academics who publicly support the goal of hiring a more diverse faculty – not only out of a concern for fairness, but because they relish the rich possibilities of intellectual and social exchange in a community that, in President Clinton's phrase, "looks like America" – race relations in academia are even more strained than they were two decades ago." ¹⁹

¹⁷ King, Joyce E., Hollins, Ruth E., & Hayman, Warren C., "Preparing Teachers for Cultural Diversity," Teachers College Press, Columbia University, 1997, p. 55

¹⁸ Jennings, James, "Minorities and Voc Ed, *The Challenges*." Vocational Education Journal, April 1991, page 20.

¹⁹ Hoffman, Nancy, "SHIFTING GEARS: How to Get Results with Affirmative Action, Department of English, University of California.

Recently encouraged by President Clinton's efforts to improve race relations, the Gloucester County Institute of Technology hosted a Student Dialogue on Race Relations. The participants, all high school-aged students from surrounding districts, spoke candidly about race. Among the group, a student from Washington Township High School suggested that more work could be done to devise equitable funding for all schools across the county and that greater effort should be made to hire more minority teachers at all grade levels. Other students said the issue of racial intolerance needs to be addressed at political and socioeconomic levels and solutions must be worked from within those frameworks.

A review of a Washington Post article on affirmative action reported "Opponents say that the battle to guarantee equal rights for all citizens has been fought and won, and that favoring members of one group over another simply goes against the American grain."²⁰ But, Ivy Rios, southern regional coordinator for Bi-lingual and equity issues, disagrees. "Affirmative Action is needed because discriminatory practices and the perception that minorities aren't qualified persist," she said.

Proponents of affirmative action believe the process has affected change and is leveling the playing field for all to compete. However, equal opportunity without affirmative action results in no action! When all systems in America are completely free of bias and discrimination, then the concept and the legal prescription for equal opportunity will prevail without the need for affirmative action.²¹

²⁰ Froomkin, Dan, "Affirmative Action Under Attack," Washington Post, 1998 (Internet source).

²¹ Hill, John, "Affirmative Action: Roots to Success", Reprint from LA Watts Times, March 13, 1997.

Purpose of the Study

1. The purpose of the study is to identify steps to be taken by vocational school administrators and board members to attract and retain minority teachers.

Importance of the Study

This study will help vocational technical schools attract and retain minority teachers through an effective public relations plan. As the minority student population continues to climb within vocational schools, administrators must provide role models and advocates for these students. Teachers who are sensitive to cultural differences can positively affect the students' achievements and overall school experience. Further, white students can overcome their misconceptions about minorities, while the chances for communication between white and minority faculty increases, allowing a better understanding of cultures.

Definition of Terms

Vocational education: An integration of both academic and vocational proficiencies, including competency-based applied learning that contributes to an individual's academic knowledge, higher order reasoning, problem-solving skills, work attitudes, general employability skills and occupational specific skills.²²

Affirmative Action: Born of the civil rights movement three decades ago, affirmative action calls for minorities and women to be given special consideration in employment,

²² 1990 Carl D. Perkins Vocational and Applied Technology Education Act.

education and contracting decisions. Institutions with affirmative action policies generally set goals and timetables for increased diversity – and use recruitment, set-asides and preference as ways of achieving those goals.²³

Assumptions and Limitations

Some educators believe that minority teachers are just too hard to find. Though many schools experience difficulty in attracting minorities, the task itself can be made easier through a full-fledged recruiting effort, effective public relations, and a sincere commitment from the districts to encourage minorities to join their teaching staff.

The subject of affirmative action and the state of race relations are more often abandoned than not, because of the sensitive and sometimes volatile association. For this and many other reasons, race related concerns and problems become compounded. Because the topic of race is not openly discussed, the author's presentation of information will be dependent upon the return rate of the survey. This study focused on the 21 vocational schools in the state of New Jersey. Each county in the state operates a public vocational school.

Most vocational schools are concerned about the low number of minority professionals in its ranks. However, the challenges associated with minority recruitment are different for each vocational-technical school; projections cited in this thesis do not necessarily apply to all schools.

²³ Hill, John, "Affirmative Action: Roots to Success", Reprint from LA Watts Times, March 13, 1997

Administrators would agree that increasing the numbers of minority vocational education professionals is no easy task. Vocational educators alone cannot accomplish minority recruitment goals without a partnership with parents, community organizations, churches, business and industry, counselors and teachers. All of the aforementioned sources play an important role in reaching qualified candidates for careers in vocational education.

Plan of the Study

A mail survey was sent to vocational school superintendents and district personnel directors to determine which schools are clearly affected by the minority faculty shortage.

The survey responses will help determine the most effective public relations plan to attract, hire, and retain minority teachers.

In addition, interviews with minority administrators, teachers and community members have shed light on the issues most important to minorities when considering a job in teaching.

Although many recruitment plans have been implemented at various districts across the nation, few are geared toward vocational school settings. This plan will focus on the needs of this unique educational system.

CHAPTER II

REVIEW OF RELATED LITERATURE

Many sources contained in this thesis were discovered using various search engines from the online services provided by the Rowan University Library. The ERIC database provided a comprehensive array of material that was the foundation for this research project. Links to the Ethnic News watch site through the VALE database also produced many relevant articles for use in this study.

The author used the following key words to search for relevant information on the topic: “vocational education,” “recruiting minority teachers,” and “minority teachers in vocational education.” Literature from these matches included current and past works appearing in the Vocational Education Journal, Techniques (vocational education periodical), and Clearing House on Adult, Career and Vocational Education found in the ERIC Digest. Other pertinent information was gained through in-person interviews with minority educators and community activists who have worked to increase minority representation in the classroom.

The Root of the Minority Teacher Shortage

The minority teacher shortage started in the 1970s and worsened over the next three decades. Educators expect the situation to exacerbate in the next few years, as the projected numbers continue downward. In 1987, Martin Haberman accurately projected that by the year 2000, just five percent of all college students will be from ethnic minorities. Minority teachers account for about six percent of the nation’s teaching force! Even if every minority who graduates from college enters teaching, minorities would still be underrepresented. However, should school systems tackle the issue head-

on and commit to reversing this trend, the possibility of attracting and retaining minority teachers is promising as indicated in various sources on recruiting minority teachers.

Today, nearly three million teachers, counselors, and administrators work in our K-12 schools. Of that number, only about five percent are from racially diverse groups, down from 12 percent in the 1960s. The number of Black teachers today is lower than it was in 1971.²⁴

Minority men and women who've taken the initiative to obtain a college degree want to be given a fair opportunity to be a part of society's solutions. In an article dated more than 30 years ago, Black educators spoke out against the belief that minorities weren't qualified. Benard Watson, a deputy superintendent for the Philadelphia school district at the time, said, "I don't know how administrators define 'qualified,' but if they will take the average Black educator, as they take the average white, they can find plenty of people." Laval Wilson, a principal in Illinois said, "When you hear districts say they can't get 'qualified' Black teachers, they're lying. They really haven't gone out and tried."²⁵ Although these bold quotes were printed in 1969, many of today's Black educators and professionals believe these issues remain, in addition to other factors that lend themselves to the short supply of minority teachers.

Alvin and Patricia Larke, Jr. assert that the shortage of minority teachers, more specifically African-American teachers, didn't occur overnight.

A combination of factors has contributed to the shortage. Among the factors are the Brown vs. Board of Education decision, competency testing and education reform movements and other career avenues that have opened for African-Americans. The

²⁴ Larke, Alvin and Patricia J., "The Vanishing Educator," Vocational Education Journal, May 1995, pg. 38.

²⁵ A Report on The Elusive Black Educator, School Management, March 1969, page 60.

Brown decision, which overruled the “separate but equal” Plessy vs. Ferguson decision of 1896, was to provide all students, regardless of race, access to equal education. Yet, more than 40 years after Brown, the educational achievement of black Americans has not kept pace with improvements to educational facilities. Moreover, there is a smaller pool of African-American students going to college, although recent statistics indicate that the percentage is increasing after a 10-year decline. After Brown, many African-American teachers and administrators left the teaching profession. A 1979 study by Samuel Etheridge showed that from 1954 to 1972, more than 39,000 African-American teachers lost their jobs.

Ivy Rios, southern regional coordinator for bi-lingual education and equity issues, says without question, bright and qualified minorities are attracted to businesses that pay much higher dividends. “However, some minorities who may be qualified have trouble getting their foot in the door, simply because minorities are often perceived to be unqualified and inferior,” she said.

Without question, minorities are choosing other attractive career fields that pay far beyond the salary of an educator. Author Mary Hartwood-Futrell, a minority career educator entered the teaching profession in the early 1960s. At that time, the author pointed out that teaching was one of the few professions open to minorities.²⁶ Today, however, fewer students, including minorities, are pursuing teaching as a career. Some argue that the strongest reason for the loss of African-American teachers is that civil rights and affirmative action legislation opened up more lucrative career avenues for people of color. African-American students began moving away from education majors

²⁶ Futrell, Mary Hartwood, "Recruiting Minority Teachers," *Educational Leadership*, May 1999, pg. 30.

and heading toward engineering and science, according to a 1990 study by James Blackwell.²⁷

According to the National Center for Education Statistics (1997), in 1971, 21 percent of all college students were enrolled in education programs. By 1994, that figure had dropped to 9 percent. Even though almost half of African American teachers are graduates of historically black colleges and universities, these institutions lost 40 percent of their teacher education enrollment from 1977 to 1986.

Author Michael B. Webb found that many black colleges and their departments of education faced losing their accreditation because a prescribed percentage of graduates fail to pass the competency tests. Legal mandates for competency testing teacher candidates over the past two decades have greatly reduced the number of African-American teachers. Competency tests measure things like basic academic skills, professional knowledge and academic knowledge related to a discipline.²⁸

Webb points out that competency tests cannot predict the success or failure of a teacher; they aid primarily in holding teachers accountable. Leading test makers, such as Educational Testing Service, have acknowledged that there is little research to support the relationship between good teaching and test performance. However, many states continue to use exams such as the National Teachers Examination and other state-developed exams to certify teachers. In states with competency testing, failure rates for Blacks and other minorities are two to 10 times higher than those of whites. Two critical conditions have been cited as reasons for the minority test failure rates: lack of interest in

²⁷ Larke & Larke, pg. 40.

²⁸ Webb, Ed.D., Michael B., "Increasing Minority Participation in the Teaching Profession, ERIC Digest, , Number 31, April 1986

teaching on the part of many well-qualified minority students who could easily pass the tests and the general failure of education to teach minority students.²⁹

Minority students from economically disadvantaged backgrounds aren't acquiring the academic background, skills, and knowledge that are prerequisites to succeeding in college. The implications of the failure of our schools to ensure quality-learning opportunities are long-term. Futrell says one of the issues before us is how to create and sustain a pool of candidates, especially students from minority groups, who can meet the new, more rigorous academic requirements of teacher preparation, licensure, and practice. For minority students, another deterrent to college is oftentimes the family income. While the secondary school graduation rates of minority students increased between 1975 and 1983, they haven't been matched by an increase in college attendance.³⁰

In sum, the central problem, writes Patricia Albjerg Graham (1987), "is that Blacks in the U.S. aren't getting as good an education as whites are."

Further research indicates that minority teachers are much more likely to leave the teaching profession than are majority teachers.³¹ "Psychologically, Black faculty often find themselves in work environments that aren't fully supportive. Prejudice and discrimination remain as obstacles, and for many the lack of mentoring, at any level, is a reality," according to the Faculty Job Satisfaction study conducted by The George Washington University in 1992. Nearly 30 percent of all new teachers quit before they

²⁹ Webb, Ed.D, Micheal B., pg. 3.

³⁰ Donnelly, Margarita, "Training and Recruiting Minority Teachers," ERIC Digest, No. EA29, 1988.

³¹ Kauffman, Dagmar, "Successful Minority Teacher Education Recruitment Programs," ERIC Digest, 1988.

hit the five-year mark. A good number of teachers leave because of job dissatisfaction. Just as many career and technical education students learn best through hands-on learning, new teachers must have effective, hands-on experiences to prepare them for successful careers.³² Other reasons for leaving included lack of recognition, student discipline problems, poor student motivation and poor salary. Many African-Americans left the profession because they were demoted and placed in teaching assignments for which they weren't certified. As a result, many were forced to retire or seek other employment as many failed at retaining additional certification and meet stringent standards, according to Samuel Etheridge.³³

Dr. Willie Carter, a psychologist for the Vineland Public School District, stated that many school districts report the critical shortage of minority teachers; however, the desire to implement a plan to reverse the trend lacks true commitment. While serving as a Williamstown Board of Education member for two terms, Dr. Carter and several minority board members in Gloucester County recommended a plan of action to increase the pool of minority candidates. "In 1997," said Carter, "less than 2-percent of teachers in Gloucester County were minorities." To increase the numbers, the minority group wanted to hire a diverse team of independent consultants to study the problem, outline resolution steps and design a trading mechanism. Consultation fees were to be divided evenly among districts that would benefit from the service. Although the plan received merit from the Superintendent's roundtable, it was never put into effect; the lack of funds was identified as the reason. In the end, the district decided to continue its old practice of attracting minorities.

³² Backes, Charles E. and Lora S., "Making the Best of a Learning Experience," Techniques, May 1999.

³³ Larke, Jr. Alvin, Patricia J., pg. 39.

Robert Bates, a retired African-American industrial arts teacher, says a Black professional from Cheyney University encouraged his career selection. "Finding Black educators to serve as mentors and as recruiting agents is key to attracting minorities to teacher education programs," he emphasized. He also shared what he believes to be obstacles for minorities in addition to people dismissing the need for diversity. He pointed out these two obstacles: (1) Language or regional dialect spoken by some Blacks. (2) Blacks feel they have to be overqualified to get an entry-level job or teaching offer. "The first hurdle cited can be corrected with some coaching. The latter is more difficult to overcome, since it's a matter of mindset or ignorance of the powers that be," said Bates.

Finding Minorities to Fill Vocational Teaching Positions

In Pennsylvania, the average turnover for all vocational-technical teachers is about 900 annually. Faculty replacements come from parallel degree programs, business, industry and the trades. Many of the recruits, however, need a professional development program. Unable to meet full certification requirements, they obtain temporary or emergency certification to teach. This applies particularly in cases where technology calls for innovation, advanced skills and exploration of new technical fields. It also affects those in trade and industrial specialties that require long periods of development or apprenticeship to master skills.³⁴ Currently, nine teachers working for the Gloucester County Vocational-Technical School District are fulfilling teaching requirements through

³⁴ Baker, George and Walter, Richard, "The New Teacher," Vocational Education Journal, January 1996.

the alternate certification route. The alternate certification process allows people with advanced degrees to become teachers without getting another degree; however, this route requires a lot of involvement from the district. “Nine teachers means nine mentors, which, equal 81 conferences with the administration for the year,” said Victor Morella, GCIT superintendent.

The alternate certification route requires a support team to supervise and mentor the teacher. At GCIT, vocational teacher candidates who possess a Certificate of Eligibility with Advance Standing (CEAS) must undergo nine evaluation sessions with a formal documented performance review before a permanent certificate can be issued. Vocational teachers who go this route don’t have to take the National Teachers Examination, which as pointed out in this chapter, is often a stumbling block for minorities.

Typically, non-degreed secondary vocational teachers have gone directly into a trade, an apprenticeship program or military service training after high school. They do not have a college degree or traditional academic teaching preparation and may be older than the typical teacher with a degree.³⁵

Almost all states require non-degreed public secondary and adult vocational teachers to have at least three years of full-time relevant occupational employment experience. “Our district requires that the right candidate for the job has six years of non-duplicated experience; other districts may require more or less, the decision lies with the superintendent,” said Morella. Those with an associate degree are required to have two

³⁵ Olson, Susan J., "A New Source For Teachers," Vocational Education Journal, September 1993, pg. 36.

to three years of work experience and those with a baccalaureate degree typically need to have only one to three years of pertinent occupational experience.³⁶

The New Jersey Department of Education provisional teacher licensure process for vocational teachers lists three steps for first-year teachers to complete the provisional teacher program in the following fields: agricultural, allied health, technical, and production, personal or service occupations, practical nursing, skilled trades, and vocational arts/dance.

Step 1: Certificate of Eligibility (CE) allows the teaching candidate to seek and accept employment. It requires at least four years of successful work experience or a baccalaureate degree from an accredited college or university with an academic major in the relevant trade or occupation as approved by the employing district and the NJ Department of Education.

Vocational candidates who completed a state approved college teacher-training program will receive the CEAS.

Step 2: Provisional License: This license legalizes employment and allows the holder to work in the classroom for one year. The applicant is registered in the provisional teacher program and holds a CE or CEAS. The applicant receives support and supervision from district that offered employment.

Step 3: Standard License is received when the holder has successfully completed the program while serving under a provisional license during the first year of employment. The teacher is then able to serve without condition in all of New Jersey's public schools. For more, visit the NJDOE's website at www.state.nj.us.

Persons recruited for vocational-technical teaching from business and industry often take sizable salary cuts, but they may make the switch out of a desire to share their expertise with others, even though inadequate salaries often are cited as the reason for leaving teaching. However, New Jersey's public schools have the second highest average teacher salary in the nation (\$51,193).³⁷

³⁶ Olson, S., et. al.

³⁷ Stern, Robert "State Could Face Teacher Shortage," Gloucester County Times, April 23, 2000.

Victor C. Morella, GCIT Superintendent, says there are many reasons for leaving the industry to teach. “Some people who are good at what they do would rather use their expertise to help others, especially young people; other incentives include excellent teaching pensions that are usually better than those earned in the private sector.” Morella also pointed out that salaries for entry-level vocational-technical teachers are typically higher than teachers who begin working for traditional public schools.

Affirmative Action

Title VII of the Civil Rights Act of 1964 prohibits discriminatory actions in employment based on race, color, religion, sex, or national origin. Affirmative action programs and plans in New Jersey are an attempt to overcome patterns of discrimination. However, many groups and individuals, both pro and con, believe affirmative action has done little to provide equity for minorities. Affirmative action, however, has opened doors for many of today’s middle and upper class African Americans who now have the freedom to pursue avenues that were not always available to them.

Though the intent of this research project isn’t affirmative action, the author has reviewed many arguments that support mending affirmative action programs that would serve to eliminate the national minority teacher shortage. Under the old and initial guidelines, minorities and women were given special consideration in employment, education and contracting decisions. Institutions used recruitment, set-asides and preferences as ways of achieving diversity. Today, these radical measures aren’t necessary to achieve inclusion. Districts must simply recognize the value in providing diverse role models for students who attend public schools.

In New Jersey, set-asides are illegal. “We encourage school districts to act in good faith and correct weaknesses where they lie,” shared Ivy Rios, Southern Regional coordinator for bi-lingual education and equity issues. While districts aren’t forced to increase their minority pools through mandated affirmative action programs, administrators are strongly encouraged to do so. Rios noted that in many instances, school districts try hard to recruit and hire minority teachers. “We look at the intent of the district,” she said. Sometimes districts cannot achieve their goals and objectives because of several factors. One obstacle is that top qualified minorities are getting lured away by better paying districts or jobs.”

On the other hand, Rios cautioned, affirmative action can be harmful, although the intent is to provide equal access. “Some individuals believe that anyone who made it because of affirmative action is less than qualified.” This perception often builds resentment among other groups who feel they are being robbed of promotions and jobs.

One educator who helped form an alliance to recruit minority teachers said hiring minority teachers is more than matching the percentage of minority teachers to the percentage of minority students in a school. The author asserts that children of all races and ethnic backgrounds need to see role models of all races and ethnic groups who are qualified to fill the role.

Mending affirmative action, along with diversity training, may be all that’s needed to help other groups understand that affirmative action works and that it’s intended to serve those who are often discriminated against because of skin color or gender.

In Texas, affirmative action is on the mend. Last year, according to an editorial written by Lani Guinier for the *New York Times*, a federal court outlawed consideration

of race in higher-education admissions in Texas. At the time, the state used affirmative action criteria, high school grades and Scholastic Assessment Test scores to decide admissions. After the federal ruling, a group of professors and minority lawmakers lobbied the state legislature to adopt the 10 percent plan, which eliminated the S.A.T scores for Texas high school students in the top 10 percent of their class. These students were automatically accepted to either the University of Texas at Austin or Texas A & M University. As a result, seven percent more black and twenty-one percent more Mexican-Americans were admitted under the mended affirmative action plan. In addition, more white students from rural Texas who didn't perform well on the S.A.T., but held the top-ten status, were admitted.

Districts must act in good faith and hire minorities to fill underrepresented areas. They must also be committed to inclusion - beginning in our primary schools where statistics show minority students achieve significantly lower on tests and classroom performance than white students.

How can districts, through affirmative action, solve the minority teacher shortage? While there are many public relations practices and recruitment techniques, districts must be committed to achieving diversity. While there is no law in New Jersey that forces districts to increase their minority pool, administrators must have a sincere desire to do it themselves, say affirmative action proponents.

CHAPTER III

DESIGN OF THE STUDY

This research project began with an interview of the human resources department at the Gloucester County Vocational-Technical School District. The initial probe revealed the challenge of attracting minority teachers. Further information on this subject was obtained through an on-line catalog search at Rowan University library and interviews with minority and vocational educators. A database search using keywords “vocational education,” “recruiting minority teachers,” and “minority teachers in vocational education,” yielded various results, with the latter providing significant information. The ERIC database, webspirs, Yahoo! and YALE databases, along with various links to sites such as Ethnic NewsWatch, and the US Department of Education, provided access to research conducted by others on related topics.

The author also mailed a personnel recruitment survey to all 21 county vocational school superintendents in New Jersey. The survey was designed with assistance from Victor C. Morella, GCIT superintendent, who also wrote a cover letter. The questions were then pre-tested in the graduate seminar class, under the direction of Dr. Don Bagin. Thirteen questions pertaining to the number of minority staff and students, advertising channels used by each district, and hiring practices were asked. Two follow-up letters were necessary, since nine superintendents did not return the survey. More than 57% of the superintendents responded. Several interviews with Morella granted information regarding vocational teaching certification requirements, relevant articles, and other valuable resources. In addition, Arlene Powers, personnel director, and Carol Lesser, administrative assistant to personnel, shed light on hiring practices and affirmative action.

The author also contacted several minority leaders, teachers and educators through phone and in-person contact to uncover their attitudes and perceptions about the workplace and what they deemed important considerations that may attract and retain minority personnel. Questions included: What can districts do to make professional teaching ambitions possible for minorities? What are your reasons for teaching/or wanting to teach? What issues are most important to you when considering making application to a district? What recommendations would you offer to help schools recruit minority teachers? Have you ever applied or considered applying to vocational technical schools? Why or why not? What are the rewards of teaching?

Robert C. Bates, a retired teacher who taught industrial arts education for more than 30-years, offered suggestions on how to fix the minority teacher shortage. The author also contacted Dr. Willie Carter, a psychologist for the Vineland Public School District, who was a member of the Williamstown Board of Education for two terms. Dr. Carter shared advice on how to attract minority teachers, based on his experience in helping local schools increase their minority candidate pool.

The author also reviewed various articles that outlined recruitment practices occurring in schools nationwide.

Through survey responses, interviews with minority professionals, and through research, the author concluded that the need for minority teachers is critical. The author has drawn conclusions, tabulated results and has made recommendations based on the information gathered for this study.

CHAPTER IV

RESULTS OF THE SURVEY

The study was conducted with the assistance of New Jersey vocational school superintendents who were surveyed regarding the number of minority faculty. All 21 county vocational school chief administrators received a written survey by mail. Of the 21 surveys mailed, 12 responses were returned.

- (1) How does your district advertise new teaching positions? Check all that apply.

RESPONSES:

<u>#</u>	<u>%</u>	
12	100	Newspaper
8	67	The Internet/Job websites
3	25	Minority organizations/publications
3	25	College Job Fairs
0	0	Radio/TV Ads
		Other, please specify:

Two districts included these responses in the other category:

1-In-house postings

1-Word-of-mouth

- (1a) Which two of the six channels from question # 1 does your district use most?

1) **12 or 100% rely upon the newspaper** 2) **8 or 67% use the Internet**

One district noted that four of the six advertising channels from question number one are used at all times when posting openings:

Newspaper
Internet
Minority Organizations/publications
College job fairs/postings.

- (2) What are the most important criteria when selecting new staff? Number your responses in the order of importance. One being the most important, eight being the least important.

Rank	Average in area of importance	
#1	2.5	Knowledge of subject matter
#2	2.6	Attitude
#3	2.9	Enthusiasm
#4	4.0	Prior teaching experience
#5	5.08	Minority representation
#6	5.6	Grade point average
#7	5.7	References
None Identified		Other

- (3) Based on your October 15, 1999 enrollment report, the total number of full-time & shared-time high school students enrolled in your district:

<u>District</u>	<u>Total Student Population</u>
#17	464
#18	700
#21	1615
#19	789
#7	896
#8	487
#6	1785
#9	1366
#15	314
#13	720
#2	872

#20	1072
<u>Total Student Population</u>	<u>11,080</u>

(4) **Based on your October 15, 1999 enrollment report, the number of minority students:**

***Key**

- African-Americans (AA)
- Hispanics (H)
- American Indian/Alaskan Native (AI)
- Asian/Pacific Island (AP)
- Other (O)

<u>District</u>	<u>Total Pop.</u>	<u>(Minority Students by Race)</u>			
		<u>(AA)</u>	<u>(H)</u>	<u>(AI)</u>	<u>(AP)</u>
#17	464	59	65	1	13
#18	700	35	56	0	9
#21	1615	454	107	2	20
#19	789	261	81	0	46
#7	896	229	76	5	9
#8	487	4	4	2	1
#6	1785	320	575	0	35
#9	1366	192	460	53	136
#15	314	86	14	0	1
#13	720	7	8	0	5
#2	872	40	65	4	273
#20	<u>1072</u>	<u>151</u>	<u>26</u>	<u>21</u>	<u>9</u>
Total	11,080	1838	1537	88	557

Total Caucasian Student Population: 7,060 or 63.7% of total population

16.6% of total population is African American

13.9% of total population is Hispanic

0.8% of total population is American Indian/Alaskan Native

5.0% of total population is Asian/Pacific Island

Total Minority Student Population: 4,020 or 36.3% of total population

45.7% of minority population is African American

38.2% of minority population is Hispanic

2.2% of minority population is American Indian/Alaskan Native

13.9% of minority population is Asian/Pacific Island

- (5) Has the percentage of minority students increased or decreased in the last two years?
- Seven districts reported an increase in the minority student population over the last two years, averaging a 15% jump.
 - Three districts reported a decrease in the minority student population, averaging a 7% drop.
 - Two districts did not respond to this question.
- (6) How many full-time certified teachers and administrators does your district employ?
- (7) How many certified teachers and administrators are minorities? (use 0 for none)

See the following chart for responses to questions #6 & #7:

<u>District</u>	<u>Full-time Total</u>	<u>Full-time Minorities</u>	<u>% of Minorities</u>
#17	111	1	.9%
#18	44	3	6.8%
#21	186	12	6.5%
#19	72	7	9.8%
#7	43	3	7.0%
#8	27	0	0%
#6	252	15	6.0%
#9	148	30	20.3%
#15	44	4	9.1%
#13	84	0	0%
#2	270	17	6.3%
#20	<u>66</u>	<u>2</u>	<u>3.0%</u>
	1347	94	7.0%

(7) How would you describe your search for minority teachers?

12 Responses as follows:

4 very difficult 6 difficult 2 somewhat difficult 0 not difficult

(8) What do you believe to be the main reason for the lack of minority teachers?
Please rank in order of their influence (1-6)

#1	1.3	lack of applicants
#2	2.4	qualified minorities enter other job markets
#3	3.5	no teaching experience
#4	3.6	teaching salaries aren't attractive
#5	3.8	lack of qualifications
#6		Other*

5 Districts cited other* reasons for the lack of minority candidates:

-Geographic area

-Type of school

-Lack of industrial experience

-Language barrier

-Discrimination

(9) How many new teachers have been hired in your district in the last two years?

**** See table on next page for response to question 9**

(10) How many of the new hires were: (use 0 for none)

**** See chart on next page for responses to questions 10 & 11**

***Key**

African-Americans (AA)

Hispanics (H)

American Indian/Alaskan Native (AI)

Asian/Pacific Island (AP)

Other (O)

Minority hires

District	Total new hires	AA	H	AI	AP	O
#17	25	0				
#18	0					
#21	25	1				
#19	18	1	2			
#7	5	0				
#8	5	0				
#6	54	5	6		1	
#9	21	1				5
#15	10	1	1			
#13	14	0				
#2	76	2	1	1	2	
#20	$\frac{16}{269}$	$\frac{1}{12}$	$\frac{1}{11}$	$\frac{1}{1}$	$\frac{1}{3}$	$\frac{1}{5}$

- (11) **What recommendations would you offer to increase the number of minority teachers?**

Five districts recommended the following:

- 1. College recruitment**
- 2. Career awareness activities in urban areas to promote educational careers.**
- 3. Advertise in minority related publications.**
- 4. Better advertising campaign. Need a more plentiful employment pool!
Difficult to find qualified teachers of any type at this time.**
- 5. Active recruitment and exposure to the profession.**

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The author of this study examined the critical shortage of minority teachers in New Jersey's vocational schools. The author conducted research to investigate the reason for the shortage and what vocational schools are doing to reverse this alarming trend.

Before conducting formal research, the author theorized that minority teachers are scarce, in spite of the increasing number of minority students enrolled in New Jersey's vocational schools. The author surmised that in general, the methods used by vocational administrators to attract minority candidates are ineffective and in some instances, lacking true commitment.

All 21 county vocational school superintendents received a survey by mail. Twelve surveys were completed and returned. The survey was designed to ascertain the severity of the underrepresentation of minority vocational teachers in New Jersey. Questions pertaining to the number of minority students and teachers, factors that attributed to the shortage and criteria deemed important when selecting new teachers, were asked.

The survey also sought recommendations from districts that actively pursue minority-teaching candidates.

Findings and Conclusions

Responses from the surveyed vocational school superintendents were tabulated and analyzed.

Survey results present the following:

One hundred percent of the surveyed schools advertise teacher positions in the newspaper. Sixty-seven percent of respondents utilize the Internet to advertise openings. College job fairs/postings and minority publications/organizations are channels used by just 25 percent of those surveyed. Zero percent of the schools responding choose radio or television advertisements. Two districts noted other methods, which included in-house postings and word-of-mouth communication. One district stated that the following four channels are used whenever an opening is announced to the public: newspaper, Internet, minority organizations/publications and college postings/job fairs.

In its search to find suitable candidates, districts ranked knowledge of subject matter as the most important criterion in selecting new staff. Attitude and enthusiasm followed closely behind, with prior teaching experience ranking fourth. Minority representation ranked #5, grade point average #6 and references ranked last.

In the area of student population, 11,080 students attend the 12 vocational schools responding to this survey. Of that number, 63.7% are Caucasians and 36.3% are minorities. African-American students make up 16.6% of the total population, but are the most represented among the minority population (45.7%). Overall, 13.9% are Hispanic students who make up 38.2% of the minority population. Asian/Pacific Islanders make up five percent of the total population, but account for 13.9% of minorities. American Indian/Alaskan Natives accounted for the least amount of the total student population (.8%) and just 2.2% among minorities.

Seven out of 12 districts reported an increase in the minority student population. The average increase was 15%. Three districts reported a decrease in the minority student population, an average loss of 7%. Two superintendents did not respond to this question.

Research supports the low number of minority faculty in New Jersey's vocational schools. More than 1,340 full-time teachers and administrators work for the 12 vocational schools. However, ninety-four or 7% of the total number of full-time certified teachers are minorities. African-American and Hispanic teachers registered below 5%, although African-American and Hispanic students collectively made up more than 30% of the total student population. Both African-American and Hispanic students accounted for 83.9% of the total minority student population.

Many factors are attributed to the shortage of minority teachers. Superintendents ranked the lack of applicants as the #1 reason for the critical shortage. Qualified minority candidates entering other job markets was ranked the #2 problem, followed by no teaching experience (ranked #3), teaching salaries being unattractive (#4) and the lack of qualifications ranked #5. Five districts cited other reasons for the lack of minority candidates, including: geographical area, type of school, lack of industrial experience, language barrier and discrimination.

All districts reported several openings in the area of teaching. Collectively, districts hired 269 teachers over the last two years. Minorities filled 32 or approximately 12% of positions. Further breakdown of teachers hired shows that 12 openings went to African-Americans, 11 to Hispanics, one to American Indian, three were filled by Asians, and 5 by "other." Moreover, Less than 5% of African Americans teachers were hired, while Hispanics filled just 4% of teaching positions. American Indians registered at

.04%, while 1.1% of new hires were Asians. In the other category, 1.9% accounted for new hires in the last two years.

Recommendations offered by the districts to increase the number of minority teachers were few. The following five recommendations were offered: (Seven districts offered no suggestions)

- Recruit at the college level.
- Provide career awareness activities in urban areas to promote educational careers.
- Advertise in minority related publications.
- Better advertising campaign to generate a larger employment pool.
- Active recruitment and exposure to the profession.

The results of this survey maintain the following:

1. The number of minority teachers is in critically short supply.

The number of minority teachers in vocational schools does not reflect the diverse population. Minorities filled just 32 of 269 (12%) faculty openings over the last two years.

2. Minority students account for more than 36% of the student population.

In 1994, The National Commission on Teaching and America's Future predicted 30 percent of the total student population would be minority students.

3. Most vocational districts use ineffective and weak methods to attract minority candidates. Survey results show that only 25 percent of schools advertise in minority publications or advertise through minority organizations. More than half of the surveyed districts use the Internet and newspaper only.

4. Role models for minority students are virtually non-existent. More than 36% of students are minorities. Just 7% of teachers are minorities. Many students believe the absence of minority faculty parallels their own low status in the school setting. Minority students feel more comfortable speaking to persons with the same cultural and social background and ideologies.

5. Minority representation is not a top priority for surveyed school districts. When asked (to rank in order of influence) the most important criteria in selecting new staff, minority representation ranked #5 out of seven criteria. Results of the survey show that recruitment practices are weak, ineffective, and/or indifferent.

Recommendations

Based on the survey results and findings, the author suggests the following recommendations:

Making a Commitment

To achieve diversity, superintendents and boards of education must make a commitment to reverse the critical lag in minority teachers. No recruitment plan will work if true commitment is absent. The chief of schools must secure the support of all departments in any given district to accomplish such a task.

Minority Outreach

Appoint a staff member, such as the public relations person, personnel director or affirmative action officer to identify minority leaders in the county to establish

regular and on-going communication concerning mutual needs and interests. In addition, districts must:

- Advertise openings in minority publications, ethnic yellow pages, and websites.
- Notify black college/universities by mail, fax or the Internet, of openings if the school district cannot participate in on-site recruitment.
- Any electronic or print materials designed by the district must include a diverse representation of students and staff if at all possible. Excluding minorities implies that the district is indifferent, insensitive, or not in keeping with today's multicultural venue.
- Participate in minority career awareness days, minority fairs and exhibits in your county. Be visible and get involved.

Roadblocks to Eliminate

1. When writing ad copy to announce an opening, eliminate the word “best” from qualified. The words qualified will likely encourage more worthy and talented minority candidates to apply. Furthermore, a good teacher doesn't need the qualifications of a brain surgeon, but should possess a sincere desire to help others succeed in life. It's also very important to secure a mentor and supporters of new minority teachers.
2. Vocational superintendents must also keep in mind that many trade and industrial teachers do not have degrees. Although other criteria must be met, there's no universal standard governing the certification of vocational teachers. Superintendents have the option to write a job description to match

the experience of a talented minority, provided mentoring and support is available. Many potential candidates, if offered employment, will take the alternate route without having to take the National Teachers Examination or NTE (a noted stumbling block for many minorities and persons in general). It's important to communicate this information to increase your pool of potential candidates.

3. If the district is in need of funds to implement a tangible recruitment plan, here are some suggestions to get the money needed to reach the goal:

- ✓ In some states, the teachers union and/or the National Education Association provides grant money for diversity training materials, recruiting, and advertising. Check with the local organization.
- ✓ Form a consortium and share the cost to recruit minority candidates with other districts who are committed to change.
- ✓ The New Jersey vocational superintendents' roundtable can pool their resources including the necessary funds to establish a radio or television advertising campaign targeting minorities. For most schools, radio and TV ads are cost prohibitive; however, the cost to reach thousands is affordable, especially when resources and funds are pooled.

Internal Strategies

Provide diversity training to staff and create a welcoming climate for new teachers. Explain to faculty members the benefits of a diverse staff and why recruiting

minority teachers are important. It's also imperative to address affirmative action and what it means today. Members of the staff should be made aware of the no quota policy in New Jersey. Though our world has changed significantly since the 1960s, many people hold on to the belief that minorities aren't qualified simply because of their skin color. In addition, the perception that minorities are granted positions because of affirmative action (the old quota-based system) still persists. It's up to the administrators to dispel these myths to create a supporting environment for new minority faculty.

How To Find Qualified Minority Candidates

Develop a candidate pool of talented minorities through a tangible partnership with high schools, junior/community colleges, technical schools and military bases. A placement officer or career counselor can notify the vocational school of potential candidates.

Furthermore, vocational recruitment personnel should seek assistance from outplacement and employment service agencies.

Moreover, advertise in trade publications, business journals, and newspapers targeting mid-career professionals, displaced professionals due to downsizing, and retired military personnel to fill openings.

Other Recruitment Strategies to Consider

A recruitment plan should begin the preceding year of anticipated openings. Since many teachers are hired during the months of June, July, and August, recruitment activity should occur in August or September. No matter which channel you choose to

target minority teachers, the following incentives must be a regular feature in your advertisement:

- Teaching is an honorable profession
- Excellent pension and benefits
- Summer recess, paid holidays and sick days
- Possible incentives or signing bonuses, relocation expenses paid for exceptional candidates.

Oftentimes, the aforementioned benefits are overlooked. Messages must appeal to professionals who are tired of the fast-paced work world, leaving little time for leisure and family activities.

Recommendations for Further Study

The author recommends a thorough examination of other minority recruitment plans that are working in our nation's schools.

March 27, 2000

Dear,

At the Gloucester County Institute of Technology we're looking at various ways to expand our recruitment process to attract a more culturally diverse student and staff population. Carole Thornton, a member of our public relations department, is currently researching these issues as part of a thesis graduate project for Rowan University. I am asking for your help in completing a survey regarding recruitment of personnel.

As one of 21 county vocational schools in the state, you may or may not have experienced the difficulty in attracting certified teachers to your district, particularly minorities. Knowing how you view the importance of these problems and the solutions to be considered is vital to vocational school recruiters and those in your community.

You may be assured of complete confidentiality. Survey responses will be published for academia purposes only. The questionnaire has an identification number for mailing purposes only. A copy of the completed thesis will be mailed to your district in July 2000.

Carole will be happy to answer any questions you may have about this study. Please e-mail her at Cthornton@gcit.org or phone her at work (856) 468-1445, X2117 or at home (856) 881-3226 (you may call collect). Please return the completed survey in the stamped envelope provided. Your participation is greatly appreciated.

Again, thank you for your assistance!

Sincerely,

Victor C. Morella
GCIT Superintendent

Cc: Carole Thornton

PERSONNEL RECRUITMENT SURVEY

Many school districts nationwide reported difficulty filling teaching positions. Nontraditional and vocational/technical teachers, particularly minorities, were among the hardest positions to fill. While there are many reasons for the teaching shortage, please tell us how this national crisis impacts your district. The name of your district will be kept confidential. **THANK YOU in advance for completing this survey.**

(6) **How does your district advertise new teaching positions? Check all that apply.**

- | | |
|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> College Job Fairs |
| <input type="checkbox"/> The Internet/Job websites | <input type="checkbox"/> Radio/TV Ads |
| <input type="checkbox"/> Minority organizations/publications | <input type="checkbox"/> other, please specify: |

(1a) **Which two of the six channels from question # 1 does your district use most?**

#1 _____ #2 _____

(2) **What are the most important criteria when selecting new staff? Number your responses in the order of importance. #1 being the most important, #8 being the least important.**

- | | |
|--|--|
| <input type="checkbox"/> Grade point average | <input type="checkbox"/> Knowledge of subject matter |
| <input type="checkbox"/> Attitude | <input type="checkbox"/> Enthusiasm |
| <input type="checkbox"/> Prior teaching experience | <input type="checkbox"/> References |
| <input type="checkbox"/> Minority representation | <input type="checkbox"/> Other, please specify: |

(3) **Based on your October 15, 1999 enrollment report, the total number of full-time & shared-time high school students enrolled in your district:**

(4) **Based on your October 15, 1999 enrollment report, the number of minority students:**

African-Americans _____

Hispanics _____

American Indian/Alaskan Native _____

Asian/Pacific Island _____

Other _____

- (5) **Has the percentage of minority students increased or decreased in the last two years?**

Increased by _____% Decreased by _____%

- (9) **How many full-time certified teachers and administrators does your district employ?**

_____ teachers _____ administrators

- (7) **How many certified teachers and administrators are minorities? (use 0 for none)**

_____ teachers _____ administrators

- (7) **How would you describe your search for minority teachers?**

___ very difficult ___ difficult ___ somewhat difficult ___ not difficult

- (9) **What do you believe to be the main reason for the lack of minority teachers? Please rank in order of their influence (1-6)**

_____ qualified minority candidates are entering other job markets

_____ teaching salaries aren't attractive

_____ lack of applicants

_____ lack of qualifications

_____ no teaching experience

_____ other, please specify:

(10) **How many new teachers have been hired in your district in the last two years?**

_____ 1998/99 _____ 99/2000

(11) **How many of the new hires were: (use 0 for none)**

____ African-Americans ____ Hispanic ____ American Indian

____ Asian ____ Other

(12) **What recommendations would you offer to increase the number of minority teachers?**

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