This study examines the tight job market for teachers and other education professionals in Michigan and the United States. Expanding employment possibilities can be achieved by an awareness of market trends and a willingness to be flexible. Flexibility includes broadening one's scope, developing expertise in high demand subject areas, expanding geographical considerations and being willing to relocate to regions undergoing teacher shortages, seeking employment in private or parochial schools, extending coaching options, and willingness to supervise extracurricular activities. A series of tables display U.S. and/or Michigan public school statistics including: the number of teachers prepared and employed in Michigan; enrollment figures; new births by year; new retirements; new hires; anticipated employment of classroom teachers; teacher and other professional staff changes by gender and racial/ethnic origin; average salary of classroom teachers 1990-91; high demand subject areas; qualities desired in recent graduates; and percentage changes in public school enrollment from fall 1985 to fall 1990. (LL)
In Michigan and the United State 1993

compiled by
MICHIGAN STATE UNIVERSITY, CAREER DEVELOPMENT AND PLACEMENT SERVICES
COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE

By L. Patrick Scheetz, Ph.D.
Institute Director
and
Katie Slade
Research Assistant

The job market for more than 2,000,000 teachers and other education professionals nationwide is rather discouraging. According to Recruiting Trends 1991-1992: Survey Supplement for Elementary and Secondary School Systems, a survey of 303 elementary and secondary school districts nationwide, the 276 school districts reportedly hiring for the 1991-92 school year expect to see a considerable decrease for 1992-93 (Scheetz 1992b). This statistic is quite disheartening, but the picture is even more competitive for those hoping to teach in Michigan. The future of educational reform in the state is currently in question, and the economic systems cannot be overlooked — of the 5,398 Michigan certificates granted to new teacher education graduates, 3,066 new graduates found teaching jobs in the state. Therefore, anyone hoping to find employment in Michigan's educational system needs to closely examine his or her focus and consider alternative routes. For example, if prospective Michigan teachers are more willing to relocate after completing their education, they may find employment in many of the geographical areas currently struggling with teacher shortages. While the overall outlook for teachers in the United States is discouraging, there are still many regions in need of new teachers; the key is to discover those areas and direct your attention appropriately.

There is considerable hope for minority applicants because of the fact that there is a definite need for minority teachers in most regions of the country. Also, there are certain subject areas where teachers are badly needed. If a prospective teacher pays attention to these factors and remains flexible in his or her job search, the chances of finding employment will greatly increase.

Some relief may also be found in Michigan parochial and private schools. Together, these schools employ about 10,000 teachers, and approximately 500 to 600 new teachers are hired by these sources each year.

Regardless of these few openings, the best hope for new teacher education graduates is still most likely found in other states. The oversupply in Michigan may be due to an unwillingness of newly educated Michigan teachers to relocate; therefore, if more take advantage of the opportunities in other states, Michigan's excess supply may slowly diminish.

Although the national outlook is dreary, opportunities indeed exist in several geographic regions. For example, according to a study conducted by the Association for School, College and University Staffing, Texas, Oklahoma, Alaska, and Louisiana have a "balance to some shortage" of teachers. Similarly, California, Nevada, Utah, and Arizona, though not as high in demographics and layout by Neal Lao
mand, also have a shortage of teachers (Nicholas 1992). There is also some hope in certain Western and Southern states: in 1991, Colorado added $70 million to its state education budget; Idaho added 1,000 teachers to its educational system for the Fall of 1991; Washington proposed a 12 percent increase in educational spending; and of Spring of 1991, officials in Louisiana had been trying to increase teachers' salaries since 1988; and Georgia and Arkansas, expected to see "few, if any teacher layoffs" in the near future (Mitgang 1991).

Despite these more encouraging statistics, however, several states’ circumstances mirror those of Michigan. For instance, California officials proposed a $2 billion cut in school funding in 1991; New Yorkers faced a possible $893 million cut in funding; teachers expected to see approximately 4,000 to 6,000 layoffs in the Fall of 1991; in Florida alone; approximately 1,500 teachers in Minnesota were expecting layoffs for the 1991-92 school year; and, despite the 2,000 Massachusetts teachers who lost their jobs in 1990, the 1991-92 school year was predicted to be "a great deal worse" (Mitgang 1991). In Los Angeles, teachers are being asked to take a 17.5 percent cut in pay and a 4 percent cut in health benefits and, nationally, the 3.6 percent rise in public school teachers’ salaries is "the smallest percentage increase in 27 years," according to the American Federation of Teachers (Teacher salaries inch up 1992).

The scenario for minority teachers in Michigan and the United States is far from discouraging. In fact, school districts are facing difficulties in their attempts to recruit minorities interested in teaching, despite the overwhelming need for minority representation in the classroom. The percentage of K-12 students who are minorities in Michigan—22.2 percent—is more than double the percentage of teachers who are minorities—10.7 percent. Similarly, on a national level, the percentage of K-12 minority teachers is a mere 10.3 percent, while 28.7 percent of the nation’s students are minorities (Gutierrez 1991).

According to a recent study conducted at Michigan State University’s Collegiate Employment Research Institute, various school districts throughout Michigan are implementing programs for the identification, recruitment, and retention of minority teachers and other professionals. Of the 243 school districts responding to the question in Demand for Teachers in Michigan 1990-91 regarding minority recruitment, 103 percent reported having programs. These programs included "active on-campus recruitment visits; posting of job openings; networking with regional teacher placement officers (GLASCUS); attending teacher fairs at nearby universities; interviewing all applicants to the districts; and networking among community leaders, professionals, church groups, and minority caucus groups." Other tactics involved invitations to all candidates, specifically minorities, to apply for positions listed with universities and requesting credentials of minority teacher candidates from placement offices (Scheetz and Brandou 1990).

According to a report released by Career Development and Placement Services at Michigan State University, teachers of certain subjects are in higher demand than others. For example, there is a "low supply/high demand," with many more positions than college graduates, in the areas of chemistry, earth science, industrial arts, mathematics, physics, teaching of the emotionally disturbed and learning disabled...
(with experience and M.S.), and school psychologists/diagnosticians (Ed.S., Ph.D.) (Scheetz, 1992a). Some areas facing a “possible shortage,” with a few more positions than graduates, for 1992-93 are agricultural education, business education, counseling (M.S. and 3 years of teaching experience), data processing, deaf education, distributive education, driver education, general science, librarians, teaching the mentally handicapped, physical science, reading instruction, speech correction (M.S. required), teaching the visually handicapped, swimming coaches, and wrestling coaches (Scheetz, 1992a). Some categories with a “surplus” and many more college graduates than positions categories new graduates may want to avoid if possible—are biology, conservation/natural resources education, economics, geography, government, health education, Latin, physical education, political science, psychology, recreation, sociology, speech, and theater (Scheetz, 1992a). Other subject areas, teaching positions, and staff assignments difficult for school districts to fill include special education (especially learning disabilities, emotionally disturbed, speech/language therapists, physical therapists, occupational therapists, school social workers, and psychologists); the sciences (especially physics, chemistry, and earth sciences); computer skills instructors; foreign languages (especially Spanish and French); vocational/technical education; elementary counselors; and music (especially vocal, instrumental, band, and strings) (Scheetz and Brandou, 1990).

It is always wise for prospective teachers to develop additional endorsements on teaching certificates, but new teachers should know that not all specializations are in high demand. Those seeking additional endorsements as a way of furthering their chances of gaining employment should be warned that if few classes of a subject are required of students, then few teachers will be required to teach them, and limited openings for new teachers can be expected.

Despite the discouraging statistics for new teachers, there are many attempts to alleviate the problem. A number of school districts, in an effort to reduce the oversupply of teachers, are offering various incentive packages to encourage early retirements, thus creating more openings for younger, newer teachers. For example, if a teacher retires at a certain age and has a minimum number of years of experience, he or she may receive a cash bonus or severance pay. Cash payments for each consecutive year following a teacher’s retirement and continued payment of insurance may also aid those retiring early. Likewise, “lump sum payments for unused sick and personal leave, and paid insurance premiums to..."
NEW BIRTHS
BY YEAR

MICHIGAN BIRTHS

U.S. BIRTHS


Teacher education graduates can also find hope in the anticipated employment of classroom teachers in the United States.

Although the outlook for teachers may appear dismal across the nation and particularly in Michigan, there is hope in the fact that this year marks the first time in six years that the number of new hires has increased in Michigan—from 2,683 in 1990-91 to 3,066 in 1991-92. Furthermore, the increase in the number of births—34,000 new births nationwide between 1991 and 1992 and 1,606 new births in Michigan between 1991 and 1992—is also hopeful (Bureau of the Census 1992, Hecker and Ignatovich 1992).

As a consequence of the growth in the number of births, Michigan public school enrollment projections reflect increases as well. From 1990-91 to 1991-92, the number of K-5 students enrolled in Michigan public schools increased from 746,779 to 751,465, and this number should escalate to 789,769 by 1996-97. Similarly, the number of 6-8 grade students enrolled in Michigan public schools is expected to increase by 22,605 and the number of 9-12 graders should rise by 37,403 students by 1996-97 (Hecker and Ignatovich 1992). The effects of more births and, consequently, higher enrollment figures will likely have a positive impact on the outlook for teachers both in the United States and Michigan.

Teacher education graduates can also find hope in the anticipated employment of classroom teachers in the
United States. Although there may be a slight decline from 1991 to 1992, we should expect to see a steady rise in the number of teachers employed in the U.S. from 1992 to 2002 (National Center for Education Statistics 1991).

With this in mind, those looking for teaching positions should not become overly discouraged about the job market. It is quite possible to find employment in a tight job market, as long as graduates are well-rounded, well-prepared, aware of job market trends, and adaptable to their surroundings. This adaptability includes broadening the scope of education to include minor subject areas that are in high demand, specializing in areas suffering from shortages, expanding geographical considerations and being flexible about relocating, and extending coaching options and availability to supervise extracurricular activities. By developing themselves as fully as possible and keeping alert to their surroundings, the thousands of new teachers graduating each year and competing for a limited number of positions should all be able to become highly competitive candidates.

### NEW TEACHERS HIRED AND TOTAL EMPLOYED BY MICHIGAN PUBLIC SCHOOL DISTRICTS IN 1991-1992

<table>
<thead>
<tr>
<th>Teaching Categories</th>
<th>New Teachers Hired</th>
<th>Total Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education</td>
<td>1,188</td>
<td>35,758</td>
</tr>
<tr>
<td>Special Education</td>
<td>432</td>
<td>11,890</td>
</tr>
<tr>
<td>English/Language Arts</td>
<td>273</td>
<td>8,954</td>
</tr>
<tr>
<td>Mathematics</td>
<td>245</td>
<td>6,221</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>155</td>
<td>6,022</td>
</tr>
<tr>
<td>Sciences</td>
<td>230</td>
<td>5,353</td>
</tr>
<tr>
<td>Physical Education/ Health</td>
<td>98</td>
<td>4,463</td>
</tr>
<tr>
<td>Industrial Arts/ Voc. Educ.</td>
<td>54</td>
<td>2,937</td>
</tr>
<tr>
<td>Music Education</td>
<td>123</td>
<td>2,711</td>
</tr>
<tr>
<td>School Counselors</td>
<td>32</td>
<td>2,696</td>
</tr>
<tr>
<td>Business Education</td>
<td>38</td>
<td>2,515</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>122</td>
<td>2,173</td>
</tr>
<tr>
<td>Art/Fine Arts</td>
<td>57</td>
<td>1,989</td>
</tr>
<tr>
<td>Other Miscellaneous</td>
<td>45</td>
<td>1,822</td>
</tr>
<tr>
<td>Speech Correctionists</td>
<td>61</td>
<td>1,672</td>
</tr>
<tr>
<td>Home Economics</td>
<td>27</td>
<td>1,477</td>
</tr>
<tr>
<td>School Librarians</td>
<td>23</td>
<td>1,188</td>
</tr>
<tr>
<td>School Social Workers</td>
<td>74</td>
<td>1,153</td>
</tr>
<tr>
<td>School Psychologists</td>
<td>31</td>
<td>876</td>
</tr>
<tr>
<td>School Nurses</td>
<td>8</td>
<td>214</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>3</td>
<td>151</td>
</tr>
</tbody>
</table>

**GRAND TOTAL:**

<table>
<thead>
<tr>
<th>New Teachers Hired</th>
<th>Total Teachers Employed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,424</td>
<td>110,686</td>
</tr>
</tbody>
</table>

Techniques Used by School Districts to Reduce Turnover Among New Hires

- Mentor teachers with experience assigned to rookies to help them fit into the district.
- Principals advised to work more closely with beginning teachers and communicate often with them.
- Performance appraisals to become aware of the new teacher's needs and help them become quickly acclimated to their new environment.
- New teacher orientation programs and staff development seminars.
- Adequate beginning salaries and excellent employee benefit programs are sufficient encouragement for many new teachers.
- Careful pre-employment screening, background/reference checks and proper placement in a teaching assignment.
- Termination conferences to inquire about reasons for leaving.

### Total Classroom Teachers in Public School Systems 1990-91

<table>
<thead>
<tr>
<th>States</th>
<th>Total</th>
<th>States</th>
<th>Total</th>
<th>States</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>214,900</td>
<td>Tennessee</td>
<td>43,640</td>
<td>Nebraska</td>
<td>18,550</td>
</tr>
<tr>
<td>Texas</td>
<td>206,399</td>
<td>Louisiana</td>
<td>43,610</td>
<td>Utah</td>
<td>18,474</td>
</tr>
<tr>
<td>New York</td>
<td>188,900</td>
<td>Maryland</td>
<td>42,143</td>
<td>New Mexico</td>
<td>16,233</td>
</tr>
<tr>
<td>Florida</td>
<td>108,088</td>
<td>Washington</td>
<td>41,816</td>
<td>Maine</td>
<td>14,523</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>104,800</td>
<td>Alabama</td>
<td>40,010</td>
<td>Idaho</td>
<td>11,254</td>
</tr>
<tr>
<td>Illinois</td>
<td>104,543</td>
<td>Kentucky</td>
<td>36,651</td>
<td>New Hampshire</td>
<td>10,665</td>
</tr>
<tr>
<td>Ohio</td>
<td>102,348</td>
<td>Oklahoma</td>
<td>36,600</td>
<td>Nevada</td>
<td>10,384</td>
</tr>
<tr>
<td>New Jersey</td>
<td>81,934</td>
<td>South Carolina</td>
<td>35,600</td>
<td>Hawaii</td>
<td>9,760</td>
</tr>
<tr>
<td>Michigan</td>
<td>80,908</td>
<td>Arizona</td>
<td>35,278</td>
<td>Montana</td>
<td>9,539</td>
</tr>
<tr>
<td>Georgia</td>
<td>68,859</td>
<td>Connecticut</td>
<td>35,164</td>
<td>Rhode Island</td>
<td>9,437</td>
</tr>
<tr>
<td>North Carolina</td>
<td>64,335</td>
<td>Colorado</td>
<td>32,461</td>
<td>South Dakota</td>
<td>8,331</td>
</tr>
<tr>
<td>Virginia</td>
<td>63,879</td>
<td>Iowa</td>
<td>31,119</td>
<td>North Dakota</td>
<td>7,528</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>59,040</td>
<td>Kansas</td>
<td>29,086</td>
<td>Vermont</td>
<td>7,128</td>
</tr>
<tr>
<td>Indiana</td>
<td>55,396</td>
<td>Mississippi</td>
<td>27,714</td>
<td>District of Columbia</td>
<td>7,126</td>
</tr>
<tr>
<td>Missouri</td>
<td>51,330</td>
<td>Oregon</td>
<td>25,758</td>
<td>Alaska</td>
<td>6,586</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>47,664</td>
<td>Arkansas</td>
<td>25,593</td>
<td>Wyoming</td>
<td>6,554</td>
</tr>
<tr>
<td>Minnesota</td>
<td>43,771</td>
<td>West Virginia</td>
<td>21,476</td>
<td>Delaware</td>
<td>5,951</td>
</tr>
<tr>
<td><strong>United States</strong></td>
<td><strong>2,408,836</strong></td>
<td><strong>Total</strong></td>
<td><strong>5,813</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
</tr>
</tbody>
</table>


---

### Teachers and Other Professional Staff Changes in Michigan Public School Districts by Gender and Racial/Ethnic Origin

#### Between 1987-88 and 1988-89...

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin</th>
<th>Staff Leaving</th>
<th>Total</th>
<th>Percent</th>
<th>Staff Hired</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>19</td>
<td>0.3%</td>
<td>19</td>
<td>0.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5,255</td>
<td>85.9%</td>
<td>5,345</td>
<td>91.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>782</td>
<td>12.8%</td>
<td>384</td>
<td>6.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>23</td>
<td>0.3%</td>
<td>25</td>
<td>0.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>42</td>
<td>0.7%</td>
<td>40</td>
<td>0.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,121</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>5,813</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


#### Between 1988-89 and 1989-90...

<table>
<thead>
<tr>
<th>Racial/Ethnic Origin</th>
<th>Staff Leaving</th>
<th>Total</th>
<th>Percent</th>
<th>Staff Hired</th>
<th>Total</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indian</td>
<td>12</td>
<td>0.2%</td>
<td>34</td>
<td>0.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>5,175</td>
<td>88.7%</td>
<td>4703</td>
<td>90.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>597</td>
<td>10.2%</td>
<td>378</td>
<td>7.3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>0.4%</td>
<td>25</td>
<td>0.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>27</td>
<td>0.5%</td>
<td>34</td>
<td>0.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,121</strong></td>
<td><strong>100.0%</strong></td>
<td><strong>5,813</strong></td>
<td><strong>100.0%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>District of Columbia</td>
<td>$51,278</td>
</tr>
<tr>
<td>Connecticut</td>
<td>$45,356</td>
</tr>
<tr>
<td>Alaska</td>
<td>$44,454</td>
</tr>
<tr>
<td>New York</td>
<td>$42,700</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>$41,770</td>
</tr>
<tr>
<td>California</td>
<td>$40,964</td>
</tr>
<tr>
<td>New Jersey</td>
<td>$40,785</td>
</tr>
<tr>
<td>Maryland</td>
<td>$39,827</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>$38,733</td>
</tr>
<tr>
<td>Michigan</td>
<td>$38,554</td>
</tr>
<tr>
<td>Delaware</td>
<td>$36,500</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>$36,259</td>
</tr>
<tr>
<td>Illinois</td>
<td>$35,913</td>
</tr>
<tr>
<td>Arizona</td>
<td>$35,159</td>
</tr>
<tr>
<td>Minnesota</td>
<td>$34,464</td>
</tr>
<tr>
<td>Washington</td>
<td>$34,373</td>
</tr>
<tr>
<td>Ohio</td>
<td>$33,873</td>
</tr>
<tr>
<td>Nevada</td>
<td>$33,709</td>
</tr>
<tr>
<td>Oregon</td>
<td>$33,600</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>$33,580</td>
</tr>
<tr>
<td>Hawaii</td>
<td>$33,548</td>
</tr>
<tr>
<td>Georgia</td>
<td>$33,522</td>
</tr>
<tr>
<td>Virginia</td>
<td>$33,151</td>
</tr>
<tr>
<td>Colorado</td>
<td>$33,067</td>
</tr>
<tr>
<td>Indiana</td>
<td>$32,270</td>
</tr>
<tr>
<td>Vermont</td>
<td>$32,280</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATE</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>$31,940</td>
</tr>
<tr>
<td>Kansas</td>
<td>$31,390</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>$30,926</td>
</tr>
<tr>
<td>Kentucky</td>
<td>$30,395</td>
</tr>
<tr>
<td>Montana</td>
<td>$30,321</td>
</tr>
<tr>
<td>North Carolina</td>
<td>$30,196</td>
</tr>
<tr>
<td>Wyoming</td>
<td>$30,162</td>
</tr>
<tr>
<td>Missouri</td>
<td>$29,750</td>
</tr>
<tr>
<td>Maine</td>
<td>$29,701</td>
</tr>
<tr>
<td>South Carolina</td>
<td>$29,430</td>
</tr>
<tr>
<td>Texas</td>
<td>$29,405</td>
</tr>
<tr>
<td>Tennessee</td>
<td>$29,371</td>
</tr>
<tr>
<td>Iowa</td>
<td>$28,883</td>
</tr>
<tr>
<td>Alabama</td>
<td>$28,600</td>
</tr>
<tr>
<td>Nebraska</td>
<td>$28,093</td>
</tr>
<tr>
<td>New Mexico</td>
<td>$27,494</td>
</tr>
<tr>
<td>Louisiana</td>
<td>$27,040</td>
</tr>
<tr>
<td>West Virginia</td>
<td>$26,967</td>
</tr>
<tr>
<td>Idaho</td>
<td>$26,591</td>
</tr>
<tr>
<td>Utah</td>
<td>$25,415</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>$25,341</td>
</tr>
<tr>
<td>Mississippi</td>
<td>$25,256</td>
</tr>
<tr>
<td>North Dakota</td>
<td>$24,349</td>
</tr>
<tr>
<td>Arkansas</td>
<td>$23,345</td>
</tr>
<tr>
<td>South Dakota</td>
<td>$23,181</td>
</tr>
</tbody>
</table>

**ELEMENTARY & SECONDARY TEACHER EDUCATION REPORT**

**BASED ON SUPPLY AND DEMAND FOR GRADUATION 1992-93**

### GOOD DEMAND
- Agricultural Education
- Business Education
- Counseling (M.S. & 3 yrs. experience)
- Data Processing
- Deaf Education
- Distributive Education
- Driver Education
- General Science
- Librarian
- Mentally Handicapped
- Physical Science
- Reading Instruction
- Speech Correction (M.A. required)
- Visually Handicapped
- Swimming Coach
- Wrestling Coach

### HIGH DEMAND
- Chemistry
- Earth Science
- Emotionally Disturbed
- Industrial Arts
- Learning Disabilities (M.S. & experience)
- Mathematics
- Occupational Therapist
- Physical Therapist
- Physics
- School Psychologist/ Diagnostician (Ed.S or Ph.D.)
- School Social Worker (MSW)

### NEAR BALANCE
- Art
- English
- French
- Home Economics
- Instrumental Music
- Physically Handicapped
- Spanish
- Vocal Music
- Football Coaching
- Basketball Coaching

### ADEQUATE SUPPLY
- Child Development
- Elementary Education
- German
- History
- Journalism
- Social Studies
- Baseball Coaching
- Golf Coaching
- Tennis Coaching
- Track Coaching

### SURPLUS
- Biology
- Conservation/Natural Resources Education
- Economics
- Geography
- Government
- Health Education
- Latin

### SOURCES:
QUALITIES DESIRED IN NEW COLLEGE GRADUATES
BY ELEMENTARY AND SECONDARY SCHOOL DISTRICTS

ALWAYS IMPORTANT

- Honesty and integrity
- Dependability
- Oral communication skills
- Teaching competencies
- Enthusiasm
- An excellent example for others
- Commitment to helping others
- Emotional stability
- Common sense
- Attitudes toward work
- Mental stability
- Sense of responsibility
- Reliability
- Concern for others
- Understanding of the classroom situation
- Cooperativeness

IMPORTANT, DEPENDING UPON JOB

- Interests in current events
- Competitive abilities
- Attitudes toward one's own family
- Mathematical skills
- Computer literacy
- Entrepreneurial spirit
- Ability to delegate to others
- Ability to work in close quarters
- Need for external reinforcement
- Research skills
- Budgeting abilities
- Foreign language competencies
- Candidate's prior knowledge of a school district

USUALLY IMPORTANT

- Ability to get things done
- Initiative
- Intelligence
- Mental alertness
- Desire to accept responsibility
- Judgement skills
- Well-developed work habits
- Self-confidence
- Writing skills
- Courteousness
- Energy level
- Creative thinking skills
- Adaptability
- Personality
- Friendliness
- Possesses self-pride
- Speaking abilities
- Flexibility/adaptability to change
- Ambition
- Motivation to achieve
- Suitable/neatness of appearance
- Innovative ideas
- Decision-making abilities
- Self-reliance
- Physical health
- Excellent student teaching experience
- Problem-solving skills
- Sense of humor
- Diplomacy/tactfulness
- Maturity
- Knowledge of work expectancy
- Self-understanding
- Perseverance
- Responsiveness
- Team management skills
- Willingness to continue their education
- Time management skills
- Willingness to seek help
- Sociability
- Independence
- Willingness to take extra assignments
- Staying power and stability with an organization
- Directness
- Leadership skills
- Ability to "go along" with an organization's way of doing things
- Physical fitness
- Tactical and strategic planning skills
- Previous career related work experiences
- Range of interests
- Career aspirations
- Appropriate establishment views
- Willingness to relocate

SELECTIVELY IMPORTANT

- Youthfulness
- Financial planning skills
- Overseas travel interests

### Percent Change in Public School Enrollment
**From Fall 1985 to Fall 1990**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada</td>
<td>23.00%</td>
<td>201,310</td>
<td>Nebraska</td>
<td>2.63%</td>
<td>273,002</td>
</tr>
<tr>
<td>Florida</td>
<td>16.23%</td>
<td>1,661,592</td>
<td>Tennessee</td>
<td>2.18%</td>
<td>833,590</td>
</tr>
<tr>
<td>California</td>
<td>14.31%</td>
<td>4,950,474</td>
<td>Missouri</td>
<td>1.89%</td>
<td>810,450</td>
</tr>
<tr>
<td>Washington</td>
<td>10.93%</td>
<td>840,554</td>
<td>Maine</td>
<td>1.60%</td>
<td>210,200</td>
</tr>
<tr>
<td>Utah</td>
<td>9.32%</td>
<td>444,732</td>
<td>Arkansas</td>
<td>0.70%</td>
<td>436,460</td>
</tr>
<tr>
<td>Oregon</td>
<td>7.67%</td>
<td>484,700</td>
<td>Illinois</td>
<td>0.45%</td>
<td>1,784,853</td>
</tr>
<tr>
<td>Georgia</td>
<td>7.56%</td>
<td>1,151,687</td>
<td>Connecticut</td>
<td>0.11%</td>
<td>472,970</td>
</tr>
<tr>
<td>Minnesota</td>
<td>7.37%</td>
<td>751,913</td>
<td>Pennsylvania</td>
<td>-0.35%</td>
<td>1,667,630</td>
</tr>
<tr>
<td>Mississippi</td>
<td>7.17%</td>
<td>500,122</td>
<td>Iowa</td>
<td>-0.37%</td>
<td>483,652</td>
</tr>
<tr>
<td>New Hampshire</td>
<td>6.85%</td>
<td>172,807</td>
<td>Alabama</td>
<td>-0.59%</td>
<td>726,158</td>
</tr>
<tr>
<td>Delaware</td>
<td>6.78%</td>
<td>99,658</td>
<td>North Dakota</td>
<td>-0.71%</td>
<td>117,134</td>
</tr>
<tr>
<td>New Mexico</td>
<td>6.44%</td>
<td>283,104</td>
<td>Massachusetts</td>
<td>-0.85%</td>
<td>834,159</td>
</tr>
<tr>
<td>Arizona</td>
<td>6.33%</td>
<td>636,500</td>
<td>North Carolina</td>
<td>-0.95%</td>
<td>1,082,558</td>
</tr>
<tr>
<td>Vermont</td>
<td>6.27%</td>
<td>96,230</td>
<td>Ohio</td>
<td>-1.58%</td>
<td>1,755,500</td>
</tr>
<tr>
<td>Maryland</td>
<td>6.10%</td>
<td>715,152</td>
<td>Montana</td>
<td>-1.58%</td>
<td>151,669</td>
</tr>
<tr>
<td>Texas</td>
<td>6.08%</td>
<td>3,353,270</td>
<td>New York</td>
<td>-1.78%</td>
<td>2,563,000</td>
</tr>
<tr>
<td>Kansas</td>
<td>5.96%</td>
<td>436,250</td>
<td>Indiana</td>
<td>-1.78%</td>
<td>949,133</td>
</tr>
<tr>
<td>Idaho</td>
<td>4.26%</td>
<td>220,840</td>
<td>Kentucky</td>
<td>-2.19%</td>
<td>630,091</td>
</tr>
<tr>
<td>Alaska</td>
<td>4.20%</td>
<td>112,161</td>
<td>New Jersey</td>
<td>-3.11%</td>
<td>1,082,551</td>
</tr>
<tr>
<td>Hawaii</td>
<td>4.18%</td>
<td>171,056</td>
<td>Louisiana</td>
<td>-3.26%</td>
<td>779,161</td>
</tr>
<tr>
<td>South Dakota</td>
<td>3.70%</td>
<td>128,635</td>
<td>Oklahoma</td>
<td>-3.29%</td>
<td>577,000</td>
</tr>
<tr>
<td>Colorado</td>
<td>3.36%</td>
<td>569,792</td>
<td>Wyoming</td>
<td>-4.65%</td>
<td>98,210</td>
</tr>
<tr>
<td>Rhode Island</td>
<td>3.26%</td>
<td>137,946</td>
<td>Michigan</td>
<td>-6.17%</td>
<td>1,582,321</td>
</tr>
<tr>
<td>Virginia</td>
<td>3.04%</td>
<td>998,463</td>
<td>District of Columbia</td>
<td>-7.93%</td>
<td>80,694</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>2.90%</td>
<td>790,900</td>
<td>West Virginia</td>
<td>-10.80%</td>
<td>323,021</td>
</tr>
<tr>
<td>South Carolina</td>
<td>2.86%</td>
<td>622,618</td>
<td>United States</td>
<td>2.58%</td>
<td>40,512,243</td>
</tr>
</tbody>
</table>

WORKS CITED


RECRUITING TRENDS ORDER FORM

RECRUITING TRENDS SAMPLE INDEX

Academic Areas:
- Shortages: 13, 15
- Starting Salaries: 24, 25
- Acceptance Rate: 42
- Affirmative Action/EEO: 44-45
- AIDS Testing: 63
- Anticipated Hiring:
  - Last Year: 9-10
  - This Year: 1-3
- Anticipated Shortages:
  - 15-16
- Budgetary Concerns: 18
- Campus Recruiting:
  - 22, 26
- Campus Visits: 20
- Career Fairs: 43
- Career Goals:
  - 35, 36
- Changes, Recruitment Practices:
  - 42, 43
- Cooperative Education Students:
  - 37, 38
- Cost of Training:
  - 46-47
- Criteria for Selecting:
  - Careers: 48-49
- Drug Testing: 63
- Dual Careers: 58-59
- Economy:
  - 18, 21
- Emerging Occupations:
  - 10
- Employees:
  - Total: 6
  - Overseas: 6-7
- Employer Categories:
  - 1, 4, 5
- Employer Sizes:
  - 4-5
- Employer Surveyed:
  - 4-5, 65-67
- Employment Market:
  - 22
- Employment Opportunities:
  - 1-2
- Entry-Level Jobs:
  - 34
- Equal Employment Opportunity's AA:
  - 44-45
- Excellence:
  - 51
- Expectations for Jobs:
  - 33, 34
- Extra-Curricular Activities:
  - 34
- Forthcoming Shortages:
  - 15-16
- Foreign Nationals:
  - Employed: 12
- Geographical Locations:
  - 64
- Government Employment:
  - 22
- Grade Point Averages:
  - 55
- Growth, Job Categories:
  - 39-40
- Handicapped Employed:
  - 6-7, 21
- Head counts:
  - 17-18
- Impact of Layoffs:
  - 46
- Internships:
  - 37-45
- International Employment Opportunities:
  - 6-7, 12
- Interviewing:
  - 19, 27, 51, 56-57
- Job Expectations:
  - 33
- Job Market:
  - 52
- Job Offers:
  - 35
- Layoffs, Salaried Employees:
  - 8
- Impact on Hiring:
  - 45
- Minority Applicants:
  - 15, 19, 44-45
- New Hires:
  - Anticipated Last Year: 9-10
- Last Year:
  - 1-3, 9-10
- No Prior Work Experience:
  - 11
- New Occupations:
  - 40
- Non-technical Graduates:
  - 33-34
- Offers Accepted, Percentages:
  - 35-32
- Overseas Employment:
  - 6-7
- Placement Services:
  - 29-30
- Preparations, Freshmen:
  - Sophomore: 48-49
- Prior Work Experience:
  - 11
- Problems for Recruiters:
  - 15-20
- Questions for Interview:
  - 56-57
- Recession:
  - 22
- Recruiter Problems:
  - 19-20
- Recruitment Activities:
  - 29-32
- Rejection of Offers:
  - 18
- Reneges:
  - By College Graduates:
  - 35
  - By Employees:
  - 35
- Reservists Called for Iraqi Crisis:
  - 60
- Salaried Employees:
  - 4, 7
- Selecting Colleges:
  - 29
- Selecting Careers:
  - 48-49
- Shortages of Candidates:
  - 15, 16, 17, 18
- Shortcomings of College Graduates:
  - 50-51
- Signs of Change:
  - 22-23
- Smoking Habits:
  - Questions:
  - 62
- Starting Salaries:
  - 24-25, 23
- Suggestion/Shortcomings for Interviewing:
  - 50-54
- Technical Graduates:
  - 33-34
- Testing for Drugs:

Michigan State University
Career Development and Placement Services
113 Student Services Building
East Lansing, Michigan 48824-1113

RECRUITING TRENDS 1992-93

Order Form

I want to order (#) copies of Recruiting Trends 1992-93 with the Survey Supplement for Elementary and Secondary School Systems. 1-4 copies at $25 each; 5-9 copies at $20 each; 10-19 copies at $15 each; 20 or more copies or reports for elementary and secondary school districts at $12.50 each.

Bill/Ship to:

Name: ____________________________
Title: ____________________________
Organization: ____________________
Street (required by UPS): __________
City: _____________________________
State: __________ Zip: ____________
Telephone: ________________________

Total charge for this order: $________

Payment is:
- enclosed. Please make checks payable to Michigan State University.
- purchase order attached, or
- please bill me.

Delivery method:
- Regular U.S. mail
- Federal Express delivery or give us your Federal Express number for charges.
- Overnight UPS
- 2-Day UPS

For any questions about this publication or if you need further information, please give us a call at (517) 355-9510 or FAX: (517) 353-2597.
The Collegiate Employment Research Institute was established by the Michigan Legislature in 1984. The Institute is charged with the task of examining issues related to career development and the employment of college graduates. Various research projects are underway, including the study covered in this report. These research efforts attempt to provide high school counselors, college placement officials, employers and individuals with useful information for career planning and job campaigning decisions. Reproductions of these articles with their proper credits are encouraged. Please distribute copies to all guidance counselors and career advisors.

If you have any questions or comments about any Institute project or if there are subjects you would like to see covered in future research efforts, please contact Dr. Patrick Scheetz, Director of the Collegiate Employment Research Institute at...

Career Development & Placement Services
113 Student Services Building
Michigan State University
East Lansing, MI 48824-1113
Phone: (517) 355-2211
FAX: (517) 353-2597

This newsletter is printed on recycled paper.

MICHIGAN STATE UNIVERSITY
CAREER DEVELOPMENT AND PLACEMENT SERVICES
COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE
113 STUDENT SERVICES BUILDING
EAST LANSING, MI 48824

ATTENTION: CAREER COUNSELOR

Have names or addresses changed?
Please send any corrections, with a copy of this label, to the address listed above.