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COLLEGIATE EMPLOYMENT INSTITUTE

Volume XI Number 1 NEWSLETTER FALL 1996

A New Millennium of Jobs: How Can I Prepare?

by L. Patrick Scheetz, Ph.D. and Rebecca Gratz

The new millennium is quickly approaching. As we continue into the information age, the only thing that is certain—is that there is much unknown. As we exit the age of production and enter into one of knowledge, it is expected that new careers will develop, different skills will be needed, and certain industries will grow while others fade. New college graduates and current college students should prepare **now** for this ever-changing and exciting future job market.

According to the most recent figures released by the U.S. Department of Labor, the total labor force in the United States is projected to increase by 16 million over the 1994 to 2005 period, from 131 million to 147 million. This is a slower rate of growth than experienced in the past, reflecting a decline of the labor force. Women and non-Caucasian men are expected to comprise the fastest growing segments of the workforce, symbolizing a more diverse society (BLS 2472).

Recent graduates and current college students alike should pay close attention to labor market trends when searching for the best career paths of the future. Based upon the economy, birth rates and other societal trends, labor experts and economists can already predict some trends that lie in store for the year 2000 and beyond. These data can be an invaluable resource for individuals preparing for the job market of the future. Job seekers of the future should carefully examine three aspects of these data: careers in high demand, booming industries and skills necessary to compete.

Careers for the New Millennium—

When looking ahead at careers offering the most opportunities to future job seekers; rates of growth, turnover, and technological changes should be examined. Through data provided by the Bureau of Labor Statistics, it is evident that some jobs will grow and prosper, but others will fade into non-existence. Many new graduates will encounter great job opportunities in their fields; while other graduates in different fields will face fierce competition and discouragement due to a lack of demand for their type of work.

The fastest growing occupations requiring college degrees include computer professionals, teachers, counselors, corrections officers, and health-related occupations..

Occupations requiring college degrees and expected to add the most jobs will account for more than one-fourth of total employment growth (BLS, World Wide Web).

However, growth in employment is only one source of job openings. According to the US Department of Labor, over half of job openings during the 1994-2000 era will be positions replacing other workers who have either transferred to new jobs or retired. As the baby-boomer generation begins to retire, more jobs will become available (Occupational Outlook Quarterly 1996). Thus, just because an occupation is not among the "fastest growing" categories does not mean that it is becoming obsolete or that there will not be openings available.

The year 2000 lies in an era that many have termed the "information age". All aspects of life are being affected by technological advances. Increases in technology and automation have changed the nature of the work we do, replacing many manual labor jobs with computer-related occupations. As our values shift from production and manufacturing to technology and knowledge-based assignments; the types of careers people select will be altered due to the changing needs of our society. "The number of workers employed in any occupation depends in large part on the demand for the goods or services provided by those workers" (Occupational Outlook Quarterly 1996). Due to technological advancements, changes in production, and the overall decline of manufacturing work, certain occupations will experience a slower rate of growth including: administrative support positions, precision production, craft, and repair occupations and operators, fabricators, and laborers (BLS, www). In addition to technological changes, employment will also be affected by corporate restructuring and foreign trade (BLS 2472).

Listed among the occupations with the **largest anticipated decreases and worst prospects** for total employment from 1994 to 2005 were farmers, typists, word processors, bookkeepers,

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THE COLLEGIATE EMPLOYMENT RESEARCH INSTITUTE

VERNICKA TYSON
DIRECTOR
CAREER SERVICES AND PLACEMENT

L. PATRICK SCHEETZ, PH.D.
INSTITUTE DIRECTOR AND ASSISTANT DIRECTOR OF CAREER SERVICES AND PLACEMENT

PHIL GARDNER, PH.D.
INSTITUTE RESEARCH ADMINISTRATOR

REBECCA GRATZ **JOY A. SPENCER**
INSTITUTE PUBLICATION ASSISTANTS

Division of Student Affairs and Services • Michigan State University

auditing clerks, bank tellers, computer operators, file clerks, freight handlers, telephone installers and repairers, data entry operators, and personnel clerks. None of these occupations require college degrees, so most new college graduates will not be seeking employment in these assignments. Due to several demographic factors, these jobs are growing obsolete and experiencing an oversupply of workers. Graduates seeking employment in these areas will face fierce competition.

Employment prospects, however, should not be the only consideration when choosing a career. It is important to select a career that will complement your strengths, weaknesses, and abilities. Take into account your level of education, desired geographical location and the range of salary you wish to earn (Occupational Outlook handbook 7).

New Industries-

Looking at an entire industry rather than a specific career area can give job seekers a view of the big picture and other opportunities in a given field. "Careful selection of job and industry can make a tremendous difference in pay, benefits, advancement opportunities, and personal satisfaction" (Career Guide 1995).

Growth rates will vary widely among industrial sectors. Industries can be divided into the two very broad categories: goods production industries and services production organizations. Goods producing industries include agriculture, mining, construction and manufacturing. Service producing industries include transportation, communication, public utilities, wholesale and retail trade, finance and insurance, services and government (Career Guide 1995).

According to the Bureau of Labor Statistics, "service-producing industries will account for virtually all of the job growth. Only construction will add jobs in the goods-producing sector" (Occupational Outlook Quarterly 1996). Services will be the largest and fastest growing major industrial sector and is projected to provide 15.5 million new wage and salary jobs—more than 3 out of 5 new jobs throughout the economy (BLS, www).

Within the service sector: health services, social services and business services will account for almost one out

of every two of new jobs. Overall population growth, the rise in the elderly and school-age populations, and the trend toward contracting and temporary staff for computer, personnel, and other business services will stimulate job growth in the services sector (Career Guide 1996). Of the 10 fastest growing industries, nine belong to one of these three industrial groups (BLS 2472).

Other industries expecting growth by the year 2005 include trucking and air transportation; wholesale and retail trade; and finance, insurance and real estate. Agriculture, forestry and fishing can expect slow growth; while telephone communications, manufacturing and mining are among declining industries (Career Guide 1996).

In terms of government jobs, there will be a shift of services from the federal government to the state and local governments. While the federal government is expected to lose over 100,000 jobs, many more jobs will be created at the state and local government levels (Career Guide 1995).

EMPLOYERS S ARE LOOKING FOR STUDENTS WITH:

Career-related work experiences in their field of study such as cooperative education assignments, part-time jobs, summer employment, practicums, and internships enter the workforce with an edge. Collge students must learn by doing and being involved in hands-on, practical experiences. Other examples included case studies, management simulations, and "real-world" work orientations.

Abundant computer work in applications for basic computer literacy. Automation and increased utilization of computer technologies are required for almost every job within business and government agencies today.

More problem-solving and less memorization of coursework. For achieving results in future management and leadership environments, college students must be challenged and tested with "real life" situations that require clear critical thinking.

More emphasis on the people aspects of the work situation. Examples included team-based assignments; group projects and associated team evaluations. Employers wanted colleges and universities to create more project and team environments so students could learn project management skills and strengthen their team-player competencies.

An increased stress on communication skills so college students would graduate with better writing, research, public speaking, conversation, listening, presentation, conflict resolution, and interpersonal skills.

Well-developed logic and reasoning skills. Other related competencies included good judgment and decision-making skills; accounting skills; technical expertise; exposure to high-tech, state-of-the-art equipment; independent goal setting, and accomplishing tasks on time.

Classes outside their academic field of study to broaden their perspective, nourish their quest for enlightenment, and broaden their knowledge-base. Also, employers advised a second language and becoming conversational in it

Leadership experiences and membership in extra-curricular activities, model entrepreneurships, and development of social skills.

Training on resume preparation, interviewing skills, career planning, job search skills, and other job campaigning topics. A compulsory course in preparation for life after college was prudent, according to employers. Coursework in character-building, professionalism, ethics, working with the poor, and business protocol were also encouraged (Scheetz 1995).

Conclusion-

Armed with the latest labor market predictions, new graduates and others seeking employment in the near future should be well prepared for a changing society and the new careers and industries to be encountered. Says author Carter Smith of *America's Fastest Growing Employers,* "As we head towards the 21st century, the most valuable currency is information. That holds true for companies in all industries, and for all levels of management and staffing. And it is especially true for job seekers" (Smith xii).

10 Industries With Fastest Projected Job Growth, 1994-2005

INDUSTRY	PERCENT CHANGE
Health Services	84.1
Residential Care	82.7
Computer/ data processing services	69.5
Individual and miscellaneous social services	68.8
Miscellaneous business services	68.4
Child day care services	59.4
Personnel supply services	58.1
Services to buildings	58.0
Miscellaneous equipment rental and leasing	50.8

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ESTIMATED SUPPLY AND DEMAND FOR COLLEGE GRADUATES OF 1996-97

Research is conducted each year by staff of the Collegiate Employment Research Institute to provide current supply and demand information on placement of new college graduates. Positioning for each academic major on this chart was accomplished by checking employer requests for graduating students, identifying the placement rates for graduates in recent years, and consulting with all Career Services and Placement staff on their experiences with of graduating students and alumni.

HIGH DEMAND/LIMITED SUPPLY

Accounting College Teaching
Accounting, Professional
Chemistry Teaching
Computer Science
Earth Science Teaching
Engineering College Teaching.
Finance College Teaching
Human Medicine (MD)
Industrial Arts Teaching
Learning Disabilities Teaching
(MS & experience)
Management Science
Materials & Logistics
Management- Data
Processing/Information
Systems
Materials Science
Mathematics Teaching
Operations Research-
Management in Science
Osteopathic Medicine (DO)
Physics Teaching (BS, MS, PhD)
School Psychologist/
Diagnostician (EdS or PhD)
School Social Worker (MSW)
Teaching of the Emotionally
Disturbed

GOOD DEMAND/ POSSIBLE SHORTAGE

Accounting
Agricultural Education Teaching
Bilingual Spanish (with engineering or business as a major)
Biosystems Engineering
Business College Teaching (PhD)
Chemical Engineering
Civil Engineering
Clinical Laboratory Sciences
Computer Science College Teaching
Data Processing/Computer Science Teaching
Deaf Education Teaching
Electrical Engineering
Engineering Mechanics
Environmental Engineering (MS,PhD)
Family Clinical Nurse Specialist
Food Industry Management
Food Science
Food: Technology & Management
General Science Teaching
Gerentological Clinical Nurse Specialist
Hotel Restaurant & Institutional Management
Hotel Restaurant & Institutional Management College Teaching
Materials and Logistics Mgt. -Operations
Materials and Logistics Mgt. -Purchasing
Mechanical Engineering
Medical Technology
Nursing (BS)
Nursing College Teaching
Pharmacy
Physical Science Teaching
Reading Instruction College Teaching
Reading Instruction Teaching (MA)
School Administration (Supt., principal, etc.)
School Coaching (Basketball, football, swimming, wrestling, etc.)
School Counseling (MA & 3 yrs. experience)
School Librarian (MLS)
School Speech Correctionist (MA)
Special Educ. College Teaching
Systems Science
Teaching the Mentally Handicapped
Teaching the Visually Handicapped

NEAR BALANCE/SUPPLY EQUALS DEMAND

Administration in Higher Education (housing, admissions, placement, financial aid, etc.)
Agribusiness and Natural Resources Communications
Agribusiness and Natural Resources Teaching
Agricultural Economics
Agricultural Technology
Animal Science
Art Teaching
Audiology & Speech Science (MS)
Biochemistry
Biophysics
Botany & Plant Pathology (PhD)
Building Construction Mgt.
Business Education Teaching
Chemistry
Clinical Psychologist (PhD)
Counseling-Agency (MS)
Criminal Justice College Teaching
Crop Science
Dietetics
Driver Education Teaching
Economics
Engineering Arts
English Teaching
Financial Administration
Foreign Language (BA, MA, PhD)/Russian
Forestry
French Teaching
General Business Administration
Horticulture
Human Ecology/College Teaching
Human Resource Management (MBA)
Instrumental Music/Band Teaching
Labor & Industrial Relations (MLRHR)
Landscape Architecture
Marketing
Materials and Logistics Mgt. - Transportation/Physical Distribution
Mathematics
Merchandising Management
Microbiology & Pub. Health (MS, PhD)
Multidisciplinary Studies in Social Sciences (Computers & Society)
Packaging
Physics (BS, MS)
Physiology (MS, PhD)
Sanitary Engineering (MS)
Social Work (MSW)
Soil Sciences
Spanish Teaching
Statistics
Teaching English as a Second Language (MS)
Teaching the Physically Handicapped
Telecommunications- ITS option
Urban Planning
Veterinary Medicine (DVM)
Vocal Music Teaching
Zoology (MS, PhD)

ADEQUATE SUPPLY/SOME OVERSUPPLY

Advertising
Agricultural Engineering
Agriculture/ College Teaching
Arts & Letters College Teaching
Astronomy
Biological Science
Botany & Plant Pathology (BS, MS)
Child Development
Child Development Teaching
Clothing & Textiles
Communication
Communication Arts College Teaching
Counseling Student Personnel Services College Teaching
Criminal Justice
Criminalistics
Distributive Education Teaching
Elementary Education
Elementary Education Teaching
English
Entomology
Family Ecology
Family Economics & Management
Family Studies
Fisheries & Wildlife
Foods & Nutrition
Foreign Languages (BA, MA, PhD)
Geography
Geological Sciences
Geophysics
German Teaching
History (BA)
History Teaching
Home Economics Teaching
Human Nutrition
Human Resource Management (BA)
Humanities
Instrumental Music Teaching
Interior Design
International Relations
James Madison (Political Economy, Social Relations, International Relations, and Political Theory & Constitutional Democracy)
Journalism Teaching
Microbiology & Public Health (BS)
Multidisciplinary Studies in Social Sciences (Computers & Society)
Multidisciplinary Social Science Teaching
Music Therapy
Natural Science College Teaching
Nutritional Sciences
Parks & Recreation Resources
Physical Science
Physics (PhD)
Physiology (BS)
Public Administration
Public Resources Management
Resource Development
Social Science
Social Studies Teaching
Teacher Educ. College Teaching
Therapeutic Recreation
Travel & Tourism Management
Zoology (BS)

SURPLUS/ SUBSTANTIAL OVERSUPPLY

Anthropology
Art
Biology Teaching
Conservation & Natural Resources Teaching
Economics Teaching
Educational Psychology (MS)
Family Community Services
Family & Consumer Resources
Geography Teaching
Government Teaching
Health Education Teaching
Human Ecology (General)
Interdisciplinary Studies in Social Sciences (Community Relations, Environmental Policy, Health Studies, Human Resources and Society, International Studies, Law & Society [Prelaw], and Public Policy Studies)
Journalism
Latin Teaching
Linguistics
Multidisciplinary Studies in Social Sciences (Employment Relations, Environmental Issues, Health Studies, International Studies, Social Policy Analysis, Social Sciences- Prelaw, and Social Sciences- Teaching)
Philosophy
Physical Education Teaching
Political Science Teaching
Psychology (BS,MA)
Psychology College Teaching
Psychology Teaching
Recreation
Religion
Russian Teaching
Social Science College Teaching
Social Work (BS)
Sociology
Sociology College Teaching
Sociology Teaching
Speech/Communication Teaching
Telecommunications
Theatre
Theatre Teaching

Distributed by Collegiate Employment Research Institute, Career Services and Placement, 113 Student Services Building, Michigan State University, East Lansing, Michigan 48824-1113 Telephone: (517) 355-9510, Ext. 361.

DOWNSIZING

Current Trends in Supply and Demand Recruiting

DOWNSIZING

by Courtney Chapin

Where is the best geographical area for me to work after I graduate? Where can I make the most money? What kind of employers are hiring individuals with my type of degree? What skills can I use to market myself? How hard is it going to be to find a job?

The best way to answer each of these questions is to examine the job market. When you search for specific answers, however, keep in mind that many of the factors determining factors are constantly changing. You need to examine regional differences throughout the country, current trends, and other factors contributing to the success of you job search.

REGIONAL DIFFERENCES

Regional differences will determine not only your likelihood of getting a job but also your potential salary. The individual factors shaping the job market in different areas are growth, need, and population, which includes distribution of minorities and age groups. Currently, projections made by the U.S. Census Bureau indicate that between 1994 and 1005, the West and South will continue to be the fastest growing regions of the country, growing at 24 and 16 percent, respectively. The Midwest and Northeast will not experience significant growth, as growth rates are estimated only at 7 and 3 percent.

COST OF LIVING

Another influential factor is the cost of living. To find the cost of living for the areas you are interested in, check the *ACCRA Cost of Living Index.* This is a quarterly publication that can be found in most libraries. The "national average" cost of living is considered to be 100. Each individual calculation, metropolitan and non-metropolitan, is to be as a percent of the average. For instance, suppose you live in East Lansing, Mich., where the cost of living is 104.6, only slightly above average. Now you want to move to San Francisco, Calif., where the cost of living is 172, nearly twice the average. You would need your salary to be approximately 67 percent higher to maintain a similar lifestyle.

The cost of living calculations are made using cost for grocery items, housing, utilities, transportation, health care and miscellaneous goods and services. The individual costs for the items used in making the calculations also are contained in the *Index.* If you cannot find a copy of the *Index*, try the "

Relocation Salary Calculator" found on the Internet at http://www.jobweb.org/CATAPULT/cities.htm.

DIVERSITY

While each region has its own makeup of racial and age groups, the increase in minorities and older individuals in the work force is a constant throughout the nation. White non-Hispanics will continue to decline in representation, falling from 78 to 73 percent. Due to the fact that this group has historically been the largest group, the percentage of while non-Hispanics will fall, but will still have the largest growth in numbers. During the 1994-2005 period, Blacks, Asians, Hispanics and other groups will constitute approximately 35 percent of the working population. This percentage represents nearly 53 million workers.

Age groups will continue to shift in their representation. Workers in the 16 to 24, 25 to 34, and 35 to 44 age groups will decrease. Growth will occur in the 45 to 54 and 55-and-over age groups. The "Baby-Boomer" generation will constitute this older work force.

Within the regions, there are differences state by state and city by city in regard to need. With respect to space, only information on Michigan industries is given here, but more information for other states is available, with more detailed listings of actual job categories and numbers. Check the World Wide Web at http://www.census.gov/ftp/pub/epod/dop/map/1/999/txt. The first number at the end of the Web address corresponds to the state's position in an alphabetical listing, and the last number .999 is the total for that state.

CURRENT TRENDS

Current trends for the job market involve changes in the number of bachelor's degrees awarded, recruiting and hiring, and downsizing policies. The number of graduates with bachelor's degrees has been rising steadily. The number for 1996 is expected to have increased by more than 3 percent over the previous year.

Trends in hiring and recruiting are still much like those of previous years. The service-sector still dominates the job market with service sector employees making over 57 percent of the job offers to 1994 graduates according to the September 1994 NACA Salary Survey. The service sector can be defined as employers that provide useful labor that supplies some public demand, but do not produce a tangible commodity. For instance, hair salons, car repair shops, and hotels are all service-sector employers. Early 1995 data showed retail organizations, insurance companies, financial institutions, banks and accounting firms offering jobs not only to business administration, marketing, economics, finance, and accounting majors but to liberal arts majors as well.

Liberal arts students possess many skills, such as communication, organizational and analytical skills, sought after by employers. Due to their broad knowledge base, they also demonstrate less of specialized mentality. Individuals majoring in a liberal arts field should not feel that they are being left out of the recruiting process.

Another trend in recruiting is

employers hiring a large number of students with degrees in computer-related fields. Recruiters in consulting firms and computer software development companies are looking for computer science and information systems majors. Also in search of computer skilled workers are the manufactures who are making a recruitment comeback at college campuses. Many of the jobs these manufacturing companies want to fill require individuals with engineering or computer science degrees. In recent years, the computer industry has become one of the industries with the fastest projected growth.

DOWNSIZING

Although many graduates are finding successful jobs after graduation, downsizing trends are eliminating many jobs in almost all industries. According to the *Challenger Employment Report*, the industries with the highest number of layoffs are telecommunications (downsized three times more than another other industry), the computer industry and the retail industry. It is true that many college graduates in these fields are getting hired, but it would seem that with new technologies and needs, job security is not insured if employees are not flexible.

Regionally, the East has more than twice the number of displaced workers as the second-ranked Midwest. In addition to these factors influencing downsizing, the U.S. Bureau of Labor Statistics has found that downsizing has a greater effect on those individuals who never attend or finish college. College graduates are facing a layoff rate of approximately 19 percent, while those with only some college or just a high school diploma are facing layoffs of 32 percent and 35 percent respectively.

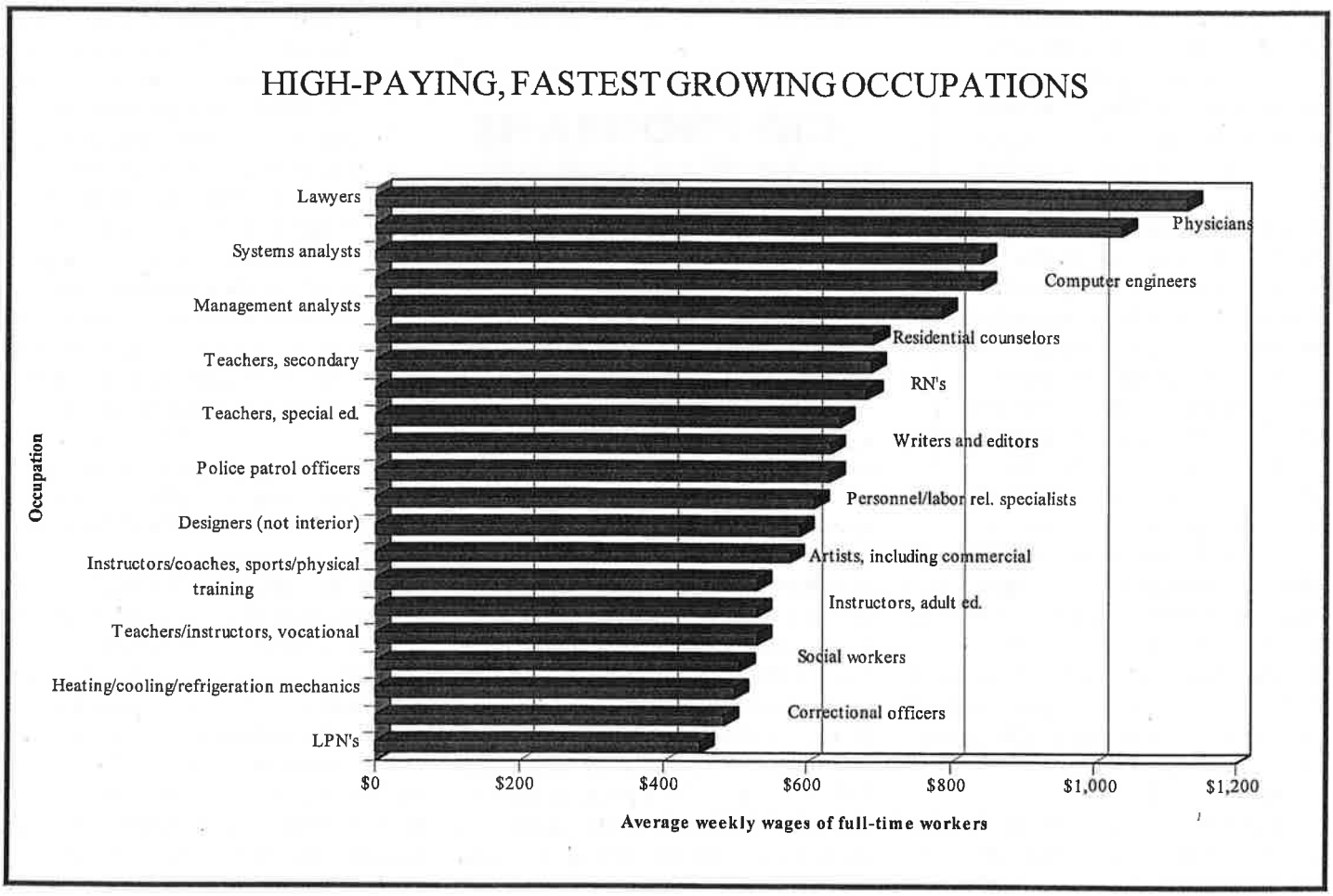
THINGS TO CONSIDER

Aside from all the current trends and information on the job market for your field of interest, there are many other important factors to keep in mind. When you are trying to find a job, be flexible. Willingness to relocate or travel is important for many occupations.

Also, market your skills. Employers look for individuals with interpersonal, teamwork and both oral and written communication skills. Illustrate your abilities and accomplishments in these areas on your resume and during an interview. Employers also want employees who will arrive on time, ready to work. Another area that employers weigh heavily is your involvement in activities outside of work and class. Of course, they also look at your work experience and its relevance to the position for which you are applying. Internships, co-ops and other applicable work experience are key in an employer's decision on who to hire.

Some individuals do not think that college is worth the effort, but it is. All the time and money you spend to earn your degree demonstrates dedication, a commitment to achievement, and motivation. College experience gives you many of the skills that employers seek. A higher education degree also offers more protection from downsizing trends as well.

If the field that you want to go into is a competitive one, do not get discouraged. If that is really what you want to do, go for it. "Competitive" does not mean that you will not get a job, it just means you will have to work harder to get one. One idea is to explore various options in your field of choice.



AN INTELLIGENT CHOICE

Career Options and Internships with the CIA

by Beau Kilmer

Despite the images portrayed in James Bond movies and dime-store spy novels, there are careers in the intelligence field that are interesting, stable, and available to college graduates.

College students who are seeking a government position that involves foreign policy, politics, and international relations, but do not want to run for an elected office, should consider the Central Intelligence Agency. The CIA, which was established by the National Security Act of 1947, is an independent agency that is responsible for providing accurate, comprehensive, and timely foreign intelligence on national security topics, while at the same time conducting counterintelligence and special activities, and other functions related to foreign intelligence and national security, as directed by the president. Additionally, the "CIA works closely with the other organizations . . . in order to receive the best intelligence possible" (http://www.odci.gov/ic/usic/cia.html).

Since the end of the Cold War, new global realities and security threats have emerged to take the place of a Russian threat. This move toward a more mutidisciplinary approach (i.e., programs that focus on computer terrorism and narcotics syndicates) means the CIA is looking for new employees with a wide range of interests and degrees.

Despite a movement toward specialization, scientists, engineers, economists, linguists, mathematicians, secretaries, and computer specialists are a few of the disciplines that are always in demand. These fields support the fact that the CIA is less cloak and dagger and more computer and data focused (http://www.odci.gov/cia/public_affairs/faq.html).

Those hired by the CIA "are on the cutting edge of American intelligence, an elite corps gathering the vital information needed by our policy makers to make critical foreign policy decisions" (http://www.occ.com/cgi...ll:and:get:8538334:cia). Thus, to acquire a position one "must have first rate qualifications: a Bachelor's degree with an excellent academic record, strong interpersonal skills, the ability to write clearly and accurately, and a burning interest in international affairs"

(http://www.occ.com/cgi . . .ll:and:get:8538334:cia).

Since entrance salaries range from $30,671 to $47,025, a position with the CIA allows graduates to start paying back student loans without living in virtual poverty.

CIA PROGRAMS
for high school and college students

undergraduate scholar program

undergraduate student trainee program

summer internship program

One question often asked by applicants is "Will I have to go through a background check to be considered for a position?" For any government agency that handles highly sensitive materials, you must pass a background check. The CIA is no exception. David Phillips, a former CIA agent and author of the book Careers in Secret Operations: How to be a Federal Intelligence Officer, informs potential candidates that the background check begins with an intense investigation. This investigation includes checking police, credit, employment, and immigration records; visiting former educational institutions and places of residence; and interviewing at least five character references, including family members. When this process is completed, the applicant is then given a polygraph (lie-detector) test. This test is used to verify the personal statements made on an application, in addition to providing the agency with more detailed information.

Yes, the questions they ask are very personal and often times may be difficult to answer; but this is for a reason. The CIA, as well as other government agencies, do not want to be blackmailed for sensitive data that may jeopardize America's national security interests. If there are traces of "sexual perversion, immoral or disgraceful conduct, and conviction of felonies or serious misdemeanor criminal acts," this information may be used by foreign enemies to extort vital information from an agent (Phillips 18). Phillips notes that past drug use does not automatically exclude a candidate from consideration.

However, those with heavy drug use in their pasts or those who have participated in any of the previously mentioned deviant behaviors are generally considered too risky for an intelligence position. That is why intelligence agencies have such stringent screening processes.

But those with relatively clean pasts and a desire to work with foreign policy should consider applying at the CIA. Fortunately, the CIA has many programs for high school and college students that give aspiring spies and researchers first-hand experience working at the agency. These internships may also increase the chances of gaining employment after graduation. The current programs are as follows:

1) Undergraduate Scholar Program

This program targets incoming college freshmen to help them decide and learn about possible majors. This program, which is particularly interested in minority and disabled students, provides a salary and some scholarships to participants. Each summer the student will work at a different federal facility in addition to working with an agency for an allotted amount of time after college graduation. The time after college is 1 1/2 times the length of the college training (i.e., if one was a Student Scholar for four summers, they would be obligated to work at the CIA for the equivalent of six summers after graduation).

2) Undergraduate Student Trainee Program

This program is very similar to the Scholar Program, except students are not obliged to work for the CIA after graduation. Those in the Student Trainee Program alternate semesters between college and the CIA, with the student spending approximately three or four semesters on the job. The CIA cooperates with educational institutions to assure that the educational interests of the students are promoted.

3) Minority Undergraduate Studies Program

4) Summer Internship Program

These programs place students with CIA professionals to expose them to "life at the CIA." Students eligible for these programs must be in good academic standing and must have completed their sophomore year of undergraduate education. If accepted, the student will work a summer at the CIA. There is no additional commitment after graduation.

5) Graduate Studies Program

This internship is targeted at graduate students entering their first or second year of post-undergraduate education. Graduate fellows at the CIA work side by side with career officials while writing reports and analyzing data. Fifty percent of the participants in this program are hired by the CIA after their graduate studies are completed.

Aside from the previously mentioned restrictions on some of the programs, applicants must have a 2.75 grade-point average on a 4.00 scale. If interested in any of these programs, please contact:

CIA Employment Center
P.O. Box 12727
Arlington, VA 22209-8727

Once again, Phillips is quick to point out that a college education is not required for all positions at the CIA (Phillips 70). There are many secretarial and clerical positions open for those who want to learn the "ins-and-outs" of an intelligence organization. Additionally, the CIA provides upward career mobility for people in these positions, thus, it is possible to acquire an important position at the agency with only a high school diploma or GED certificate; but this is not the norm.

If you are interested in domestic intelligence or other branches of foreign intelligence besides the CIA, there are many options available. All four branches of the armed service, the Department of State, the Department of Treasury, the Department of Energy, the Federal Bureau of Investigation, the National Security Agency, the National Reconnaissance Office, the Central Imagery Office, and the Defense Intelligence Agency have intelligence divisions. Most of these organizations have the same high standards for employees and will perform background checks similar to those conducted by the CIA. Information on their internship programs and career opportunities, in addition to other organizations in the intelligence field, is available on the Internet. This information can also be sent to you by directly contacting the preferred agency.

There are many avenues for those with high-school, undergraduate, and graduate degrees to follow in the intelligence field. The CIA and other intelligence agencies provide interesting and influential careers for anyone from the political sciences to the computer sciences to the natural sciences. If you want to serve your country, earn a good income, and maybe become another James Bond, then you may want to make an intelligent choice.

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POWERFUL WOMEN

Careers in: Science and Engineering

by Brandon Grafius

The power of women in the workforce has risen dramatically in past decades, with many social barriers falling in favor of equal opportunities. It is no longer expected that the woman of the family is the housekeeper, while the man is the breadwinner. Yet even with this progress, the number of women in the fields of science and engineering remain low. In a nationwide study conducted by the National Science Foundation 11 years ago, it was determined that women comprise about 16 percent of the total U.S. labor force in science and engineering fields, and only 12 percent of the work force employed in industry—science occupations not directly affiliated with a university. Two main reasons have been offered for this—the Deficit Model and the Difference Model (Sonnert and Holton).

The Deficit Model focuses on the barriers that women encounter when pursuing science or engineering as a career. Discrimination has been outlawed for many years, but remnants of social orders still exist. Women often have trouble being admitted into the elite "inner circle" of scientists and engineers (Sonnert and Holton), thus making advancement difficult. This is a cycle that perpetuates itself in varying ways. For example, there are not official interviews for many job openings. They are filled based on word of mouth from respected colleagues. When this is the case, it often means that women are not even considered for the available positions. Besides facing hardships within the scientific community, there still remain preconceptions within society about the proper careers for women, which may discourage many women from pursuing a career in science or engineering.

The Difference Model uses fundamental gender differences to explain the lack of women in science and engineering—but does not claim that females are not as good at math as males. Instead, it focuses on females' lower levels of aggression. This has an effect in the workplace, since science and engineering are highly competitive fields. But perhaps more importantly, it has an effect on the classroom environment as early as elementary school. Males dominate classroom discussion, ask for help more often, and volunteer answers more than females, resulting in more attention from teachers (Fennema). This was echoed by Shantana Goerge, a microbiology major at Michigan State. "I don't believe that I was steered away from science in high school, but I didn't think I was that good at it. Most of the students who were thought to be really good in science were boys, and they received more attention from the teachers. The girls who were good at science were very quiet about it—there was one girl who was very vocal in science class, and people thought she was a little weird."

Goerge continued by saying that she did not feel discriminated against in her current laboratory job, but did feel that her boss and co-workers were "the exception rather than the norm (Goerge)."

Women entering fields viewed as nontraditional, such as science and engineering, are more likely to face discrimination because they are sometimes viewed as trying to force their way into groups that have already been established (National Research Council). In numerous interviews with female scientists and engineers, a reoccurring belief was that females had to work harder than their male colleagues to prove themselves (National Research Council).

All of these factors contribute to the lack of women scientists and engineers. In spite of this, many employers are making efforts towards hiring more women, as well as creating a better work environment and encouraging females to continue their studies. Two excellent examples are Xerox Corporation and AT&T Bell Laboratories (National Research Council).

Xerox management began with two steps designed to help with the recruitment and retention of women scientists. The first was a decision that increased diversity was necessary. Xerox followed its decision by establishing a Women's Council, "to advise senior management on issues related to recruiting and retaining women" (National Research Council, 52). The Council's recommendations included: increasing the financial aid to female graduate students, clarifying the criteria for promotions, and ensuring that internal job opportunities are publicized throughout the company. The Council serves the important function of making sure that the opinions of women employees are heard by management. Through this process, Xerox hopes to become, according to Xerox manager Marcia Bush, "the employer of choice for women and minorities by the year 2000" (National Research Council, 51).

AT&T Bell Laboratories has developed a program which relies heavily on working with universities to help increase diversity. They have developed a University Relations Summer Program for college students in science and engineering, focusing on identifying and expanding the research capabilities of women and minorities (National Research Council). AT&T Bell Laboratories also offers scholarships and fellowships to talented students, with the intent of increasing their hiring choices by providing assistance to underrepresented women and minority students. Programs also include establishing mentor/student relationships and promoting student participation in research activities. Another program of interest is the Employee Counseling Service, which is available to all employees. The Counseling Service seeks to create a better work environment by helping employees deal with personal interactions that are becoming a problem in the work place. Often, this service is an attempt to help smooth over

the relationships between the male and female employees. In addition to these services, AT&T Bell Laboratories has programs for its employees that include child care resources, family leave, leave for the care of a newborn or newly adopted child, a family care development fund, an adoption resource and referral service, and child care and elder care reimbursement programs (National Research Council).

These are only two of the most noteworthy examples; many companies are developing similar programs in their attempts to hire and retain women. Outside of the corporate world, many universities have held conferences to develop specific strategies for the hiring of women scientists and engineers. The Big Ten Universities banded together for the first Women in Science and Engineering Council (WISE), held at Indiana University in October of 1992 (Van Tassel). Perhaps the most important effect these conferences have had is on the development of contacts among the faculty members, both in creating networks among women faculty in science and engineering and providing role models and the development of mentoring programs. Michigan State University has responded with the creation of the Women's Resource Center (WRC), for female faculty, staff and students of all disciplines.

Although many social and structural problems may remain, much progress is being made. A bright spot lies in the biological sciences, where women have reached a critical mass—their numbers are great enough that they are viewed as the norm rather than as an oddity, and many of the problems in the workplace seem to have solved themselves (Sonnert and Holton). It is also important to note that while these conferences and policies relate directly to women, their effects on the work environment will be positive for everyone involved. Issues such as child care, paid family leave, increased fellowships and better working relationships are beneficial to males as well as females, and should help to achieve the quality goal of all companies and universities—the best scientists and engineers, regardless of gender.

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WAKING up to SLEEP DEPRIVATION

by Beau Kilmer

As college students find themselves in the middle of examinations, term papers, part-time jobs, and the new fall television season, one must ask how do they accomplish anything at all? With so much to do and so little time, students find themselves sacrificing sleep to achieve academic and social goals. While they become drowsy every mid-afternoon, many students believe this is the only negative effect of sleep deprivation. It is time for them to wake-up!

Sleep deprivation is not limited to the ranks of over-extended students. Natalie Angier of the *New York Times* notes that "from recent surveys and clinical experiments, most experts in sleep behavior agree that there is virtually an epidemic of sleepiness in the nation" (33). People are finding themselves so preoccupied with work and pleasure that getting a 'good' night's sleep is not a priority. Angier notes that this phenomenon "can be traced to the invention of the light bulb . . . [S]leep scientists have deduced that the average person used to sleep about 9 ½ hours a night (as compared with 7 - 8 ½ hours today)" (Angier 34). The best sleep habits once were forced on us by the rise and fall of the sun, but that was then.

Today, experts argue that "more than three-fourths of Americans wake up regularly to alarms, and almost as many sleep more than an hour or two longer on weekends than on weekdays. Both are signs of chronic sleep deprivation" (Nowroozi 73).

This is not an idle fear for students because of "teenagers, who often fail to get adequate sleep, experience daytime sleepiness, increased mood and behavior problems, and greater vulnerability to accidents" (Dement 1548). Sleep deprivation causes students to skip classes and neglect homework, leading to lower levels of performance in the classroom. This was proven in a study by the University of California San Diego which indicated "that students who have higher GPAs sleep more at night and are less sleepy during the day than students with lower GPAs" (http://bisleep.medsch.uc . . . tracts/htdocs/ab100.html).

Students should also pay closer attention to their sleep patterns during high stress periods such as exam weeks. Although most students sleep very little the week before exams to immerse themselves in the semester's readings, they run a high risk of becoming sick and sluggish, which may adversely affect test scores. This is because "the effects of sleep loss are cumulative" (Angier 36). Waiting until after exams to get a good night's sleep makes it difficult for students to concentrate and critically think during the tests.

However, these effects are short lasting and doctors "can't find a thing physiologically wrong with people who are sleep-deprived—even after three [or] four days of deprivation" (Nowroozi 73).

While many students choose to sacrifice sleep for late night endeavors, some are forced to make adjustments because of sleeping disorders. The University of Nebraska Medical Center explains some of these disorders:

"Obstructive sleep apnea: A very common disorder where there is obstruction of the nose and/or throat by enlarged tonsils, a deviated nasal septum, etc., which results in pauses in breathing during sleep. Symptoms include snoring, morning headaches, and daytime fatigue. Obstructive sleep apnea can lead to heart failure and is a risk factor for heart attacks and strokes.

Nocturnal myoclonus: Jerking of legs during sleep which causes brief awakenings. This causes insomnia and daytime sleepiness.

Narcolepsy: A relatively rare sleep disorder of dream sleep. The main symptom is uncontrollable sleepiness during the day."

(http://www.agen.ufl.edu/~nasd/ne00400.html)

If you believe you suffer from any of these disorders, you should immediately make an appointment with a doctor. These disorders can be treated, and sometimes eliminated, with medical attention.

Since continued deprivation is counterproductive to the academic and social goals of most students (making good grades and enjoying time with friends), those with problems should take immediate action. Suggestions include:

Stabilize your sleep schedule. Attempt to go to bed at the same time every night while getting up at the same time everyday. Even if you don't have early classes, getting up between 8 a.m. and 9 a.m. will stabilize your sleep schedule, allowing you to be more productive during the day. Getting your studying completed in the morning grants you a virtually work-free night life. You will enjoy the best of both worlds.

"Take naps, but follow some rules." Never nap after 4 p.m., and don't nap for over an hour. Longer naps tend

to be 'replacement naps,' which take you into the sleep state, rather than 'recreational naps' that are good for quickly boosting your alertness" (Nowroozi 73).

Talk to your campus nutritionists. Most colleges and universities have trained health experts on staff and available for student inquiries. Ask these professionals if you are getting the vitamins and nutrients your body requires to make it through the day. Malnutrition often leads to sleepiness and sickness.

Get active. As students get off the couch and begin to exercise, dexterity and alertness rise. Physical activity builds students' stamina levels which makes them less tired throughout the day.

These are only of few of the practices necessary for students to reduce daytime sleepiness and sluggishness. Waking up to these suggestions is the first step toward eliminating sleep deprivation.

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Those who want to know whether their sleepiness is a definite cause for concern should determine their score on the Epworth scale. This test from the University of Nebraska Medical Center scores "how likely you are to doze off or fall asleep (in certain situations)? If a situation does not apply to you, estimate the impact you think it would have. Use the following scale to choose the most appropriate number for each situation.

0 = Would never doze
1 = Slight chance of dozing
2 = Moderate chance of dozing
3 = High chance of dozing

SITUATION:	CHANCE OF DOZING
Sitting and Reading	_____
Watching TV	_____
Sitting inactive in a public place (i.e. theater)	_____
As a car passenger for an hour without a break	_____
Lying down to rest in the afternoon	_____
Sitting and talking with someone	_____
Sitting quietly after lunch without alcohol	_____
In a car, while stopping for a few minutes in traffic	_____

A score of greater than 10 is a definite cause for concern because it indicates significant excessive daytime sleepiness."

(http://www.agen.ufl.edu/~nasd/ne00400.html).

I got the job ...
NOW WHAT ABOUT THE SALARY?

by Brandon Grafius

Negotiating a starting salary is a nerve-wracking and delicate process, but one that can yield significant rewards. If accomplished in a proper manner, it can add thousands of dollars to your yearly and lifetime income without damaging relations with your employer.

When you begin applying for jobs, your first goal should be to obtain an interview, so try not to discuss salary during the initial application process. Employers often use applications as a way to screen out applicants that they cannot afford and those whose previous jobs entail fewer responsibilities, as indicated by a lower salary. Many employment applications have a space for your current salary. Leave this space blank (Chapman and Sanders). If an employment application asks for salary expectations, write "open." If the directions require that you fill in every blank, write "competitive" in the salary slot, with an asterisk and a note at the bottom stating that you would be glad to discuss starting salary at an interview. During the interview, say something like "I'd rather be hired on my competencies than my price" (Chapman and Sanders).

It is important to keep quiet about your salary expectations during the interview process; if your potential employer brings it up, try to avoid naming a specific figure (USA Today). During the interview, shift the focus from price to quality. If you can make an employer want to hire you above all the other candidates, an acceptable starting salary will be much easier to achieve (Chapman and Sanders). If the interviewer asks you about starting salary expectations, attempt to diffuse the question with a statement such as, "If we decide that I'll be the right fit for your organization, the salary will take care of itself. Let's figure out how well I'll fit in first" (Chapman and Sanders).

Once You Have An Offer

The time to begin negotiations is once you have a job offer. As an employee, you will seldom have as much leverage with your boss as you have once you have been offered a job but not yet accepted it (Pollan and Levine). Before beginning negotiations with your potential employer, complete some research. Read salary surveys from your field to get a sense of the current pay scale for your position (Pollan and Levine). The government annually publishes the Occupational Outlook Handbook, which is available at most libraries. A Salary Report is also published annually by Career Services and Placement at Michigan State University. It is available in the Career Development Center and in the main library at Michigan State University. It is even more important to find the salary guidelines of the organization that will be employing you, so you can get an idea of their salary range. Asking for money which is outside the company guidelines, either high or low, can seriously hinder your chances of success (USA Today). Also, take into account the factors that the organization uses to determine their salary offer. The organization's desire for you and your current salary are both important, as well as supply and demand. There is less room to negotiate when seeking an entry-level position, as opposed to higher-level management jobs (USA Today).

Let's Negotiate

Once you have taken all these factors into consideration, decide on a salary figure that you would like to target during negotiations and the amount you would be willing to accept. Try to make your employer state a figure first. If this is not possible, give a salary range rather than specifics so your employer can make the first offer (Nunan and Hutton). If you are forced into making the first offer, name a figure that is a little high—if your figure is low, you will be forced into settling for less money than the organization was willing to offer at best. It is also very possible for you to lose the job, as many employers equate the salary you are asking for directly with your quality (Chapman and Sanders). If your figure is slightly higher than the company had in mind, and they are interested in you, they will come back with a counter-offer (USA Today). However, it is still preferable to make the employer state a figure first. Once the employer makes an offer, repeat the figure or the top number of the range, and then stay quiet (Chapman and Sanders). Remain silent for thirty seconds, while you think about the offer and compare it to the research you have completed. By repeating the given salary figure, your potential boss knows that you are thinking it over, and probably thinks you are slightly disappointed. The most likely outcome of this silence is a raised offer (Chapman and Sanders). After thirty seconds, respond with your thoughts on the salary offer. Even if the offer matches your expectations, ask for several days to think it over. You will be able to evaluate the offer with less emotional bias and avoid looking too eager to accept the job.

If the initial offer is lower than your researched findings, let the employer know that the offer is not quite the salary level you had hoped to attain. State the salary range that your research tells you the job should offer and ask the organization what they can do in that range. Talk about ways to attain the salary you are seeking so the solution seems fair to both parties. Most organizations will be willing to hold a discussion (Chapman and Sanders). Use your judgment to determine when the employer is finished discussing the issue, and then ask for more time to make your decision.

Being offered a salary that is higher than your expectations doesn't seem like a problem, but it should concern you. If your employer is offering too much

money for the position and your skills, they will begin to regret it. This severely hampers your chances for a promotion. Your boss will feel like you are already overpaid, so there will be no reason to give you a promotion. Your first paycheck may make you happy, but you may eventually find yourself trapped, with no hope of a promotion and no way of getting another job without taking a pay cut. The other possible scenario is a position which calls for more responsibilities than you expected, so you might want to reconsider the offer (Chapman and Sanders).

Related Questions

Brian Krueger, author of College Graduate Job Hunter, offers a list of several questions that may be asked risk-free once you receive a job offer. Ask about the promotion opportunities of the position, and the level of promotion you might receive. Ask how and when your performance will be reviewed, and if this will include a salary review. Also, ask about the salary progression you might expect in the next three to five years (http://www.collegegrad.com/). While these questions do not relate directly to the starting salary figure, they are factors to take into consideration.

Besides money, it is important to be aware of the benefits an organization is offering. Consider the coverage of the general health plan, if its costs are taken out of your paycheck, and whether it will cover your family. For medical benefits, consider the type of plan, the deductibles, and whether it contains exclusions for pre-existing conditions. Some companies also offer dental and optical insurance, as well as disability and life insurance. Besides insurance, some organizations offer a variety of other perks, including retirement plans and pension funds, free health club memberships and dependent care benefits. (Some companies have both child and elderly care facilities.) Parking and commuting cost reimbursements are offered by some companies: those costs can add up over a long period of time. Learn about the company's policy on business expense reimbursements, as these vary greatly from company to company. For example, most companies offer reimbursement for business travel with your own car, but this is usually anywhere from six to thirty cents per mile (http://www.collegegrad.com/). It is also important to consider whether the company has a profit sharing option, which can yield substantial money tacked onto your salary, or a company stock option. Many companies have an option for their employees to purchase stock at reduced costs. Often, up to 10 percent of your base salary rate can be used to purchase these stocks, which, because of the reduced costs, make for an immediate 11 percent to 17 percent profit (http://collegegrad.com/).

Vacation time also can be an important perk. Standard vacation time is two weeks for the first year of employment, with an additional day for each year up to a four week maximum. Be careful though. Some companies do not give any vacation time during the first year of employment (http://www.collegegrad.com/).

Using the strategies listed above can add thousands of dollars to your annual income, as well as help you start in your new job on a good note. When you feel your salary is fair, you are much more likely to work to your fullest potential, making everyone involved in the process feel better. Even if the salary you have been offered falls within your range, consider the benefits offered, as well as your opportunities for promotion. If all these factors are taken into consideration, an agreement should be reached that is beneficial to all parties involved.

If the initial offer is lower than your researched findings, let the employer know that the offer is not quite the salary level you had hoped to attain. State the salary range that your research tells you the job should offer and ask the organization what they can do in that range.

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*The **Collegiate Employment Institute Newsletter** is published quarterly by Michigan State University and Career Development and Placement Services in an 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.***

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at . . .

113 Student Services Building
Michigan State University
East Lansing, MI 48824-1113

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FAX: (517) 353-2597

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