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**E.J. Bloustein School of Planning & Public Policy / John J. Heldrich Center for Workforce Development**

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To Download This Study: visit [www.heldrich.rutgers.edu](http://www.heldrich.rutgers.edu).

## **Study: U.S. Scientist and Engineer Supply as Strong as Ever But New Data Show Top Students Choose Careers in other Fields**

A new study, conducted with funding from the Alfred P. Sloan Foundation, finds U.S. colleges and universities are graduating as many scientists and engineers as ever before. Contrary to fears expressed by educators and employers, American students have not wavered in their interest in science and math studies over the past 30 years.

The new report entitled, **“Steady as She Goes? Three Generations of Students through the Science and Engineering Pipeline,”** is one of the most comprehensive analyses of a major longitudinal dataset to examine the transition of American students in science, technology, engineering and mathematics (STEM) from high school into the labor force. While the data show no decline in students pursuing science and math, they do indicate that many of the highest performing students are choosing careers in other fields after graduation.

“Over the past decade, U.S. colleges and universities graduated roughly three times more scientists and engineers than were employed in the growing science and engineering workforce,” said the study’s co-author Lindsay Lowell, Director of Policy Studies at Georgetown University. “At the same time, more of the very best students are attracted to non-science occupations, such as finance. Even so, there is no evidence of a long-term decline in the proportion of American students with the relevant training and qualifications to pursue STEM jobs.”

“Despite decades of complaints that the United States does not have enough scientists and engineers, the data show our high schools and colleges are providing an ample supply of graduates. It is now up to science and technology firms to attract the best and the brightest graduates to come work for them,” said co-author of the study, Hal Salzman, Professor of Public Policy at Rutgers, The State University of New Jersey. “Our problem is not a failure to educate enough science and math students, but an inability to induce our most talented young people to pursue careers within our high-technology companies.”

Copies of the “**Steady as She Goes?**” report are available at [www.heldrich.rutgers.edu](http://www.heldrich.rutgers.edu).

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**The John J. Heldrich Center for Workforce Development** is located at the Edward J. Bloustein School of Planning and Public Policy, at Rutgers, the State University of New Jersey. It is one of the nation’s leading university-based research and policy centers dedicated to raising the effectiveness of the American workplace through improved workforce education, placement and training. The Center identifies innovative workforce practices and practical economic policy changes that can help Americans receive the education and training they need to be productive and prosperous in a global knowledge economy. Learn more at [www.heldrich.rutgers.edu](http://www.heldrich.rutgers.edu).

**The Institute for the Study of International Migration [ISIM]** is part of the Edmund A. Walsh School of Foreign Service and affiliated with the Law Center at Georgetown University. ISIM focuses on all aspects of international migration and provides balanced, interdisciplinary analysis of international migration. It also undertakes comparative analysis of international migration issues affecting other countries. Learn more at: <http://isim.georgetown.edu/pages/AboutISIM.html>

**The Alfred P. Sloan Foundation** is a philanthropic, not-for-profit grant-making institution based in New York City. Founded in 1934, it is unique in its focus on science, technology, and economic institutions. Learn more at: [www.sloan.org](http://www.sloan.org)

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### **Hal Salzman**

Hal Salzman is a Professor of Public Policy at the Edward J. Bloustein School of Planning and Public Policy and Senior Faculty Fellow at the John J. Heldrich Center for Workforce Development. His research focuses on labor markets, workplace restructuring, skill requirements, and globalization of innovation, engineering and technology design. Recently he has been writing on the science and technology policy implications of his research. His work is funded by Sloan Foundation, National Science Foundation, and Kauffman Foundation.

### **B. Lindsay Lowell**

Dr. Lowell is Director of Policy Studies for the Institute for the Study of International Migration at Georgetown University. He was previously Director of Research at the Congressionally-appointed Commission on Immigration Reform where he was also served as Assistant Director for the Mexico / US BiNational Study on Migration. He has been Research Director at the Pew Hispanic Center of the University of Southern California, a Labor Analyst at the US Department of Labor; and taught at Princeton University and the University of Texas at Austin.

Dr. Lowell co-edited *Sending Money Home: Hispanic Remittances and Community Development*; and he has published over 150 articles and reports on his research interests in immigration policy, labor force, economic development, and the global mobility of the highly skilled. He received his PhD in Sociology as a Demographer from Brown University.