

UC Workforce: Student Pathways for Recruitment, Retention, and Diversity

2022 UC-Coro Systemwide Leadership Collaborative Southern Cohort

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- Provost and Executive Vice Chancellor, Hal Stern (UC Irvine)

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As a Project Sponsor for the UC-Coro Systemwide Leadership Collaborative Southern California Cohort and as Vice Chancellor for Equity, Diversity, and Inclusion at UC San Diego, I am writing to share my support for the cohort's project, **UC Workforce: Creating a Student Pathway for Recruitment, Retention, and Diversity**.

Upon graduation, our increasingly diverse undergraduate students are eager to return to the University of California (UC) as employees equipped with unique skills, perspectives, and experiences. While their high-quality education has prepared them to excel as the next generation of UC employees, this group faces larger structural challenges that may interfere with realizing this goal. This project prioritizes the distinct needs of undergraduate students and alumni from four-year degree programs by focusing on creating stronger pathways for them to obtain key positions in the UC workforce.

By centering the first generation, low income, and minoritized undergraduate students, this project serves as an important reminder that the success of students from these communities is directly linked to that of the UC. As a result of this project, the UC system will have access to thoroughly curated tools and resources targeted toward strengthening connections between undergraduate students and employment opportunities across the UC. The project's outcome will benefit the UC students body and its workforce by ensuring a diverse and equitable learning and working environment for all students, staff, and faculty. As we strive to achieve inclusive excellence, creating opportunities for student access to meaningful careers upon graduation is essential to the longer term success of the UC and the State of California.



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March 9th, 2023

UC CORO Project: UC Workforce: Student Pathways for Recruitment, Retention, and Diversity

The attraction of a diverse, skilled workforce is one of the greatest challenges facing most organizations today and the UC System is not immune to this issue. Developing a strong and resilient workforce requires that organizations be strategic and innovative in how they share their talent pipelines. The UC System is in a unique position in that it is one of the largest employers in the state of California (over 210K employees) and is one of the largest sources of talent in California. However, to date, the system has not strategically or systematically leveraged its own student body as a source of professional talent.

The UC Workforce: Student Pathways for Recruitment, Retention, and Diversity CORO project attempts to address this issue by conducting a thorough evaluation of how the UC System currently draws talent from its own student body and offering suggestions on how the system can do this more effectively going forward. The team is to be commended on their holistic and insightful analysis of the staffing challenges facing the system. The team also provides excellent examples of how other university systems across the country have attempted to address this issue. Finally, the team identifies several specific limitations of the UC system's current recruitment approaches and offers some specific recommendations on how these issues can be overcome.

The resulting project provides an excellent roadmap for the UC System to develop a strong pipeline of talent. I fully endorse the findings of the report. As a Professor of management with a focus on talent acquisition, I believe the team has identified several best practices that are supported by academic research in this domain. As the Dean of the Paul Merage School of Business I would be very keen to get UCI and my school to be involved in implementing these ideas, even as a pilot.

Sincerely,

A handwritten signature in blue ink that reads "Ian O. Williamson".

Professor Ian O. Williamson
Dean
Paul Merage School of Business
University of California, Irvine

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Executive Summary

The 2022 UC-Coro Southern Cohort (“Cohort”) proposes recommendations for building pathway programs that recruit graduating University of California (“UC”) students into the UC employment ranks. Pathway programs synergistically connect a highly diverse and high-quality talent pool of recent UC graduates with UC employment opportunities in order to help both build careers and advance the UC’s mission.

This project responds to several problems, most notably a national workforce shortage that has manifested at UC, especially post-pandemic, in early separations, difficulty filling existing vacancies, and lower numbers of applicants for open positions. In addition, the separate Human Resources (“HR”) systems at UC campuses and health entities leads to challenges for systemwide recruitment efforts; challenges also exist for systemwide initiatives to increase the diversity of UC’s workforce.

While UC experiences staffing shortages, UC students and recent graduates are seeking connections to desired employment opportunities. A review of the literature reveals several types of pathway programs and recruitment strategies, including those with a diversity, equity, and inclusion (“DEI”) focus, that UC might adapt so as to draw on its diverse and talented undergraduate pool of employees. Research suggests the value of leveraging word of mouth employment information, understanding intrinsic as well as extrinsic factors for Generation Z employees and job seekers, creating well planned pathway/pipeline programs, and offering mentoring and networking opportunities for minority candidates in particular.

The Cohort undertook two studies of current UC campus practices in order to assess the barriers and opportunities that exist for pathway programs. In one study, Career Center directors at six of the nine undergraduate campuses were surveyed about how UC employees are recruited from the pool of graduating UC students and alumni. The directors reported a wide range of practices along with internal and external challenges. In the other study, members of the Cohort interviewed directors of existing programs that focus on student career development on UC campuses. Such programs are relatively new and information seems not to be shared across campuses. Promising practices and strategies of these existing programs include the use of internships, mentorship opportunities, and project-based approaches along with an interest in engaging with work-study programs to reach more low-income and underrepresented minority students.

Based on this information from primary and secondary sources, the Cohort identifies four key recommendations that UC can adopt in designing effective pathway programs for UC graduates to begin their careers at UC.

1. UC should develop a cohesive approach for recruiting UC graduates by creating a systemwide recruiting campaign and frameworks for each campus to follow.

2. Career Centers, HR, and hiring managers should work in a collaborative way to identify positions that are suited for recent graduates and promote UC employment opportunities. This includes improving the clarity of job postings, training hiring managers, including UC in Career Center events, and developing a student employment experience program modeled after some of the existing programs.
3. Communication is key to ensuring that Career Centers and academic departments that hire undergraduates are aware of career opportunities within the UC system that may align with undergraduate employment goals. Creating a central data repository to track recently hired UC graduates can facilitate the identification of natural student-to-career pathways and highlight the breadth of UC career opportunities across the state.
4. UC must ensure that it is competitive as an employer, offering salary and benefits on a par with private employers. In addition to prioritizing salary parity, UC should encourage flexible work arrangements when practicable and should continue to incorporate DEI efforts in its hiring practices.

Following these four recommendations should enable UC to build effective pathway programs that attract, employ, and retain graduates from the UC system as valued employees.

The Cohort also proposes areas for further study and action that will help provide more insight as the pathway programs are developed and implemented. Several measures involve gathering information, for instance about strategies to create a valuable experience for undergraduate employees, about undergraduates' priorities as they seek employment, and about the particular benefits of hiring alumni as employees. Other measures involve maintaining and disseminating information about the various pathway programs on each campus and about UC alumni hiring. While the Cohort focuses broadly on employing recently graduated undergraduates, UC might also explore programs that target specialized positions or that focus on hiring students from graduate or professional programs at UC campuses. Finally, this study does not address the detailed financial impact of creating a system to recruit and employ undergraduate students as employees after graduation; a future study on the positive and negative financial impacts and required resources is advisable.

Defining the Problem

National Workforce Shortage

There is a national workforce shortage that impacts California and the education and health sectors. According to data from the United States Chamber of Commerce, there are currently 11 million open positions in the United States and only 5.7 million unemployed workers available to fill those roles (Ferguson and Lucy, 2023). The same report noted that even if every unemployed person was matched to an open position, the United States would still face a workforce shortage of 5 million people.

In California, the number of unfilled jobs exceeded the available workforce in January 2022, and by September 2022 there were only 0.82 unemployed people for every open position across all industries (Ferguson and Lucy, 2023).

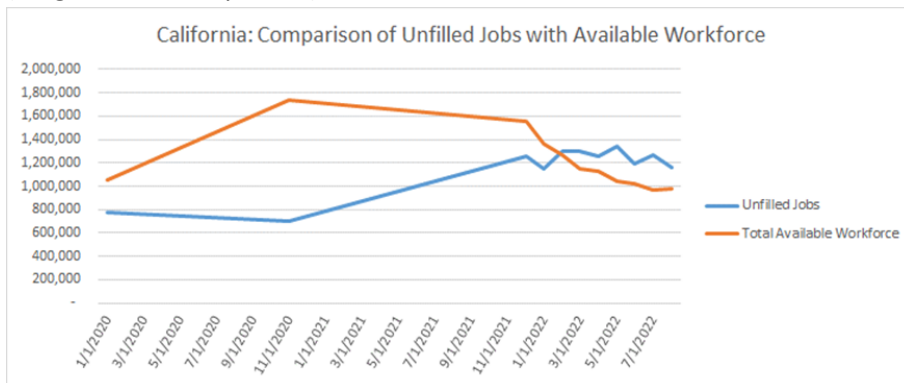


Figure 1: California: Comparison of Unfilled Jobs with Available Workforce

Nationally in the education and health services sectors, there has been a large gap between available workforce and unfilled jobs since early 2021. Currently, there are an estimated 760,000 unemployed experienced workers and 1,885,000 job openings (Ferguson and Lucy, 2023). Due to the disparity between job openings and qualified employees, UC will continue to face significant competition with other organizations in this sector for open positions.

Significantly Increased Early Separation Rate

Early separation rates, or the percent of career headcount staff with more than one year of service that separated during the year, can be a measure of prospective vacancies. The UC's early separation rate increased significantly in 2022 across all divisions. In 2022, the early separation rate for UC employees reached 11.1%, up from 7.3% in 2020. This increase was primarily concentrated across campus and health locations, with campus separations reaching 11.5% overall.

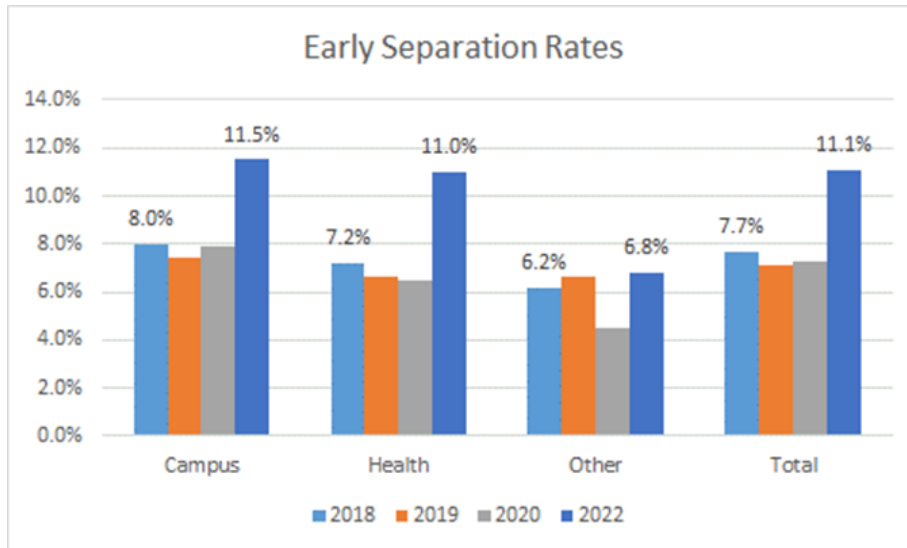


Figure 2: Early Separation Rates

As part of the 2021 UC Employee Engagement Survey, in response to the question “At the present time, are you seriously considering leaving UC?” only 57% of respondents answered “no” (UC Systemwide Human Resources and Council of UC Staff Assemblies, 2021). This indicates a continued risk of increased employee separation rates for UC. These responses are in line with data from a McKinsey & Company report which indicated that 40% of American workers were strongly considering leaving their positions, a continued trend from 2021 (Smet et al., 2022).

Difficulty Filling Existing Vacancies

Existing vacancies across UC are often difficult to fill. The number of days between when a position is posted and an offer is accepted for that position is an indicator of recruitment ability; generally, the less time required from posting to acceptance indicates increased ability to recruit.

Across UC, the time to accept job offers increased 22.8% in 2022 for single-hire requisitions (from 79 days in 2021 to 97 days in 2022). This increase was most significant for positions in the health sector, where the average time to accept rose 20 days, from 84 days in 2021 to 104 days in 2022.

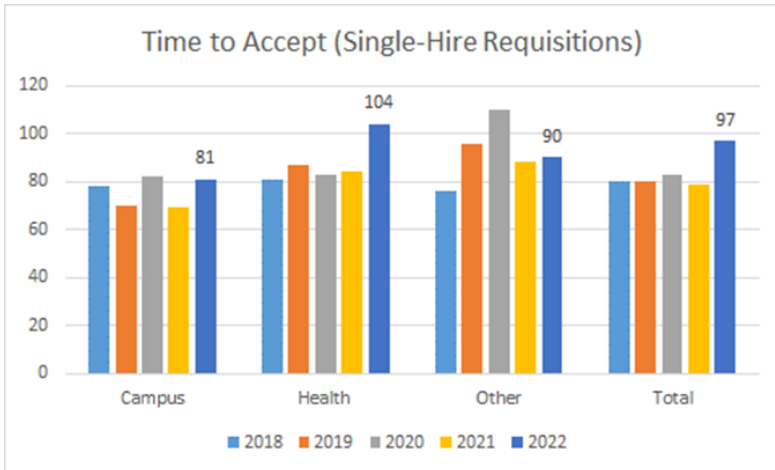


Figure 3: Time to Accept (Single-Hire Requisitions)

Although the time to accept for multi-hire requisitions is slightly more volatile, in 2022, the amount of time increased consistently across all divisions compared to 2021.

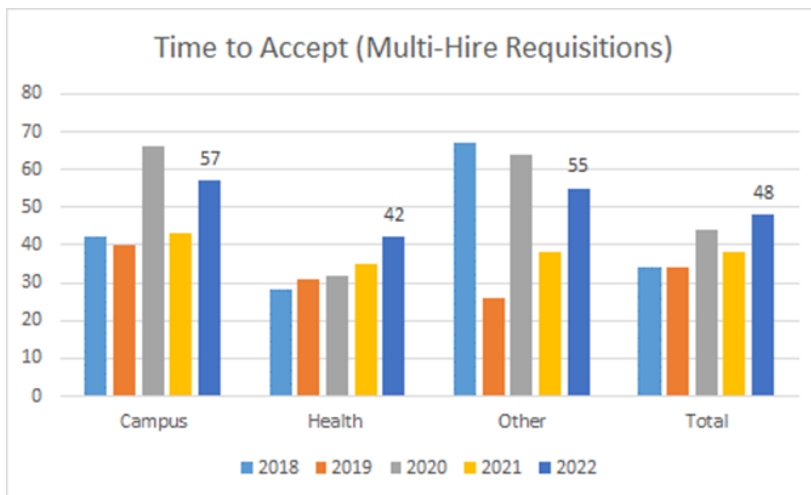


Figure 4: Time to Accept (Multi-Hire Requisitions)

The continued increase in the time to accept for positions within UC may indicate increased challenges in recruitment across the organization.

A comparison of positions filled to positions posted within the same calendar year underscores the challenges in recruitment, primarily in campus positions. In 2022, only 31.9% of posted campus positions were effectively filled, compared to a rate of 74.2% of posted positions in 2018. Across all divisions, the percentage of filled positions had decreased to 50% in 2022, a significant drop from 77.2% in 2018.

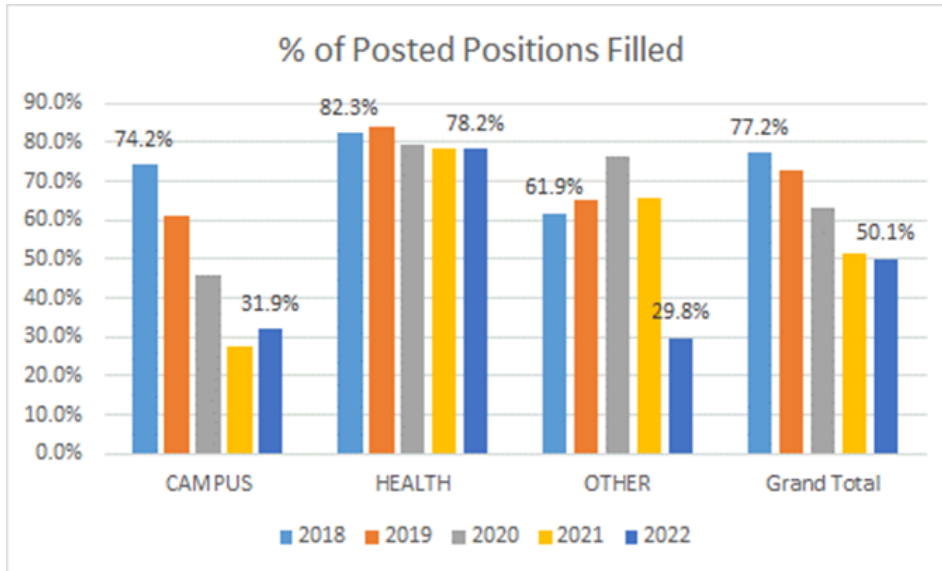


Figure 5: Percent of Positions Filled

Comparing the number of applications received for each open position shows a similarly alarming trend. Systemwide, only 13.6 applications were received for each open position in 2022, compared to 38.23 applications per open position in 2018. Application numbers were dramatically lower in both campus and health divisions.

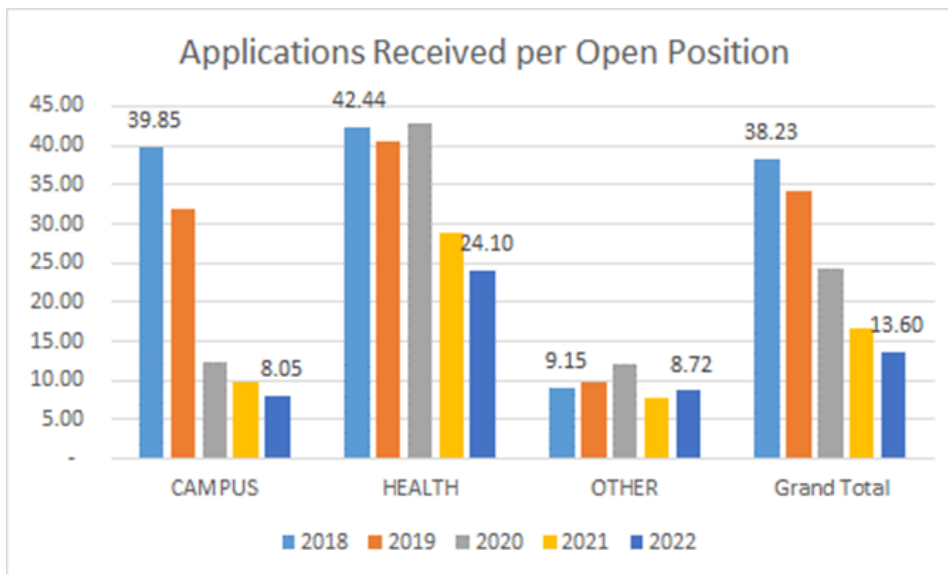


Figure 6: Applications Received per Open Position

Recruitment Efforts are Not Integrated

Recruitment efforts across UC currently are conducted independently using separate HR systems. Although a systemwide recruiting website exists to promote open positions across UC (<https://jobs.universityofcalifornia.edu>), recruitment for open positions is largely completed via

individual local HR teams, which represent campus and health entities separately. Applicants submit information to local teams, and applicants are tracked and managed in separate systems. The data captured and reported varies across the multiple UC sites, and a central applicant database does not exist. Applicants are unable to select an option to share their information for consideration towards other roles across the wider UC.

Systemwide Recruitment Site is Underutilized

Use of UC’s systemwide recruitment site presents opportunities to expand promotion of open positions to a wider audience. Traffic to UC’s central recruitment website fell during the COVID-19 pandemic. Although usage has been increasing somewhat, both total visits and unique visitors in 2022 were still beneath pre-pandemic levels.

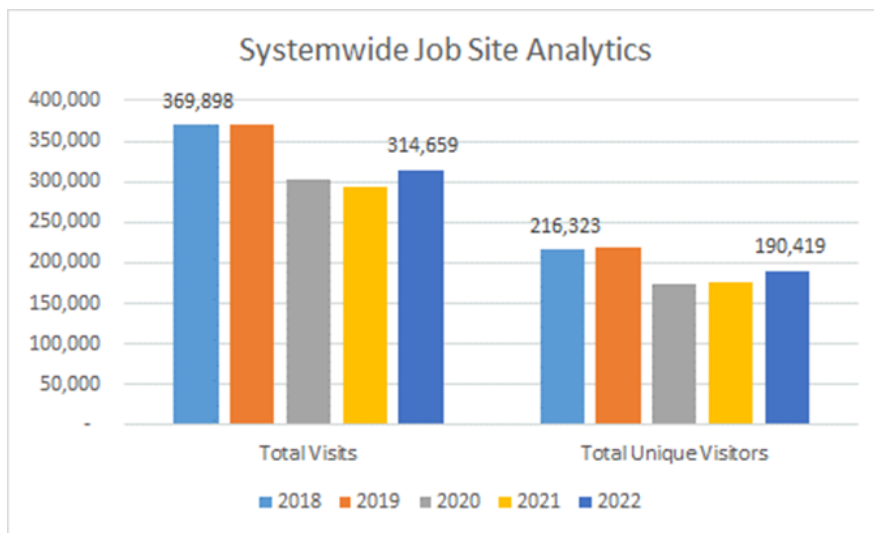


Figure 7: Systemwide Job Site Analytics

Search terms on the systemwide recruitment site are not proportional to the share of open positions, especially for roles within the health sector. As an example, searches for positions in the UC Office of the President (“UCOP”) accounted for 9.3% of all searches, but open positions in UCOP only represented 1.5% of open positions. Conversely, only 7.8% of location searches were for UC Irvine (“UCI”), which represented over 12.7% of open positions. The only UC Health entity with any location search activity on the systemwide recruitment site was UC Davis (“UCD”) Health, despite one of the largest search terms used on the site being “nurse” (comprising 15,234 searches in 2022). This indicates that the site is primarily utilized by candidates interested in postings for specific locations within UC, and that users are not driven to the site based on the promotion of systemwide opportunities.

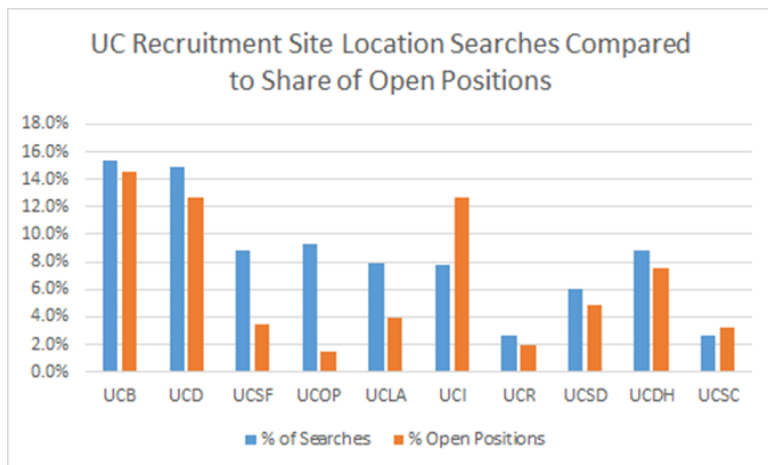


Figure 8: UC Recruitment Site Location Searches Compared to Share of Open Positions

Reported referral sources for the systemwide recruitment site did not include any UC student portal links from 2018 to 2022.

Need for Expanded Diversity, Equity, and Inclusion Focus in UC Workforce

UC’s recruitment practices require a focus on advancing DEI efforts. Regents Policy 4400 states that UC “must seek to achieve diversity among its student bodies and among its employees... Diversity should also be integral to the University’s achievement of excellence.” (UC Board of Regents, 2010).

According to the 2022 Accountability Report, while growth of underrepresented groups has increased modestly over the last ten years, more work is needed to advance equity among all levels of the UC workforce (UC Board of Regents, 2022).

Although UC local entities have individual goals and initiatives related to achieving improved DEI outcomes, UC would benefit from establishing additional systemwide practices to support an overarching goal of improvement in this space. The Accountability Report, for example, only includes data from the academic enterprise, and excludes any data related to UC Health. It is currently not possible to compile any data or metrics on DEI that are representative of the entire UC without extensive local engagement and consultation.

Opportunity for Synergy

UC’s student population possesses valuable skills and characteristics that could benefit existing open positions. According to data from the UC Undergraduate Experience Survey, 34% of UC graduates intend to seek full-time work, and another 12% remain undecided (UC Institutional Research and Academic Planning, 2022). Many graduates intend to pursue work in fields that are relevant to the mission and services offered at UC:

- 17% plan to pursue health sciences
- 27% plan to pursue STEM

- 5% plan to pursue education

Others indicate an intention to work in areas that could fill relevant positions within UC, including:

- 6% business management and administration
- 3% finance
- 3% government

Many respondents indicated that they had completed educational experiences during their time at UC that could translate into enhanced experience or qualifications for various UC roles, including:

- 19% in credit-bearing internships or field experience
- 23% in non-credit bearing internships or field experience
- 12% in leadership programs
- 24% in academic experiences with a diversity focus

Summary

UC is vulnerable to current national, state, and industry-specific deficiencies in available workforce. Trends in systemwide recruitment data indicate that early separations from UC are increasing and that existing positions are increasingly harder to fill. The use of disparate systems and reliance on local recruitment processes prevent UC from accessing an expanded centralized candidate pool to effectively address these recruitment challenges. Additionally, opportunities exist to formalize a focus on DEI efforts at a system level. The UC student population possesses desirable characteristics and could potentially serve as a source of viable candidates for open positions.

Literature Review

The Cohort's specific goal is to address the needs of two populations served by and contributing to the UC with distinct unmet needs: UC students and recent graduates are seeking connections to desired employment opportunities, while UC struggles to attract and retain a diverse pool of necessary candidates for key positions.

The literature most relevant to this project is found in four different but related areas:

- Literature about pathway programs developed by universities and other organizations to recruit their students and graduates into necessary positions
- Literature about pathway programs developed by organizations to recruit in a DEI context
- Literature about recruiting strategies that resonate with college/university students
- Literature about recruiting strategies that are successful in a DEI context

Pernal (1999) outlines recruitment strategies and concepts that were effective at one university in filling specific needs in Information Technology. Three of the successful strategies that Eastern Connecticut State University utilized that are relevant for this current project include:

- Preparing students for IT positions through student work programs, which prepare students for entry-level positions upon graduation
- Touting the benefits unique to employment in a higher education setting, including access to facilities such as gymnasiums and cultural events, which other employers may not offer
- Acquainting potential employees with University missions, which was found to create a sense of institutional loyalty

Jaidi, Van Hooft, and Arends (2011) further explore the recruitment of highly educated graduates into positions. They use the theory of planned behavior, which in the context of job pursuit means that the primary antecedent of job pursuit behavior is the intention to pursue the job in question and that this intention is predicted by a number of factors, including attitude, social pressure or perception, and the perceived difficulty in actually getting the job. They conclude that recruitment advertising relates positively to job intention, that there is a relationship between positive word of mouth and job pursuit intention and behavior among highly educated graduates, and that when job seekers see negative information about an organization in the press, this will negatively impact job pursuit behavior.

The importance of word of mouth for college students when considering jobs is further explored by Patel and Dahling (2020). Their experiment focused on how company-independent word of mouth ("WoM") affects the attraction of job seekers relative to company-dependent information. They conclude that WoM has a strong, positive effect on applicant attraction to an organization and that the effect of WoM on the behaviors of college students when considering jobs is very strong when compared to the effects of company-dependent information. Another key implication that the researchers note is of importance for recruitment is that inexperienced job seekers do not place a heavy emphasis on benefits so organizations recruiting early career applicants should take care to explain the

value of benefits. Further, they conclude that younger adults tend to place a heavy weight on learning opportunities and indeed may value these equally with salary.

Acheampong (2021) specifically explores the reward preferences of Generation Z (individuals born approximately between 1995 and 2015) in the area of public sector employment. Drawing on evidence from 32 different studies, Acheampong concludes that while Gen Z employees find extrinsic rewards to be very important, extrinsic rewards—except for promotional opportunities—may be secondary factors when seeking to retain Gen Z employees. It is noted that this may advantage public sector organizations provided they can offer career advancement. An accompanying conclusion is that Gen Z's intrinsic desires in the areas of contributing to society and helping others are critical elements for those seeking public sector employment. This leads to the final recommendation in terms of strategy for public sector employers who are competing for younger generational talent: the development of differentiated reward structures and using targeted messaging which highlights the compatibility of Gen Z values with the mission and goals of public sector organizations.

Smith et al. (2009) offer a thematic review of the literature focused specifically on pipeline programs designed to increase the representation of African American, Latino, American Indian, and other underserved groups in the health professions. Three recommendations that might be extrapolated more widely are that a public relations campaign demystifying the health care workforce was very effective, that stable and consistent institutional support is necessary for these programs to be successful, and that pipeline programs that are strategically planned and have a commitment at all levels of the institutional hierarchy are more likely to be successful.

Odedina et al. (2018) discuss the Florida Prostate Cancer Research Training Program for Outstanding Leaders (“ReTOOL”), which is a collaboration between the University of Florida and Florida A&M University and has the specific goal of addressing the lack of well-trained underrepresented minority cancer scientists in Florida. Since its founding in 2012, the Program has expanded to cover all areas of cancer-related health disparities. ReTOOL offers training opportunities to students at all historically black colleges and universities in Florida, and has managed to secure state and federal funds to provide research training opportunities. It is noted that key components of the success of this program are the access that is provided to mentors who provide structured and continuous mentoring, alumni of the program serving as student ambassadors and helping to recruit future participants, the opportunities for continuous professional growth that are provided to participants throughout the program, networking opportunities, and a culture of peer support.

Oliver, Bradley, and Croteau-Chonka (2018) discuss the more than 40-year-old Chicago Area Health and Medical Careers program which has as its goal increased participation by underrepresented minority candidates in the health professions. While this program begins interacting with potential professionals as early as elementary school, the three key facets of the program extend throughout participants' education and include personalized mentoring, classroom teaching, and community engagement. Some elements that the self-study reports for this program continually show to be important are its capability

to connect students with options and supportive and qualified mentors, providing more than one mentor, and enabling students to become mentors themselves.

Summary

The literature shows that there are successful strategies for recruitment that are relevant to the questions of how recruitment of UC students into the UC workforce can be accomplished and how this can be done in a way that promotes DEI goals at UC. There is specific literature regarding recruitment strategies that are effective specifically for recruiting university students as well as literature that addresses the ways in which public sector organizations should message the value of working at those organizations. Mentoring emerges as a key theme in the literature as a strategy that yields benefits for organizations and individuals.

Barriers in the Current State

As with any process or task, barriers both exist at inception and arise during the course of work. While UC is one system, each area of the system has its own unique methods of addressing its particular needs. Each UC campus takes varying approaches in hiring UC undergraduate alumni. Given this lack of uniformity, various barriers arise.

Methodology

In the Fall/Winter of 2022/2023 a survey was sent to central campus Career Center directors at the nine campuses serving undergraduates: UC Berkeley (“UCB”), UCD, UCI, UCLA, UC Merced (“UCM”), UC Riverside (“UCR”), UC San Diego (“UCSD”), UC Santa Barbara (“UCSB”), and UC Santa Cruz (“UCSC”). As of January 18, 2023, survey responses were received from UCB, UCD, UCI, UCR, UCSB, and UCSD.

The campus survey stated the 2022 UC-Coro Southern Cohort project objective of creating a stronger alignment between graduating undergraduate students and career opportunities within UC. On behalf of their campus, respondents were asked to provide primarily qualitative feedback on topics including: efforts to promote or market UC positions to graduating undergraduate students, the type and scope of hiring data being captured about recent graduates, existing mentorship opportunities and departmental pathway programs, technology/platforms used for recruitment of recent graduates, and hiring trends and challenges within this population.

Key Findings

Responses from the survey indicate that there is wide variation in the soliciting and hiring of graduating UC students (as well as UC alumni) within the UC system.

One campus indicated that it was the top employer for its graduates, whereas other campuses were not aware of efforts to recruit undergraduates to work for UC. At least one campus highlights job postings that are well suited for candidates with limited work experience, but not all campuses do, so there is little indication that graduating students are desirable future employees for UC. Overall, there is a lack of data at some UC campuses for UC to gauge whether student recruiting efforts are effective.

The survey revealed internal challenges for the UC system, namely a lack of awareness around the employment opportunities available within UC and the complexity of its institutions. It is also unclear whose role it is to promote UC employment opportunities on each campus (e.g., Career Centers, HR, Alumni Relations). Furthermore, Career Services and HR are often under different leadership at UC campuses, making collaboration more challenging. Additionally, there is not enough staff in Alumni Engagement to target graduating students and recent alumni.

Other internal challenges may also hinder the hiring of graduating students. Some hiring managers in the UC system are not open to the idea of hiring a recent or soon-to-be graduate for a permanent role. They feel most jobs require someone with more years of experience. It also appears some faculty,

colleges, and/or senior administrators take great pride in having their students placed at large, prestigious corporations, so conversations are focused on those entities rather than UC for future job prospects.

In addition to internal challenges, survey responses showed that UC faces several external hurdles. For example, there currently does not appear to be a mechanism to connect students and recent graduates with job opportunities across the UC system in geographic areas they may be interested in—for instance, assisting a soon-to-be UCD graduate who may be interested in working at UCB or UC San Francisco (“UCSF”). Additionally, the current UC hiring salaries compared to market salary levels (particularly in high-cost-of-living areas) fall short and pose a challenge, which may require UC to match the flexible work arrangements offered by competitors.

Summary

Based on the responses from the participating UC campuses, there is much that can be done to create frameworks that meet the needs of each campus to recruit graduating UC students into UC employment ranks. Additionally, while each campus may need to develop its own framework to meet its needs, a limited systemwide approach may promote employment at sister campuses to graduating students.

Existing Programs

The proposed project is designed to create pathways for qualified recent UC graduates to move into entry-level UC positions with the goal of attracting a diverse and knowledgeable applicant pool. To that end, members of the Cohort researched existing programs at UC and other universities to identify promising practices for employing recent graduates and to explore successful and potentially scalable models of program design.

After evaluating existing programs across the UC campuses, as well as those at other institutions, the Cohort identified program components that could be leveraged to enhance existing programs or create new ones.

Methodology

Members of the Cohort reached out to all UC campuses and gathered information through in-depth direct interviews with contacts at Career Centers and other units. The Cohort completed six interviews with executive directors, directors, and program managers responsible for overseeing student career development programs across UC campuses.

Key Findings

There are two types of programs: smaller “boutique” programs that offer mentoring, internships, and professional opportunities for participants; and broader programs that reach more students but provide less intensive experiences. Most programs have been developed within the past five years, and campuses are unevenly tracking their outcomes. Moreover, campuses do not seem to be aware of similar programs at different campuses, and there are no cross-campus collaborations to employ UC graduates or provide internships.

Some existing programs do not include a focus on UC or higher education employment. For example, career panels do not typically include senior campus leadership or focus on careers in higher education (e.g., academic advising, athletics, finance and accounting, medical, safety, Student Affairs). In addition, none of the programs for current students have an explicit emphasis on DEI. Work-study (Federal or California) is not currently part of the UC programs evaluated, but could serve as a financial resource for helping to support programs by providing compensation for diverse student populations.

Relevant Features of Existing Programs

The review identified specific features of programs currently in place on UC campuses and elsewhere that are germane to this study and designed to support students in their professional training and career aspirations. Specifically, some overarching commonalities across the existing programs include internship and mentorship opportunities, collaborative projects, frameworks tailored to pathways to UC careers, and a focus on employing students in work-study programs.

Internships

Several UC campuses reported leveraging internships, paid and unpaid, to provide professional training across actual business and operational areas. For example, UCSB's Administrative Affairs Student Internship Program pays student interns to work in various departments and participate in weekly meetings with discussions, networking, and panel presentations on professional and career-building topics. UCM's Student Success Internship Program solicits proposals from academic and administrative departments for internship positions in which students are paid to complete projects over the course of the academic year; students build experiences and skills related to future goals and integrate them with their academic learning.

Internships seem like a cost-effective method to foster real on-the-job experience for the students as they are going through their educational journey, not only to learn specific soft and hard skills that will help them prepare to enter the professional workforce, but more importantly, to learn about specific roles and jobs within UC that may attract their interest and encourage them to pursue these positions for their own professional career.

Mentorship

Similar to internships, existing UC programs with a mentorship component can provide support to students because the mentorship process enables students to get specific training and/or coaching with either faculty or staff about very specific operations within an academic or administrative area. For example, UCI's Administrative Intern Program pairs student interns with mentors; they meet regularly and mentors complete assessments that focus on the observable progress and quality of the contributions made by their Administrative Intern. Similarly, in UCSB's IT Internships Program, students are matched with supervisors and work on specific projects under their close guidance.

Mentorship exposes students to some important training they can apply uniformly in a business setting, but it also widens the student's knowledge about the skills and experience needed to carry out specific roles within UC.

Project-Based Approach

Another commonality across some existing programs is the use of project-based approach, where individual or collaborative work is undertaken by students as part of the training program. Programs at UCI and UCSB place students in teams to complete a collaborative project related to their internships in various administrative units; in Coro-style cohorts, these student teams meet throughout the year and work together to produce a report and presentation.

In a project-based approach, students' experience in the cohort increases opportunities for networking and shared learning. In addition, collaborative projects facilitate learning important skills for many UC positions that involve elements of leadership, teamwork, and cooperation.

Focus on UC Careers

Several existing programs incorporate a “pathway to UC careers approach”. For example, UCR’s College to Career Program was created by their HR Talent Acquisition and Diversity Outreach team to increase students’ awareness of career opportunities on the UCR campus. UCSD’s Career Readiness Passport Program gives students the option of selecting UCSD as a career “destination” and then accumulating “stamps” on their career “passport” as they complete relevant activities and attend events that help them learn more about and prepare for UC career opportunities.

Generally, the programs reviewed include a framework composed of segments such as awareness about actual career opportunities on the respective UC campus and the specific trainings needed for precise jobs, some of which become part of the actual program itself, as well as trainings related to other transferable skills (e.g., interviewing and resume writing, communication, leadership).

Focus on Employing Work-Study Students and First-Generation Students

One non-UC institutional program at The Ohio State University (“OSU”) leverages a “pathway to careers” approach with a specific focus on students who are eligible for work-study positions, partially funded by the federal government, as part of their financial aid package. In OSU’s Student Employment Experience Program, work-study students receive their hourly salary for doing various workshops and trainings throughout the year that are intended to help the student employees grow personally and professionally.

Destination College Advising Corps (“DCAC”), a national organization with programs on the UCLA, UCB, and UCSB campuses, employs mostly first-generation and underrepresented minority UC graduates to work as College Adviser Fellows at low-resourced high schools throughout California. Although students in the program are recent UC graduates rather than currently enrolled students, DCAC does provide a model for career training with a DEI component.

Given this project’s focus on engaging UC’s first-generation, low-income, and minority undergraduates in possible UC employment post-graduation, campuses should consider targeting the pool of students in federal and state work-study programs. Every UC campus receives federal work-study funds for students pursuing undergraduate degrees. Work-study offers an economical option for campus departments to hire students, as all campus departments may use the work-study program to employ students and only pay a portion of the total wages. In addition, the Learning-Aligned Employment Program (“LAEP”) is a new (in 2022-23) California state-funded work-study program for UC, California State University (“CSU”), and California Community Colleges (“CCC”) designed to give underrepresented students “the opportunity to earn money to help defray their educational costs while gaining education-aligned, career-related employment” (California Student Aid Commission, 2022). The nine UC undergraduate campuses received \$61 million from this program in 2022-23, allocated by share of Pell Grant recipients on each campus.

Both federal work-study and LAEP are administered by Financial Aid offices on campuses, although these offices do not hire and place students in their work-study jobs. Therefore, programs must coordinate their efforts with Financial Aid and Career Services departments.

Table 1: Matrix of Key Elements in Existing Programs at UC Campuses

	Work - Study	Internship	Mentorship	Projects	Paid	Non - Paid	Course Credit	DEI Emphasis	Focus on Pathway to UC Careers	Focus on Pathway to Careers Beyond UC
UC Irvine - Administrative Intern Program		x	x	x		x	x			
UC Merced - Student Success Internship Program		x	x	x	x					x
UC Riverside - College to Career Program			x	x		x			x	
UC San Diego - Career Readiness Passport (Spring 2023)		x	x	x	x	x		x	x	x
UC Santa Barbara - Academic Affairs Student Internship Program		x	x	x	x				x	
UC Santa Barbara - IT Internship Program		x	x	x	x					x
UCB, UCLA, UCSB - Destination College Advising Corps					x			x	x	

Definition of Categories:

- Work-study: undergraduates qualify for a work-study award (a set amount of money) based upon FAFSA results
- Internship: paid or unpaid work, typically part-time and providing some professional training
- Projects: individual or collaborative work undertaken as part of the training program

- Course Credit: undergraduates receive university course credit for participating in the program
- DEI Emphasis: attention to DEI in different aspects of the program, including outreach, hiring, training and mentorship, project focus, etc.

Summary

Based on the review of existing programs, a number of promising practices and strategies emerged for the creation of pathways programs for UC employment. Promising practices include paid or credit-bearing student employment opportunities, incorporation of mentoring programs, focus on work-study students, professional development opportunities, and incorporation of existing campus career readiness resources.

Recommendations

The UC has an opportunity to be methodical in its approach to onboard a highly diverse and high-quality talent pool that is already associated with the university system. Whether deployed systemwide or at the campus level, a successful effort will require cohesiveness, collaboration, communication, and competitiveness.

1. Cohesiveness

The UC should develop a cohesive approach for recruiting UC graduates.

Like any organization seeking diverse and talented candidates, the UC system needs to have a cohesive strategy for recruiting. Specifically, UC should acknowledge the huge potential for recent UC graduates to fill entry-level positions in the organization. A survey of Career Center directors at the individual campuses indicated a wide variation in how campuses promote UC positions to graduating undergraduate students. Some campuses reported having no specific strategy, while others encouraged departments to post positions on the Handshake higher education recruiting platform and link to the UC Jobs page. Moreover, campuses with existing programs that provide professional training and UC career information to current undergraduates were generally not aware of similar programs at other campuses.

1.1. Develop a Systemwide Recruiting Campaign

UC Systemwide HR should develop a systemwide recruiting campaign that makes the case for UC being an employer of choice. As a large, mission-driven organization with opportunities for advancement and great benefits, UC is a great place to start a career.

The same survey of Career Center directors highlighted a lack of awareness among students about the full-time career opportunities within the UC system. Responses indicate that Career Centers, HR, and Alumni Engagement departments at each campus play inconsistent roles in advertising job openings within the UC system, and there is insufficient staffing in Alumni Engagement to prioritize targeting recent alums. It is unclear if there is a specific unit within each campus that should be responsible for this effort.

The Career Center directors survey also noted that graduating students want to live and work in particular geographic areas. These may not be the same locations as the UC campus from which they are graduating. With ten campuses spanning the state of California, five medical centers, national labs, Agriculture and Natural Resources, and UCOP, a unified recruiting campaign developed by Systemwide HR would help connect recent graduates with career opportunities across the state.

1.2. Establish a Framework for Campuses to Follow

UC Systemwide HR should convene workgroups to create a framework for each campus's Career Centers, HR, and Alumni Engagement unit to work together to promote career opportunities for recent graduates. Individual campuses should dedicate talent acquisition resources to ensure continuity in these efforts.

2. Collaboration

HR departments at each campus should engage with their Career Centers and hiring managers to identify positions that are suited for recent graduates and promote UC employment opportunities.

At least one campus dedicates a page on their employment site for new graduates, promoting positions that are suited for individuals with limited work experience. Several campus Career Center directors pointed to positions being posted to the Handshake job board. While this is a good attempt at reaching students who may be searching for positions, it requires hiring managers to advertise job listings in multiple locations and is dependent upon individual awareness of this resource. A more consistent approach would be to clearly identify positions at the source listing.

2.1. Improve Job Posting Clarity

HR departments at each campus should add an attribute to job postings that are well suited for recent graduates. HR should direct hiring managers to flag jobs with a "new graduate" or "entry-level" classification. Campus HR should highlight these entry-level positions on UC campus employment websites, campus Career Center websites, and/or the systemwide career website. These sites could include a section dedicated to recent graduates, and an advanced search option by attribute (e.g., new graduate or entry-level). A possible model is the UCSD employment website (<https://employment.ucsd.edu/new-grad>) which includes the ability to search for jobs using the "New Graduate" category.

2.2. Train Hiring Managers

HR at each campus should provide hiring managers with training that will allow them to understand specific skills that recent graduates may bring through their education that aligns with required skills and competencies of open positions. The survey of Career Center directors included feedback that some hiring managers are reluctant to hire recent graduates for permanent positions; these concerns could be alleviated by training to identify roles where a combination of education and limited work experience satisfies minimum requirements.

2.3. Include UC in Career Center Events

Career Center directors should develop strategies to reach out to campus units and departments to better understand the extent to which and ways in which career events (e.g., workshops, job shadow programs, panels) can appropriately include representation from potential UC employers. For example, UCI's Career Pathways has a Career Discovery Series,

which involves career panels that aim to educate students on various careers and may include UC alums as panelists. Higher Education/Student Affairs was highlighted in the 2022 Career Discovery Series.

2.4. Develop a Student Employment Experience Program

Systemwide HR should develop a model for campuses to adopt a student-focused employment experience program. This program could be piloted at a specific campus; UCI's Paul Merage School of Business has expressed an interest in doing so. Such a program would provide additional structure to existing student on-campus employment opportunities by building in self-reflection, professional development programming, mentoring, and discussion with supervisors about how to connect their campus work to their academic and career aspirations. Based on the review of existing programs, program design should consider paid or credit-bearing employment opportunities, incorporate mentoring, focus on work-study students, and build in professional development opportunities. An employment experience program can potentially offer access to training and workshops across departments, providing additional exposure to the entire operations of the university, as well as presentations from UC talent acquisition teams, networking, career services resources, and access to mentorship from supervisors and alumni.

3. Communication

Career Centers and academic departments should be versed on career opportunities within the UC system that may align with undergraduate career goals.

HR at each campus should develop a strategy to ensure that academic departments are aware of career opportunities and pathways for undergraduates within the UC system that may align with student career goals. Some faculty and senior administrators take great pride in having their students placed at large and prestigious organizations. A case should be made that UC is an equally prestigious institution with career opportunities and values that align with the goals of recent graduates.

To help bolster the case for starting a career with UC, data collection and sharing practices need to be improved. Most campuses that responded to the survey of Career Center directors already capture post-graduate hiring data for undergraduates. However, the captured data varies by campus and there is no clearly identified central repository for this information for the entire UC system. Additionally, there is no obvious source of data that tracks UC alumni currently working in the UC system. Data is necessary to ensure that these recruiting efforts are successful and to identify gaps and areas for additional efforts.

3.1. Create a Central Data Repository

A central repository should be created by Systemwide HR to track hiring trends across the system specific to recent UC graduates. Using appropriate data collection and privacy practices, each campus HR should annually provide information to Systemwide HR for inclusion in a central repository in order to track the number of recent UC graduates hired at each campus,

the type and level of role, whether the applicant held a work-study job, and other relevant data points.

3.2. Identify Natural Pathways

Using the above-referenced data, Systemwide HR should identify potential career pathways based on actual employment data of UC alums. This information should be routinely shared with campus Career Centers and distributed to all employees serving in student advising roles, including those in academic departments.

These actions may be achieved using existing HR staffing and with minimal additional resources.

3.3. Highlight the Breadth of UC Career Opportunities and Work Locations

Systemwide HR should also develop approaches to share career opportunities from across the entire UC system with campus Career Centers, making UC graduates more aware of the statewide reach of UC and the variety of locations and positions that are available. With ten campuses, five medical centers, national labs, Agriculture and Natural Resources, and Office of the President, there are opportunities to work for UC while living in and contributing to UC's mission in each of California's 58 counties.

These actions may be achieved through a collaborative effort between Systemwide HR and campus Career Centers using minimal additional resources.

4. Competitiveness

To attract qualified candidates to entry-level roles and beyond, UC must ensure that positions offer competitive pay and benefits when compared with private employers.

The 2021 UC-Coro Southern Cohort project focused on Workforce Retention. Several of the best practices that they identified for workforce retention also apply to employee recruitment. Their report identified "Offer[ing] Competitive Compensation" and "Reasonable Scheduling Flexibility" as two of the five key best practices to retain employees. UC must also position itself as a competitive employer to attract a diverse and broadly representative workforce.

4.1. Prioritize Salary Parity

Through engagement with Career Center directors, the Cohort learned that UC hiring salaries and flexible work arrangements may fall short of market competitors, particularly in high-cost areas. The introduction of Career Tracks for non-represented positions is supposed to address salary parity by providing salary ranges that reflect the local market. Based on the feedback received from Career Center directors, it appears that additional work can be done, particularly in entry-level roles, to achieve parity with the local market. This only partially addresses the issue of competitiveness but is critical to attracting qualified entry-level candidates seeking

financial stability as they begin to establish their careers. In addition to addressing salary parity, UC's HR units can provide a script to Career Centers that highlight the many other benefits that UC offers, including health, wellness, and retirement options. Career Centers can engage students in discussions about finding a purposeful career at UC.

4.2. Encourage Flexible Work Arrangements When Practicable

The COVID-19 pandemic created new opportunities for flexible work arrangements that include fully remote and hybrid work opportunities. Flexible work arrangements exist across the UC system, but there is no clear consistency on how this determination is made. The 2021 Southern Cohort noted in their recommendations that "[e]stablishing long-term policies around flexibility could improve recruiting and retention, while inconsistent policies create confusion." The Cohort research shows that this recommendation still holds true and that UC student recruitment experts hold the same view.

Campus HR can conduct focus groups to discover what elements of benefits and salary should be emphasized in recruitment practices.

4.3. Incorporate Diversity, Equity, and Inclusion Efforts

Program models developed to recruit graduating UC students to the UC workforce should prioritize building a diverse, inclusive workforce. In addition to aligning with the systemwide mission, infusing DEI as a priority in employment pathway efforts will enhance UC's ability to be competitive in recruiting and hiring.

One opportunity is presented by LAEP, newly introduced by the State of California in 2022-23. LAEP is a state-funded work-study program providing \$61 million to UC, CSU, and CCC institutions designed to give underrepresented students "the opportunity to earn money to help defray their educational costs while gaining education-aligned, career-related employment." According to the California Student Aid Commission, priority is given to eligible students that are first-generation college students, current/former foster youth, or individuals at risk of or experiencing housing insecurity. Additionally, priority is given to eligible students majoring in a STEM discipline.

UC should maximize its participation in this program. Financial Aid officers and campus Career Center directors should collaborate on recommendations for implementing this program to offer and promote work-study job opportunities to underrepresented students and ensure their awareness of post-graduate career opportunities within UC using the data and pathways from Recommendations 3.1 and 3.2 above. When data is available, there may be opportunities to identify certain LAEP work-study positions as having a potential UC career focus.

Implications for Further Study

The work of the Cohort has focused on targeted areas in which UC may work to retain graduating undergraduate students as UC employees. The UC may consider other areas not covered in this project to further the goal of recruiting talent out of its student pool. Below is a non-exhaustive list of potential areas for future study by UC.

Fellowships as Springboards to Permanent Employment

- The UC could look into using fellowships and paid internships for recent graduates that might serve as a model to springboard graduates into other UC positions or other jobs, such as DCAC does.

Financial Implications as a Future Barrier

- This study does not address the detailed financial impact of creating a system to recruit and employ undergraduate students as employees after graduation. A future study on the positive and negative financial impacts and required resources is advisable.

Graduate Student Population

- The Cohort project only takes into consideration the employment of undergraduate students and does not address graduate or professional students' employment. UC alumni of graduate or professional programs are an excellent pool of candidates to draw on for the benefit of both UC and the alumni employed.
- This may not apply to a majority of schools within the campuses, but there may be some specialties (e.g., medicine, law) that want to retain their graduates. Alternatively, depending on the mission of the school, some offer scholarships and loan repayment programs to incentivize their graduates to serve in certain underrepresented communities (e.g., UCR School of Medicine).

Pathway for Current Student Employees

- It may prove effective to identify strategies to create a valuable experience for UC student employees so that they want to remain in the UC employment realm after they graduate. These students have knowledge and experience in UC that could make them particularly productive employees.
- It may be helpful to study the specific benefits of retaining alumni as employees, for instance in terms of gaining valuable experience, developing a professional reputation, and moving forward on a career trajectory.

Specialized Positions

- This Cohort report only considers the employment of undergraduate students in a general sense and does not address majors or job openings in specific fields, such as finance, health care, law, marketing, risk and safety, or other specialized areas. It would be advisable to study the needs of UC and identify the areas that may benefit the most from directly hiring UC graduates out of their undergraduate studies.
- The UC may consider establishing a rotational leadership development institute or a management training education program, capitalizing on the UC system industry verticals and multiple horizontals. A two-year UC Systemwide HR Fellows Program exists “to attract and develop highly capable, competitive and career-focused individuals, thus creating a pipeline of exceptional talent familiar with [UC]’s HR operations and the Systemwide HR Office’s foundational areas.” While this program is not currently geared toward UC undergraduates, it could serve as a model for such a program.

Tracking Pathway Programs

- UC does not have an exhaustive list of all existing pathway programs. A centrally maintained list updated by each campus could be beneficial to create a framework for building programs across campuses.

Tracking UC Alumni Hiring

- Alumni status is typically asked on job applications, but it is not clear whether hiring of UC alumni is tracked locally at the campus level or centrally at the systemwide level. A tracking tool and/or consistent reporting practices may be valuable if not already in place.
- The 2021 project of the UC-Coro Southern Cohort focused only on hiring alumni into the UC system. It may be advisable to look into a program that encourages alumni to stay in the region of their campus as well to assist in areas such as medicine, tech, and other industries.
- Alumni and class networks may be deployed to spread the word about UC employment opportunities.

UC as an Employer of Choice

- UC should make concerted efforts to demonstrate to its student population that UC is worth considering as an employer of choice. A study of what current undergraduates are looking for in an employer would go a long way in helping UC better market itself. For instance, are compensation, benefits, flexibility, remote work, and other job features offered by UC comparable to other opportunities in the market?

As demonstrated above, there are many additional avenues through which UC can recruit from its graduating student base. While not all areas may be a good fit for every campus or location within the UC system, these suggestions could help campuses to widen their employee base.

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Appendices

Appendix A: Defining the Problem - Raw Data

National Workforce Shortage

Table A1: California Comparison of Unfilled Jobs with Available Workforce

Month/Year	Unfilled Jobs	Total Available Workforce
January 2020	786,000	1,057,462
November 2020	696,000	1,738,711
December 2021	1,251,000	1,558,689
January 2022	1,148,000	1,362,723
February 2022	1,299,000	1,264,253
March 2022	1,298,000	1,146,566
April 2022	1,251,000	1,131,302
May 2022	1,345,000	1,041,317
June 2022	1,192,000	1,021,858
July 2022	1,269,000	965,016

Source: Ferguson, S., and Lucy, I. (2023, February 22). America Works Data Center. U.S. Chamber of Commerce. <https://www.uschamber.com/workforce/america-works-data-center>

Significantly Increased Early Separation Rate

Table A2: Early Separation Rates

Year	Campus	Health	Other	Total
2018	8.0%	7.2%	6.2%	7.7%
2019	7.4%	6.6%	6.6%	7.1%
2020	7.9%	6.5%	4.5%	7.3%
2021	Unavail	Unavail	Unavail	Unavail
2022	11.5%	11.0%	6.8%	11.1%

Source: UC Systemwide Human Resources and Council of University of California Staff Assemblies (CUCSA) (2021). University of California staff engagement survey. https://www.ucop.edu/human-resources/files/employee-relations-documents/2021_university-of-california_overall-results-.pdf

Difficulty Filling Existing Vacancies

Table A3: Time to Accept (Single-Hire Requisitions)

Year	Campus	Health	Other	Total
2018	78	81	76	80
2019	70	87	96	80

2020	82	83	110	83
2021	69	84	88	79
2022	81	104	90	97

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from

<https://app.powerbi.com/view?r=eyJrIjoiM2Y4NTU4NjUtY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExliwidCI6IjY3MzdhZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Table A4: Time to Accept (Multi-Hire Requisitions)

Year	Campus	Health	Other	Total
2018	42	28	67	34
2019	40	31	26	34
2020	66	32	64	44
2021	43	35	38	38
2022	57	42	55	48

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from

<https://app.powerbi.com/view?r=eyJrIjoiM2Y4NTU4NjUtY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExliwidCI6IjY3MzdhZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Table A5: Positions Posted to Positions Filled

Positions Posted	2018	2019	2020	2021	2022
CAMPUS	17,852	17,024	13,294	20,915	23,845
HEALTH	17,241	18,565	13,118	17,267	17,470
OTHER	2,294	2,417	1,069	2,623	2,844
Grand Total	37,387	38,006	27,481	40,805	44,159
Positions Filled	2018	2019	2020	2021	2022
CAMPUS	13,243	10,410	6,088	5,810	7,613
HEALTH	14,184	15,604	10,407	13,536	13,661
OTHER	1,419	1,581	818	1,721	847
Grand Total	28,846	27,595	17,313	21,067	22,121
% Posted-Filled	2018	2019	2020	2021	2022
CAMPUS	74.2%	61.1%	45.8%	27.8%	31.9%
HEALTH	82.3%	84.1%	79.3%	78.4%	78.2%
OTHER	61.9%	65.4%	76.5%	65.6%	29.8%
Grand Total	77.2%	72.6%	63.0%	51.6%	50.1%

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from <https://app.powerbi.com/view?r=eyJrIjoim2Y4NTU4NjUyY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExIiwidCI6IjY3MzdhZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Table A6: Applications to Open Positions

Applications Received	2018	2019	2020	2021	2022
CAMPUS	560,450	495,050	189,352	282,266	268,449
HEALTH	656,326	759,060	457,374	512,432	464,044
OTHER	27,688	32,861	16,337	24,727	31,147
Grand Total	1,244,464	1,286,971	663,063	819,425	763,640
Open Positions	2018	2019	2020	2021	2022
CAMPUS	14,063	15,572	15,305	28,455	33,341
HEALTH	15,463	18,686	10,698	17,789	19,256
OTHER	3,025	3,385	1,349	3,220	3,572
Grand Total	32,551	37,643	27,352	49,464	56,169
Applications per Open Position	2018	2019	2020	2021	2022
CAMPUS	39.85	31.79	12.37	9.92	8.05
HEALTH	42.44	40.62	42.75	28.81	24.10
OTHER	9.15	9.71	12.11	7.68	8.72
Grand Total	38.23	34.19	24.24	16.57	13.60

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from <https://app.powerbi.com/view?r=eyJrIjoim2Y4NTU4NjUyY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExIiwidCI6IjY3MzdhZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Systemwide Recruitment Site is Underutilized

Table A7: Systemwide Job Site Analytics

	Total Visits	Total Unique Visitors
2018	369,898	216,323
2019	370,073	219,007
2020	302,710	173,434
2021	294,162	175,261
2022	314,659	190,419

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from <https://app.powerbi.com/view?r=eyJrIjoim2Y4NTU4NjUtY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExIiwidCI6IjY3MzdhdzZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Table A8: Systemwide Job Site Location Searches and Share of Open Positions

Designation	Location	% of Searches	% Open Positions
CAMPUS	UCB	15.3%	14.6%
CAMPUS	UCD	14.9%	12.6%
CAMPUS	UCSF	8.8%	3.5%
OTHER	UCOP	9.3%	1.5%
CAMPUS	UCLA	7.9%	3.9%
CAMPUS	UCI	7.8%	12.7%
CAMPUS	UCR	2.7%	1.9%
CAMPUS	UCSD	6.0%	4.9%
HEALTH	UCDH	8.9%	7.5%
CAMPUS	UCSC	2.6%	3.2%

Source: UC Systemwide Talent Management. (2023). Report portfolio 2022 Q4 [data set]. Retrieved February 23, 2023 from <https://app.powerbi.com/view?r=eyJrIjoim2Y4NTU4NjUtY2FkMi00ZjMwLWExNjYtNDJkODVhOTYyNTExIiwidCI6IjY3MzdhdzZThiLTdmNzktNGNkYS05MGEyLTE4NjFmMTZmYTgzMCIslmMiOjZ9>

Appendix B: Career Center Survey

Survey Introduction

We are the 2022-2023 UC-Coro Southern Cohort. As you may know, the UC-Coro program is designed to promote and develop leadership skills in the participants. To this end, the program also requires a project focused on supporting the mission of the UC in educating and training students, with an intention to provide knowledge, tools, and skills to promote contributions to a productive workforce. Our project will explore creating a stronger alignment between graduating undergraduate students and career opportunities within UC.

We would be most grateful if we could obtain your input on this important topic via the following brief survey. We anticipate that the survey should take no more than 5 – 10 minutes. We would appreciate receiving your response by January 10, 2023.

Questions

- What efforts, if any, are happening on your campus to promote UC positions to graduating undergraduate students?
- In general, what are the challenges on your campus to recruit recent alums?
- Do you capture hiring data for recent grads?
- In the hiring data you capture, do you have information specifically for undergraduate graduates being hired at UC that you can share? If yes, please list who we can contact for this data.
- What trends are you seeing in recent alum UC employment?
- To what degree are UC employers participating in career fairs, speaking opportunities, career panels, etc.?
- How often do you market UC job opportunities to graduating undergraduate students?
- Please list the departments that employ a large number of alums
- Do they have programs in place that help them hire these graduates? If so, please describe.
- Is there a platform/system (other than Handshake) for campus departments to target current working students to recruit for entry level positions? If so, what is the platform/system they use? How well does it work?
- To your knowledge, are there specific departments on campus that have a large number of recent alum employees?
- Can you share examples of exemplary job shadowing and job mentoring programs on your campus?
- In your opinion, what would be three important components to creating a pathway for hiring graduating undergraduate UC students in the UC workforce?

Appendix C: Raw Career Center Responses

Survey data collected from 5 of the 6 responding campuses is included below. The responses from UCSD were obtained during an interview and are reflected in the 'Key Insights and Findings' in the Barriers in the Current State section.

Response Matrix (Questions 1)

What efforts, if any, are happening on your campus to promote UC positions to graduating undergraduate students?

- UC Berkeley - Not much.
- UC Davis - UC Davis Departments post positions in Handshake, attend Internship and Career Fairs and participate in our Employee Resource Group Networking Event.
- UC Irvine - I am not aware of UCI efforts focused on promoting UC positions to graduating undergraduate students.
- UC Riverside - For students that haven't graduated, we have a partnership with Central HR's Talent Acquisition Team to design a specific program to promote jobs at UCR, including: host information sessions, promotion of job application workshops; free tabling at career fairs; and job & event postings on Handshake.
- UC Santa Cruz - Staff are being encouraged to post positions in Handshake linking to the UC job page.

Response Matrix (Questions 2)

In general, what are the challenges on your campus to recruit recent alums?

- UC Berkeley - Cost of living in the Bay Area.
- UC Davis - They want to live in the Bay Area.
- UC Irvine - I think campus HR is better positioned to answer this question. As for hiring for my particular office, low salaries and lack of advancement opportunities make recruiting difficult.
- UC Riverside - Not enough staff in Alumni Engagement to target recent alumni. However, the unit is re-organizing, with a team dedicated to alumni career development.
- UC Santa Cruz - Likely that most students are just not aware of all of the FT employment opportunities. This would probably be a question to ask HR.

Response Matrix (Questions 3)

Do you capture hiring data for recent grads?

- UC Berkeley - Yes
- UC Davis - Yes
- UC Irvine - Yes
- UC Riverside - Yes
- UC Santa Cruz - Yes

Response Matrix (Questions 4)

In the hiring data you capture, do you have information specifically for undergraduate graduates being hired at UC that you can share? If yes, please list who we can contact for this data.

- UC Berkeley - Yes, Ebdavies@berkeley.edu | we keep the last 3 years.
- UC Davis - Yes, me, makirk@ucdavis.edu.
- UC Irvine - No.
- UC Riverside - Yes, Michelle Gomez, Associate Director of Employer Relations.
- UC Santa Cruz - Yes, IRAPS administers a first destination survey at UCSC but it is voluntary so the response rate is very low. You can review a dashboard here: <https://iraps.ucsc.edu/iraps-public-dashboards/student-outcomes/first-destination-survey.html>

Response Matrix (Questions 5)

What trends are you seeing in recent alum UC employment?

- UC Berkeley - it's fairly steady year to year, mostly STEM roles.
- UC Davis - It remains strong.
- UC Irvine - We do not track these trends.
- UC Riverside - UCR is the #1 employer of graduating students.

Response Matrix (Questions 6)

To what degree are UC employers participating in career fairs, speaking opportunities, career panels, etc.? **[1 is UC Employers never participate and 5 is they always participate]**

- UC Berkeley - 2
- UC Davis - 3
- UC Irvine - 3
- UC Riverside - 2
- UC Santa Cruz - 2

Response Matrix (Questions 7)

How often do you market UC job opportunities to graduating undergraduate students?

- UC Berkeley - We do not market UC job opportunities.
- UC Davis - 5+ times a year.
- UC Irvine - 5+ times a year.
- UC Riverside - 5+ times a year.
- UC Santa Cruz - 1 – 2 times a year.

Response Matrix (Questions 8)

Please list the departments that employ a large number of alums.

- UC Berkeley
- UC Davis - Research units, UCDCMC has specific positions that target recent grads.
- UC Irvine - Various student service units.

- UC Riverside
- UC Santa Cruz - Student Affairs.

Response Matrix (Questions 9)

Do they have programs in place that help them hire these graduates? If so, please describe.

- UC Berkeley
- UC Davis - Specific outreach.
- UC Irvine - They can use the same programs all employers use: handshake, fairs, info sessions, etc.
- UC Riverside
- UC Santa Cruz

Response Matrix (Questions 10)

Is there a platform/system (other than Handshake) for campus departments to target current working students to recruit for entry level positions? If so, what is the platform/system they use? How well does it work?

- UC Berkeley - N/A
- UC Davis - Not that I am aware of.
- UC Irvine - Campus HR hiring website.
- UC Riverside - Yes. PeopleGrove. An Alumni engagement platform where alumni and employers can post jobs for recent and experienced alumni. PeopleGrove can also link to Handshake and pull job postings for alumni. PG more promotion and ways to engage recent alumni with student[s].
- UC Santa Cruz - No, and I wouldn't recommend building another platform. I suggest that hiring managers and HR post positions on Handshake as a way to advertise and route back to the main hires page for application. In Handshake, hiring managers and/or HR professionals can directly message students.

Response Matrix (Questions 11)

Can you share examples of exemplary job shadowing and job mentoring programs on your campus?

- UC Berkeley - N/A
- UC Davis - UCDCMC has several.
- UC Irvine - SAGE Scholars for mentoring.
- UC Riverside - I am not aware are [sic] of any exemplary job shadowing of job mentoring programs at UCR.
- UC Santa Cruz - We have a number of on-campus paid internship programs where students are placed in various departments across campus.

Response Matrix (Questions 12)

In your opinion, what would be three important components to creating a pathway for hiring graduating undergraduate UC students in the UC workforce?

- UC Berkeley - More funding for the Alumni Association to create a stronger pipeline.
- UC Davis – 1) Strengthen Student Employment as a pathway to meaningful careers. 2) Promote positions at other UCs (especially those in urban areas where grads often want to live). 3) Make students aware of the possibility.
- UC Irvine - Internships for current students that could count toward UC service credit and increase starting salaries; UC taking more advantage of career center recruiting tools, including becoming a corporate partner; UC creating and publicizing more pathways for advancement.
- UC Riverside - 1) Pay market wages; 2) Enlist Affinity and Employee Resource Groups to recruit; 3) Offer remote work and flexible schedule options.

A very specific opportunity could be to create on-campus internship opportunities related to a student's field of study to take advantage of new LAEP funding, which pays 100% for on-campus jobs for underserved Pell Grant recipients. Currently, only research options are being considered.

- UC Santa Cruz - Awareness, ease to apply, flexible working arrangements (remote, hybrid, etc.)

Appendix D: Interview Questions with Directors of Existing Programs on UC Campuses

- What programs do you have to support college students who may be interested in working in higher education?
- How long has this program been around?
- What are some successes you have had facilitating the pathway for students to work at UC San Diego?
- What are some of the challenges you have had facilitating the pathway for students to work at UC San Diego?
- How is EDI emphasized in this program? (see definition of EDI below)
- Do you have any data that shows the number of students that have chosen UC San Diego as their career opportunity?
- What have been some of the outcomes for those students who choose UC San Diego as an employer?
- If we don't have a program, what would you envision being the challenge with creating such a program?
- As we identify opportunities and/or recommendations, do you mind if we circle back with you and get your feedback on those recommendations?

Appendix E: Existing Program Snapshots

UC Irvine

Program Name: [Administrative Intern Program](#)

Location: Student Affairs, Center for Student Leadership

Program Contact: Josh Cimenski, Director, Center for Student Leadership

Program Overview: The UCI Administrative Intern Program is a professional development program for undergraduates. Since the 2016-2017 academic year, 126 students have completed the program. Under the guidance of carefully chosen UCI mentors, Administrative Interns work 6 to 8 hours per week in campus departments where they assume responsibility for projects and enhance their leadership and professional skills. Students selected for this year-long program also enroll in a three-quarter course through the Paul Merage School of Business where they receive 12 units of Pass/No Pass credit for the academic year.

Course Name: **Administrative Intern Program Seminar**

- Interns complete assignments (Mock Interview, Presentation to site team on a topic related to your strengths, and Written Assignment submitted to your supervisor) with their mentor; participate in 1:1 meetings with mentor
- Weekly speakers focus on topics that provide professional development. Fall 2022 quarter topics include the following: public speaking; time management; elevator pitch and interviews; leadership and professionalism (headshots and photoshoot, resumes, cover letters, job cycles); career interest speaker; and entrepreneurship and independence.
- Interns are randomly assigned to teams and complete a group project. Topics are assigned and teams research and present on the topic.

Mentors and mentees complete quarterly assessments. The program's assessments and outcomes focus on verbal communication, written communication, Gallup Strengths, interview skills, and imposter syndrome. Allowing for reflection on their completed work and professional development experiences during the quarter, the mentees/interns self-report their progress in the areas of focus. Mentors complete assessments that focus on the quality of the contributions made by their Administrative Intern and their observable progress.

The program is not known by the Center's director to be at another UC campus.

UC Merced

Program Name: [Student Success Internship \("SSI"\) Program](#)

Location: Office of Leadership, Service, and Career

Program Contact: Brian O'Bruba, Executive Director

Program Overview: Now in its 8th year, the SSI Program provides UCM departments the opportunity to design internship positions for undergraduate students to complete professional projects. The interns

are paired with department faculty and staff mentors who provide guidance and advice throughout the projects.

Each August, departments, faculty, and staff are invited to submit an SSI project proposal. On average 30 projects are selected and students complete the project over the course of 6-8-months on campus or a satellite location. Funding for the projects is awarded through the Office of Financial Aid and Scholarships as a student stipend and is added to student financial aid awards. A selection committee approves all projects.

The SSI Program is designed to:

- prepare and enhance undergraduate students' academic and professional development
- provide students with learning, leadership, and project managerial experiences, as well as opportunities to enhance team-building, communication, time management, and delegation skills under the guidance of faculty and staff mentors
- provide opportunities for students to build experiences and skills related to future goals and integrate them with their academic learning

UC Riverside

Program Name: [College to Career Program](#)

Location: HR Talent Acquisition and Diversity Outreach Team

Program Contact: Sinclair Dickerson, Director, Talent Acquisition and Diversity Outreach

Program Overview: This is a fairly new program started in 2020 to reach UCR undergraduates, graduates, and alumni to create awareness of career opportunities on the UCR campus upon graduation. Through their long-standing relationships with campus organizations, the Talent Acquisition team created partnership opportunities to assist students in starting their careers at UCR.

In addition to creating awareness of career opportunities at UCR, the College to Career Program will provide assistance with ongoing career workshops scheduled throughout the year. These workshops promote the understanding of the following skills:

- Skill-building exercises in interviewing and resume writing
- Understanding how to navigate the UCR application process
- Learning the proper etiquette during the job search process
- Developing skills in marketing, communications, and leadership

Approximately 20 students went through the program (before it was put on hold due to the pandemic). A few students were successful in finding entry-level positions at UCR. The program has been re-introduced with more campus department participation for Winter 2023.

UC San Diego

Program Name: Career Readiness Passport Program (starting in Spring 2023)

Location: Career Center

Program Contact: Hassan Akmal, Executive Director, Career & Professional Development

Program Overview: The Passport Program is a Career Readiness Program and soon-to-be piloted (Spring 2023). The program encourages students to report their jobs or internships on their passport in order to support career readiness preparation and ultimately obtain employment. The goal of the program is to close career readiness gaps. Students work with the Career Center to identify what their “destination” will be, and to identify steps, activities, events, and other elements that serve as passport “stamps” as part of the journey. According to Hassan Akaml, they can add “destination UC San Diego” as one of those destinations.

The Career Center tracks student progress in two ways:

- Evergreen career outcomes survey that is being built to track internships and other student worker experiences, pre-graduation.
- First Destination survey to capture in hindsight those experiences in an exit interview and any full time, part time, post grad internship, continuing ed, or other experience. As students collect ‘STAMPS’ and make progress along their journey the Career Passport enables them to access exclusive rewards that elevate their brand and expand their network, such as: early event access. Students will get VISA stamps for engaging in internships and mentorship as part of their career developmental steps.

DEI is built into the passport program in that students will need to complete global cultural fluency and advocacy and inclusion components.

UC Santa Barbara

Program Name: [Academic Affairs Student Internship Program](#)

Location: Executive Vice Chancellor’s Office, Academic Affairs

Program Contact: Dorothy Satomi, Director of Finance and Administration

Program Overview: This is a new program (2022-23) developed to encourage students currently working in Academic Affairs departments to consider employment at UCSB post-graduation. Departments nominate student employees for the program, and 10-15 students are accepted each year. In addition to their employment in the department, these students are given internships for seven months (mid-October through mid-May), paying \$18 per hour for approximately 75 hours.

Course Details: Students meet weekly as a cohort for discussions, networking, and panel presentations.

- Key themes of the meetings are Getting to Know Academic Affairs; Communication and Collaboration; Understanding the Business of the University; Understanding You; Making a Difference; Planning for Your Career.
- The cohort also works on a year-long CORO-style group project; this year’s project is to assess the program itself.

Overall, the goals of the program are to address the current struggles departments are having in recruiting new employees; present students with information and networking opportunities for careers

in higher education and at UCSB; and provide professional, administrative, and leadership training for students.

Program Name: IT Internships

Location: Office of the Chief Information Officer

Program Contact: Rebecca Carroll, Project Manager

Program Overview: The IT Internships program has been in place for three years, with 5-6 students hired as interns at different IT departments on campus. The UCSB CIO's office pays for the program: approximately \$20,000 for each student's salary (\$16-\$18 per hour). Students are matched with supervisors/mentors and work on specific projects; they meet bi-weekly as a cohort and they also complete various workshops and trainings in the Professional Development Framework that draws on different campus resources (e.g., Career Services workshops, LinkedIn Learning). They have just started a new Fellowship Program to try to retain interns in campus positions, but the students are generally able to earn higher salaries elsewhere.

The Ohio State University

Program Name: [Student Employment Experience \("SEE"\) program](#)

Location: Ohio State Office of Student Life

Program Contact: <https://see.osu.edu/students/professional-development>

Program Overview: In the SEE program, work-study students receive their hourly salary for doing various workshops and trainings each quarter. There is a Competency Workshop Series each semester for students enrolled in the program. These workshops focus on "learning transferable skills, such as goal-setting, leadership, and navigating difficult conversations. They are intended to help student employees grow professionally and personally, and also count as paid work hours through a student's on-campus job" (<https://see.osu.edu/students/professional-development>).

Multiple UCs

Program Name: Destination College Advising Corps

Location: Berkeley: <https://dcac.berkeley.edu>; Los Angeles: <https://eaop.ucla.edu/dcac>; Santa Barbara: <https://oep.ucsb.edu/programs/destination-college-advising-corps>; National Organization: <https://advisingcorps.org>

Program Contacts: On each campus

Program Overview: DCAC is designed to increase college access for low-income, first generation and underrepresented high school students by placing highly-trained, recent college graduates in schools as full-time College Adviser Fellows. Started at Berkeley in 2007 and more recently at UCLA and UCSB, there are currently UC graduates placed as College Adviser Fellows throughout CA. Most of the Adviser

Fellows are underrepresented minority and first-generation college students themselves. Advisers work with high school students on college planning, financial aid and application assistance, college visits; and they support college-related school activities (e.g., college information workshops, family events)

- The program is a two-year commitment, and the fellows receive a monthly living allowance (\$3,200 at UCB; \$2,940 at UCLA), a year-end award (\$4,000), health care, four weeks of training, and graduate school and career advising.
- Many fellows go on to careers as school counselors, higher education advisers, educational policymakers, and other social service positions.
- Program assessment provides insight on adviser activity and program effectiveness (e.g., high school students who met with a College Adviser Fellow are 23% more likely to submit a college application; 21% more likely to submit FAFSA).

Work-Study Programs

Program Name: Federal Work-Study

Program Overview: All UC campuses offer work-study funds to low-income students as part of their financial aid package. Partially funded by the federal government and administered through Financial Aid offices, work-study is part-time student employment, typically on campus. Work-study offers an economical option for campus departments to hire students, as all campus departments may use the work-study program to employ students and only pay a portion of the total wages. Students receiving work-study are encouraged to find jobs related to their course of study. Although campus financial aid offices manage the work-study program, these offices do not hire and place students in their work-study jobs. Students must use the campus resources (e.g., Handshake) available to them to locate employment.

Program Name: Learning-Aligned Employment Program (LAEP)

URL: <https://www.csac.ca.gov/learning-aligned-employment-program>

Program Overview: This is a new (in 2022-23) California state-funded work-study program for UC, CSU, and CCCs designed to give underrepresented students “the opportunity to earn money to help defray their educational costs while gaining education-aligned, career-related employment.” The nine UC undergraduate campuses received \$61 million from this program in 2022-23, allocated by share of Pell Grant recipients on each campus. On-campus jobs are research-based, whereas off-campus jobs should align with the student’s field of study. According to the California Student Aid Commission, priority is given to eligible students who are first-generation college students, current/former foster youth, or individuals at risk of or experiencing housing insecurity. Additionally, priority is given to eligible students majoring in a STEM discipline.

Appendix F: General Framework of a Model Program - Program Design

Based on the Cohort review of existing programs at UC and other academic institutions, the following recommendations provide a menu of options for tailoring programs at UC. This menu of options can be used to develop new programs or modify existing programs to provide pathways for UC undergraduates to meaning employment upon graduation. The purpose of the following framework is to provide a menu of options for program elements that can be combined in a variety of ways to meet the objective of each campus.

- Create a pipeline for real job opportunities and employment pathways for UC undergraduate students while students are in school. Campuses may want to target a certain year, sophomore, junior. Campuses may want to target students as early as freshman year.
- Provide guidance and mentorships to advance undergraduate students that lead to professional development in identified disciplines like administration, finance, business, health, law, etc.
- Provide students with learning, leadership and managerial experiences that could lead directly into identified employment categories at the University.
- Provide work-study, internship, fellowship opportunities that develop the experience needed to fill the position upon graduation.
- Provide students with mentorship alignment for targeted departments and employment opportunities.
- Provide support for resume development, interviewing techniques and career pathway guidance.
- Develop a cohort of students interested in the same or similar discipline, thereby creating professional camaraderie and peer support.
- Incentivize UC faculty and staff to provide mentorship and guidance for career tracks and employment opportunities.
- Develop a program with the flexibility to provide cross discipline exposure to UC employment opportunities where students can rotate to different departments, divisions and/or campus locations.
- Target underserved student populations when designing the pipeline.
- Include UC alumni working at a UC campus to share their journey and experiences.
- Create a leadership development institute or a management training education program on UC campuses similar to those at major companies.

Appendix G: Application of Model Program Elements in Existing UC Programs

There are UC system model programs that operate with many of the program design elements described above. These programs have a proven track record of success and exhibit the kind of flexibility for optimal campus and population design. The following examples are provided to illustrate that a successful program could be designed in a variety of ways:

UC Programs in Medical Education (PRIME)

Program Overview: Launched in 2004, UC Programs in Medical Education (“PRIME”) are part of an innovative systemwide initiative focused on addressing physician workforce shortages and meeting the needs of California’s underserved populations by increasing medical student enrollment and the capacity of UC medical schools to train highly motivated, socially conscious graduates who will become physician leaders committed to serving medically underserved groups and communities across the state. PRIME programs started with a modest number of students (7-9) and have grown to more than 300 students systemwide.

Each medical school in the UC system has designed a PRIME program area of focus that is selected based upon faculty expertise, the populations served by each school and its medical center, and other local considerations. PRIME programs target students from various backgrounds to meet the needs and objectives of the community they serve. For example, UCD School of Medicine has a Rural PRIME program to address the needs of remote communities within California and UCI School of Medicine has the oldest PRIME program designed to meet the needs of the Latino community. Every PRIME program gives students exposure to unique training opportunities that align with the program goals. In addition, PRIME students provide peer support within their program and across the UC system.

In 2022, the state budget provided full funding for UC PRIME programs. Before then, the programs had been supported in part by state funds, campus funds and philanthropy.

UC-HBCU Initiative

Program Overview: This program is designed by the UC system to improve diversity and strengthen UC graduate programs by investing in relationships between UC faculty and Historically Black Colleges and Universities (HBCU). At the graduate level, Black and African Americans are extremely underrepresented in UC graduate and professional programs. The University acknowledged the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented. The UC-HBCU initiative was designed with faculty engagement and provides grant funding for internships at various UC campuses.

Graduate Studies in the department of Graduate, Undergraduate and Equity Affairs manages the grant proposals from UC faculty members at any of the ten campuses to work with undergraduate and master’s-level research scholars from HBCUs. Grant funds are awarded competitively to support student summer research internships as well as other collaborations or opportunities that serve the goals of the

Initiative. Awards are not limited to one type of program design. A single campus could have several different programs. For example, UCLA School of Public Health received a grant to provide summer internships to students from non-science backgrounds. UCLA also received a grant to allow undergraduates from HBCUs to conduct research with UC faculty.

The various grant programs have different design elements that are structured to meet the goals of the campus and the population. This program is a model that can be replicated in the current project to create a pathway for undergraduate UC students to employment at UC.