

National Association of Colleges and Employers

Professional Standards

FOR UNIVERSITY RELATIONS AND RECRUITING 2013



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Introduction

In 2012, the NACE Foundation commissioned a project to develop a set of professional standards for university relations and recruiting to address and answer the following question:

- What practices should an organization follow to ensure that it has a sound university relations and recruiting program?
- What experience and/or training should managers and recruiters possess to deal with the personal interactions that underlie identifying and obtaining new graduate talent?
- How can an organization assess the effectiveness and efficiency of the its university relations and recruiting function?

Through an initial survey, NACE employer organizations provided input into the project, which was divided into four major areas—program infrastructure, program assessment, sourcing, and selection. Four teams of NACE employer members, noted below, provided specific input around those major areas to develop the initial draft of the **Professional Standards for University Relations & Recruiting**.

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Preamble

The **NACE Professional Standards for University Relations & Recruiting** are designed to be broadly applicable to employer organizations of all types (private, public, government entities, and so forth) and industries. These standards are specifically applicable to professionals who are responsible for sourcing, selecting, and recruiting college and university students for experiential education programs and full-time positions.

The standards were written to reflect an organization's responsibilities for the university relations and recruiting *function* (URR), regardless of how those responsibilities are administered. Individual URR departments may not have responsibility for some components identified in these standards; those pieces may be carried out by departments/areas other than the formal URR department.

In addition, the standards were written broadly to reflect variations in URR programs provided by individual organizations. Therefore, their use should be interpreted according to the circumstances of the individual organization. In reviewing the standards through the lens of their individual organizations, professionals should provide examples of how their organization/URR functions meets each applicable standard.

In general, these standards pertain to the URR function, not to staff members. Overall, they reflect dimensions of URR that affect program performance and quality. (Note: In some instances, the standards do include specific direction regarding staff competencies.)

Applying the Standards

The standards constitute processes, practices, procedures, policies, and structures as they apply to URR. They are divided into two categories: minimal and best practices.

Minimal standards are essential for *all* organizations and are designated as “must” practices.

Best practice standards are processes and so forth that organizations should consider to improve or enhance their URR function. These are designated as “should” practices.

The standards comprised in this document are organized into 11 primary sections:

Organizational structure, framework, and support identifies factors for program infrastructure, including roles and responsibilities, governance, and finances.

Strategic planning development focuses on creating organizational vision, mission, and values; developing long-term objectives; conducting a strengths and weaknesses analysis; and elaborating strategies.

Strategic planning implementation encompasses development of short-term goals, including an annual hiring needs process, and school selection; action plans for each campus; metrics for program evaluation; and reporting.

University relations and recruiting learning provides the common elements of campus recruiting fundamentals and a matrix of learning topics for the three most common URR roles.

Marketing and branding covers employer brand, advertising, job posting, event presence, and the use of social media.

Candidate sourcing and assessment is divided into specifics of traditional campus and non-campus sourcing.

Applicant selection and assessment focuses on collecting and reviewing applicants, site interview formats and logistics, preemployment assessment tools or tests, and the offer management process.

The **onboarding programs** section identifies activities to technically, culturally, and socially integrate new college graduates and experiential education students into the organization.

The **experiential education programs** section covers the basic definitions to differentiate type of programs, program objectives, and program elements.

The **rotational or development programs** section reviews the sponsorship program requirements, and typical program components.

The final section—**legal issues**—offers standards related to compliance, record keeping, and training and resource requirements.

I. Organizational Structure, Framework, and Support

One of the foundational steps to ensure a sound URR program is the establishment of a solid program infrastructure. This requires the organization to develop an organizational structure for its URR function, a program framework that includes critical roles and responsibilities, and a support network with a governance model and other resources identified.

URR functions most commonly, but not always, mirror the predominant organizational structure within the organization. The most common structures are centralized, decentralized, or hybrid.

In the highly centralized model, the URR group develops policies, processes, practices, and decisions, then coordinates and executes them consistently across the organization. All campus recruiting strategy and operations are typically housed within a single reporting structure (e.g. URR vice president, director, or manager reports directly to the executive in charge of human resources.) Currently, approximately 40 percent of NACE employer member organizations use a highly centralized structure.

Among organizations that follow a highly decentralized structure model, independent divisions or functions develop, coordinate, and execute policies, processes, practices, and decisions at a divisional or functional level. A highly decentralized model can include some level of corporate guidance, however, business units and/or local offices are free to execute as desired. Approximately 12 percent of NACE employer organizations are highly decentralized.

As the name suggests, the hybrid organizational structure is a combination of centralized and decentralized models. Typically, corporate maintains oversight for policies, processes, and practices and coordinates execution with some flexibility through divisions and/or functions. The centralized campus recruitment function sets overall strategy and coordinates recruitment efforts, while campus recruiters are often dispersed amongst business units or focused-staffing units, or come from within the business units themselves. Approximately 48 percent of NACE employer member organizations use a hybrid organizational structure for URR.

A. Business organization/operation model

The organization **must** identify and implement a URR organizational structure and resources.

URR structure and strategy **must** be linked directly to the overall business mission and strategy.

URR functions **must** define a clear business case for URR and obtain concurrence with appropriate and relevant senior leadership (e.g., key decision makers) across the organization's functions.

B. URR roles

University relations and recruiting roles vary across organizations, depending upon several factors, including size, number of hires per year, number of staff committed to or managed by the function, and so forth. In general, smaller organizations tend to have fewer staff members who share the core URR responsibilities, while larger organizations—those hiring hundreds or thousands of new college graduates into experiential and full-time positions each year—tend to have more staff engaged in the URR function and more-specialized roles for staff.

There are four primary URR roles: leader, coordinator, campus manager, and recruiter. In addition to these primary roles, there are four roles used in various combinations by many organizations. These are key campus executive, employment branding manager, program manager, and student ambassador. These eight roles are described below.

1. URR leader: The URR leader has responsibility specifically for university relations and recruiting programs and typically supervises and manages a team of campus recruiters.

In smaller organizations, the URR manager may be the highest level manager for the URR function. As organization size and complexity increase, there are multiple URR managers who may have oversight for individual offices, sites, regions, functions, or business units.

In very large organizations, the URR leader may be a vice president or director with responsibility for URR functions. Vice president/director-level leaders may also have broader responsibility either within talent acquisition, other HR functions, or, perhaps, even outside of HR. The vice president/director role is typically found within large, complex organizations that consistently hire many new college graduates for full-time positions each year, have large experiential student programs, and have other leadership or rotational programs.

The URR leader must develop and establish recruiting program goals and objectives tied to overall business goals.

The URR leader **must** develop and secure an appropriate URR program budget that includes program and head count forecasts for the URR function.

The URR leader **must** recruit, train, and develop a high-performing team of campus managers/recruiters.

The URR leader should identify and cultivate former alumni as potential campus managers or key executives.

The URR leader **must** ensure the recruiting team maintains compliance with company policies and procedures as well as with all applicable external regulations.

The URR leader **must** establish recruiting program metrics and monitor these to ensure program success.

The URR leader **must** provide periodic updates to key executives regarding the progress of the program.

The URR leader **must** react quickly to changing business needs and adjust accordingly.

2. URR coordinator: The URR coordinator is the primary point of contact with career services for all formal campus recruitment events. The URR coordinator administers all aspects and logistics for on-campus event processes, including scheduling events, job postings, coordinating food, ordering and maintaining booth/collateral processes, and downloading student resumes.

The URR coordinator typically has data-entry responsibilities for candidate management, applicant tracking, and university relations systems.

The URR coordinator works with primary recruiters and campus managers for all campus/site-based events. The URR coordinator works with third-party suppliers, such as event/scheduling vendors, as required.

The URR coordinator processes event/program invoices, checks, and expense reimbursement related to campus recruiting.

The URR coordinator may also be responsible for site interview events, all aspects of candidate event/program participation (invitation, travel/hotel needs and confirmation, expense reimbursement, and so forth), and applicant correspondence, including but not limited to, offer letters, training and start date communications, invitations, and recruiting evaluations.

The URR coordinator **must** be extremely organized, detail oriented, and responsive.

The URR coordinator **must** understand and abide by the individual scheduling processes of each university.

The URR coordinator **must** communicate professionally and maintain a high level of confidentiality at all times.

The URR coordinator **must** have excellent verbal and written communication skills.

The URR coordinator **must** be knowledgeable of all applicable systems and databases processes.

The URR coordinator should relieve the administrative burden for campus recruiters and/or campus consultants.

3. Campus manager: The campus manager (CM) is primarily responsible for leading recruitment and relationship efforts for a specific campus. This role may sit within the recruitment organization, where the CM may also have requisition responsibility, or within the business unit, where the CM does not hold this responsibility.

The CM **must** represent the organization effectively when on campus for both formal recruiting events (e.g., career fairs, information sessions, interviews) and non-recruiting events (e.g., resume workshops, advisory council meetings).

The CM **must** be knowledgeable and enthusiastic, and have strong interpersonal, organizational, and interviewing skills.

In coordination with the URR manager, the CM **must** develop an annual recruiting plan, including budget and goals, for his/her school.

The CM **must** develop strong relationships with career services, faculty, student organizations, diversity/disability offices, and other groups identified as relevant to recruiting.

The CM **must** have an awareness and understanding of the organization's diversity/disability inclusiveness values.

The CM **must** work with the URR manager to identify and train members for the CM's campus recruiting team.

The CM **must** participate in formal campus recruitment events, as available, and ensure that there are adequate team members assigned for all events.

The CM should serve as the company point of contact for students from the CM's school.

The CM **must** identify and recommend campus specific marketing opportunities to the brand manager or URR manager.

The CM should develop and execute early identification programs, where possible, and continue to develop relationships with targeted candidates.

4. Campus recruiter: The campus recruiter is primarily responsible for attending and participating in formal campus recruitment events.

Like the campus manager, the campus recruiter may sit within the recruitment organization, where the role may include requisition responsibility, or within the business unit, where the campus recruiter does not hold this responsibility.

The campus recruiter **must** represent the organization effectively when on campus, at both formal recruiting events (e.g., career fairs, information sessions, interviews) and non-recruiting events (e.g., resume workshops, advisory council meetings).

The campus recruiter **must** be knowledgeable and enthusiastic, and have strong interpersonal, organizational, and interviewing skills.

The campus recruiter **must** identify opportunities for company presence on campus. In the absence of a campus manager, the campus recruiter may be called upon to coordinate/lead company presence on campus.

The campus recruiter **must** help develop relationships with targeted career services and faculty contacts.

The campus recruiter **must** understand the competitive landscape at the recruiter's school.

The campus recruiter **must** manage expenses toward planned budget expenses.

The campus recruiter **must** have an awareness and understanding of the organization's diversity/disability inclusiveness values.

The campus recruiter should develop and executive early identification programs, where possible, and continue to develop relationships with targeted candidates.

5. Key campus executive: The key campus executive role exists for organizations that have only a few schools to recruit or those that target many schools, but use a tiered approach. In the latter case, typically, only schools in the top tier are assigned a key campus executive.

The key campus executive provides leadership and strategic direction for a specific school, has an ongoing personal presence on campus, and develops long-term relationships with crucial university constituents, e.g., president, vice presidents, chancellors/provosts, and corporate liaison officers. The key campus executive serves to provide overall resources/funding and is often a recognized champion for the URR function within the senior leadership ranks.

The key campus executive **must** be knowledgeable about and provide resources for the URR program.

The key campus executive **must** clearly articulate and communicate to senior management the strategic importance of the university recruiting effort to the overall success of the organization.

The key campus executive **must** assign and monitor accountability for the URR program results at his/her school.

6. Employer brand manager (EBM): The employer brand manager is a specialized role that has gained popularity among organizations seeking to align objectives of organization leaders, realities of current employees, and perceptions of potential employees.

The EBM defines the organization as an employer by helping to retain engaged and loyal employees, then attract and acquire the best talent. The EBM role is often not exclusive to URR, but rather is shared in talent acquisition for internal and experienced hiring or as an integral part of the marketing/communications/public relations function.

The EBM **must** collaborate with corporate communications/media relations, external advertising agencies, and employer brand vendors to define the target audience and its desired wants and needs, the current employee experience, and the aspirations of company leaders.

The EBM **must** ensure the organization's leadership understands and supports the brand message.

The EBM **must** develop an employer brand that communicates the key differentiators of the organization. The employer brand message and design **must** reflect organizational culture and values and align with the overall company brand.

The EBM **must** ensure that a website is in place that specifically speaks to the audience about college/entry-level opportunities and educates the audience about the organization's core values as well as the hiring process.

The EBM **must** ensure consistency in copy and design throughout collateral material—both online and offline.

The EBM **must** ensure that the organization offers a variety of media channels and resources—based on target audience preferences—through which to share information.

The EBM **must** monitor and manage the organization's presence and employer brand in social media.

The EBM **must** ensure the organization increases its brand recognition on campus by being actively involved in programs and events.

The EBM **must** create a process to review and evolve the brand messages so that they remain relevant and targeted.

The EBM should use voice-of-customer feedback from career services, faculty members, and students to evaluate brand recognition effectiveness on campus.

The EBM should monitor and evaluate rapidly changing trends in student branding channels and adapt as required.

7. Program manager: The program manager assumes responsibility for specialty areas within URR. The program manager is assigned oversight for the following:

- Student programs (experiential education programs such as internship and co-op programs),
- Onboarding and new employee training and development,
- Operations (typically management of a number of processes and sub-functions such as training, change management, social media, finance, vendor relations, and so forth),
- Rotational and leadership development;
- Finance (budget management and approval); and
- Vendor relations

8. Student ambassador: The student ambassador represents the organization on campus to other students, faculty, and career centers to assist with employer branding and relationships.

URR functions select most student ambassadors from interns or co-ops who are returning to school. Traditionally, student ambassadors have been used by large, private-sector companies with large university relations programs. The student ambassador typically works less than five hours per week.

The student ambassador **must** help the campus team with logistics for campus events, such as distributing flyers and posters on campus and making contact with career center staff and faculty.

The student ambassador **must** meet with the campus team when the team is on campus and during the internship or co-op work term to provide critical information that will help recruiters understand the best activities to pursue.

The student ambassador should attend career fairs and information sessions with the campus team and act as greeters at campus interviews.

The student ambassador should volunteer to speak about the organization to classes for faculty who allow speakers and at student organization meetings.

The student ambassador should also talk to students about the organization and make appropriate referrals to the campus team.

C. Governance model/process/operational timelines

The organization **must** develop and implement a university relations and recruiting governance model, complete with process flow charts and operational timelines.

The governance model **must** articulate the business model under which it operates (e.g., centralized, decentralized, hybrid), organizational structure with resources available to it, and a decision-matrix architecture.

The governance model **must** identify the campus team structure and membership, including the use of line professionals and required qualifications/training.

The URR organization **must** have a succession process in place to ensure the continuity of its program in the event the college relations manager exits the organization.

The URR organization **must** develop a process to gain feedback and support from organization stakeholders (minimally, once per year).

The URR organization should consider developing a stakeholder advisory council to add consistency to the process and strategy, especially in decentralized and hybrid models.

The URR function **must** define program structure and responsibilities through widely communicated policies and procedures.

D. Finance, funding, and budgeting

Organizations seldom budget and account exclusively for all costs associated with URR at the enterprise level. Commonly, organizations budget for expenses shared across URR, internal, and external experienced

professional recruiting, such as technology costs for systems and website development. Even in centralized and matrixed organizations, costs associated with the campus recruitment and sourcing of candidates are often carried by corporate, but the individual costs (e.g., candidate travel, relocation, background checks) may be borne by the hiring function/business unit.

The organization **must** identify and secure an appropriate URR program budget. The source and makeup will depend heavily on organizational and governance structure.

URR **must** identify the costs for which it will need to budget. The following are some typical URR budget items to consider:

- **Campus recruiting expenses**—all costs related to URR for experiential education programs and full-time positions, including career fair fees, shipping, campus job posting fees, fees paid to third-party vendors to directly assist recruitment efforts, and so forth.
- **Advertising and marketing expenses**—all costs related to creative development and production of advertising/marketing for URR, including non-campus job postings, career websites, collateral and promotional items, social networks, print ads, employment ad agency fees and other associated third-party vendors, and so forth.
- **Travel and expenses (recruiter)**—all travel and expense costs of all recruiters for campus events, including full-time URR staff and non-URR employees from function/business units.
- **Travel and expenses (candidate)**—travel and expense costs for all applicants to visit the organization prior to an employment offer.
- **Technology costs**—all costs related to associated talent acquisition systems, such as applicant tracking, talent community, internal databases, and IT/networking infrastructure.
- **Miscellaneous other**—all costs associated with preemployment testing, background checks, drug tests, employee referral programs, other external vendors.
- **Cost of recruiting staff expenses**—all labor costs (base salary and fringe) associated with URR staff. (Typically, this does not include labor costs for use of recruiters from function/business units.)
- **Operational**—all costs related to internal infrastructure charges to URR, including facilities, IT, finance and payroll, other travel, and so forth.
- **Employee development**—all costs associated with URR staff training, education, and professional development, including internal and external courses, memberships, conferences, and so forth.
- **Other**—depending upon whether URR maintains a budget or the expenses are distributed in the organization, consider cost for specific programs (e.g. internship, rotational) such as orientation, relocation, housing, and so forth.

The organization **must** secure headcount targets (hiring goals) prior to developing a budget.

URR **must** be aware of campus-related company foundation, major charitable contribution, or philanthropic support activities.

The organization should have a staffing model to support requests for additional staffing resources, as required.

The organization should consider a zero-based budgeting approach, with funding built program by program.

URR should get budget approval as far in advance of the URR recruitment cycle as possible and have a documented approval process for significant budget changes. (Note: Although most campus recruitment roughly follows the academic calendar—September to August—many schools open recruiting event scheduling early in the preceding calendar year, e.g., February.)

E. Compensation guidelines and incentive programs for new hires

The organization **must** establish compensation guidelines and incentive programs for new hires.

URR **must** partner with corporate compensation and benefits organizations and key governance stakeholders to perform internal equity and external benchmarking analyses.

The organization **must** develop and maintain a formal compensation approval process, annually.

The organization **must** develop and maintain a formal compensation change approval process (e.g., significant salary increase requests).

The organization should consider offering extra incentive programs, such as a sign-on bonus, when recruiting for hard-to-fill skill areas or in highly competitive markets.

II. Strategic Planning Development

The organization **must** develop and execute a strategic planning process for university relations.

The resulting URR strategic plan **must** be integrated with organizational talent and business strategies.

The strategic planning process typically requires URR to develop and implement the following steps:

- Develop strategic plan
 - Develop vision/mission statements and organizational values
 - Establish long-term objectives
 - Conduct a SWOT analysis
 - Identify strategies

- Implement strategic plan (see Section III)
 - Establish short-term objectives
 - Develop action plans
 - Measure performance (metrics and reporting)

A. Vision/mission statements and organizational values

The organization **must** develop vision/mission statements and define organizational values for university relations and recruiting aligned with established business vision, mission, and values.

The URR vision should outline what it wants to be or how it wants the world in which it operates to be. Visioning should concentrate on the future, be inspirational, provide clear decision-making, and be realistic in its aspirations.

URR should review enterprise talent vision/mission statements and meet with key stakeholders to ensure alignment.

URR should review and ensure that its vision aligns with business unit talent acquisition departments, as required.

B. Long-term objectives

The organization should establish long-term, strategic URR program goals and objectives aligned with business and/or organizational goals and objectives. Long-term objectives elaborate the URR vision in terms of specific initiatives, areas of focus, policies, or values, and become the guiding principles toward the desired end state.

C. Strengths, weaknesses, opportunities, and threats (SWOT) analysis

SWOT evaluates what URR does and does not do well, compares URR to competitors, and identifies negative factors that might have an impact on URR's ability to meet objectives.

SWOT results in an opportunity for URR to improve what it does well, fix or compensate for what it doesn't do well, find its competitive advantage, and, ultimately, determine if objectives are attainable. Although the SWOT analysis is primarily relative to the university program, it will require an examination of the overall talent and existing employee base.

Examples of strengths and/or weaknesses include recruiters, employment brand, relationships, executive involvement and presence, school selection strategy and execution, and leadership support.

Examples of opportunities specific to URR include schools that have either not recruited in the past or are not currently recruiting, emergence of new schools and/or degrees, emerging jobs, leveraging other college relationships, and leveraging technologies or virtual avenues for recruitment without necessarily going to campus.

Threats specific to URR may include competition for targeted students, acceptance rates, campus brand recognition, faculty/career services opposition, compensation/benefits, and declining numbers of students graduating in target degrees.

The following are typical SWOT elements:

- Internal
 - Employee Base
 - ◇ Age of employees
 - ◇ Levels of managers and individual contributors
 - ◇ Manager-to-individual-contributor ratio
 - ◇ Retention rates
 - ◇ Retirements
 - ◇ Performance ratings
 - ◇ Promotions
 - ◇ Job roles
 - Talent acquisition
 - ◇ Hiring levels
 - ◇ Conversion rates of interns
 - ◇ Diversity and inclusion
 - ◇ Internal transfers
 - ◇ Employment brand
 - ◇ Source of hire

- External
 - Survey of competitors/markets/industries for process/people/structure/current programs
 - Review best-in-class programs
 - Brand reputation
 - Demographic/market trend for targeted degrees/majors

URR **must** conduct a SWOT analysis at least every other year. (URR should conduct a SWOT analysis annually.)

URR should collaborate with other HR/talent partners, such as work force planning and HR information systems support organizations, to assemble and analyze SWOT.

URR should review segments of college hire retention data for possible correlations to:

- Recruitment focus—core vs. non-core schools
- Recruitment channels—intern conversion vs. employee referral vs. campus direct
- Specialized programs—rotation vs. non-rotation

URR should compare retention, performance ratings, and promotions of new college grads to those of professional hires or employees hired into the same level.

Note: Job roles are especially important if they have been segmented (strategic, core, supporting, transitional, and so forth) through job modeling in an extensive work force planning process. Aligning URR strategies to strategic roles provides an opportunity to develop a stronger tie between URR and long-term, strategic talent needs.

D. URR strategies

URR **must** develop a strategic plan, which should include an approach for defining relationships, structuring campus teams, designing a marketing plan, and creating an event engagement and sourcing plan.

URR **must** partner with work force planning groups and other HR organizations to align the URR strategies with an enterprise-wide, strategic work force plan, which should identify the types of roles to target for new college graduates.

URR should set high-level goals for all full-time college hires as a percentage of overall exempt hires, high-level diversity goals, and co-op/internship goals.

For employers, campus relationships have many dimensions. The ultimate mission for URR is to hire students, so the primary interest of many URR organizations is go to many schools to participate in formal recruiting events. However, there is a desire on the part of some organizations to deepen their relationships beyond traditional recruiting events at a select number of universities—to have a more “strategic” relationship.

The strategic relationship signals the intent of both parties—organization and institution—to commit for the long term for their mutual benefit. The organization must commit long term and devote resources to facilitate not only the achievement of its own objectives and goals, but also those of the institution.

In addition to developing strategic relationships in the *recruiting* area, the organization can develop such relationships in the areas of *education and technology/industry-specific collaborations*.

1. Recruiting: The traditional relationship between URR and career services is focused on URR’s primary mission to hire students. The URR organization that wants to cultivate a long-term relationship with career services should identify ways to help career services in its mission.

Examples of how company representative volunteers collaborate with career centers in this way include:

- Reviewing/critiquing individual student resumes;
- Conducting resume workshops;
- Conducting mock interviews;
 - Presenting general job, industry, or career workshops; and
 - Serving on career advisory boards or councils.

2. Education: There are many options in the areas of education that organizations may consider to strengthen on-campus relationships, primarily with students and faculty.

The organization **must** ensure all company representatives avoid directly influencing the recruitment process as a result of contributed services, gifts, or other financial support per the NACE *Principles for Professional Practice*.

URR’s focus **must** be to assist student groups and faculty with their primary mission, while indirectly promoting its employer brand, but **must not** put university faculty, staff, or students in a *quid pro quo* position.

Examples of education-related options URR may consider include:

- Sponsoring student organizations (e.g., professional fraternities, honor societies, recognition societies, and national and professional societies),
- Participating in/presenting at student organization events/meetings,
- Sponsoring/participating in student competitions,
- Conducting curriculum-related seminars,

- Making company presentations in class,
- Serving as a guest lecturer or on industry panels for a seminar series,
- Funding scholarships or fellowships,
- Sponsoring capstone projects and serving as project advisers,
- Participating with curriculum advisory boards/councils,
- Participating in industrial affiliate programs,
- Offering job shadowing to key faculty members,
- Providing in-kind donations of computers, equipment, and so forth.

(Note: Many of these may already exist within the organization, as functions and others outside of URR may have “built” such relationships.):

3. Technology development/industry-specific collaborations: Major charitable gifts, research grants, contracts, or customer/sales relationships are areas where relationships between company representatives and universities may already exist.

Rather than attempting to influence the direction of existing collaborative efforts, URR should seek to identify ways to capitalize on them.

URR should ensure company representatives actively participate on campus in project reviews and status meetings with their university counterparts, and ensure these counterparts understand the organization’s talent requirements and look for students who are a good match for those openings.

URR should ensure company representatives actively participate on campus if the organization is engaged in consortiums or membership in university collaboration organizations. (Note: If a goal is face-to-face contact with students/student organizations, smaller contributions that are presented directly to more targeted groups to support capstone projects or student contests may go further to promote employer brand versus a major gift/large contribution to a university.)

4. Multi-tiered approach: Many organizations find it difficult to do everything they would like to improve relationships at all their schools; resources are often the greatest limiting factor. Consequently, many organizations use a tiered approach.

The top tier typically comprises the schools for which a long-term relationship is valued and where the most resources are invested.

The second tier may share some of the same elements of a top-tier school, but to a lesser extent.

Originally, the tiered approach grew among large organizations with many institutions in their recruiting mix. Now, however, it is popular among a broader range of organizations; these organizations want to augment their traditional recruiting efforts with nontraditional efforts, such as virtual events, social media interaction, and so forth.

The URR organization that uses a tiered approach **must** develop objective and measurable criteria to evaluate the universities for each tier. (See “Data Analysis” in Section III for some evaluation criteria.)

URR **must** define the relationship elements it deems most important and develop a mechanism to differentiate each tier.

The table below provides offers examples of relationship elements and how they may be used to define a tiered approach.

Relationship Activity	Tier 1 Schools	Tier 2 Schools	Tier 3 Schools
Key Campus Executive	Campus Executive Team assigned	None	None
Campus Manager	Key individual assigned (higher % time)	Focus on recruiting	Focus on recruiting
Presence on Campus	Visit campus 10 -12 times per year	Visit for recruiting events	Virtual methods or as required
Recruiting Team	Large team from multiple businesses/ functions	Small team (CM and 1 to 2 recruiters)	None or as required
Recruiting Frequency	Fall/Spring recruiting every year	Recruiting reduced during lean years	As required
Promotional Budget	Larger budget, including advertising	Moderate budget	None
Organization Memberships	Funding for multiple memberships (2 to 3)	Funding for 0 to 1 memberships	None
Research or Industry-Collaboration Funding	Priority	No priority	No priority
Research or Industry-Collaboration Agreement	Multi-year master agreement	By project agreement	By project agreement

III. Strategic Planning Implementation

URR **must** implement the strategic plan through development of short-term goals, action plans, and establishment of metrics and reporting.

A. Short-term goals

- Set annual calendar,
- Create/maintain university information system;
- Perform annual recruiting targets/needs analysis, and
- Select schools

1. Calendar: URR **must** create an annual calendar that includes needs analysis, scheduling, and preparation for campus recruitment such as training, recruiting events, candidate selection, and new-hire orientation.

2. University information system: URR **must** have a system in place whereby it can easily access information about each school, e.g., key campus contacts; dates of recruiting periods; notes from conversations with campus staff; a history of events, including company participants; travel information, including campus maps; details of job posting system; and rates and deadlines for advertising in campus newspapers.

3. Hiring needs forecast: URR **must** develop and implement a process for gathering and communicating annual hiring needs, ideally before recruiting season begins.

The hiring needs process should include an analysis of hires from all sources; this may include new college graduates, co-op/intern conversions, co-ops/interns, internal candidates, hires from other programs, and so forth.

The hiring needs forecast should include report-to-work timeframes, degree levels, degree majors, and internal demographics, such as divisions and/or locations.

The URR team, working with line management, **must** integrate hiring needs with finance and headcount planning to define the staffing requirements and resources that are necessary to meet hiring targets.

URR should compare the high-level, top-down hiring goals developed earlier in strategic planning with the low-level, bottom-up hiring needs derived in this hiring needs forecast, and resolve any major disconnects.

Ultimately, hiring needs should be integrated with the business annual operating plan (AOP).

4. School selection: URR **must** develop a system or process that rates each school on key objective factors, which may include previous hiring success; availability of targeted degree levels and majors; unique

curriculum specifics, student demographics, school location, graduation rates, graduation volume, and the relationship with career services/faculty/student organizations among other items.

School selection processes comprise an examination of the rationale and frequency of the evaluation, selection of data analysis factors, and a final analysis and ranking with recommendations.

Evaluation process: There are a variety of reasons to develop and execute an evaluation process of schools. For example, URR may be trying to validate its schools to ensure these are the best matches. For organizations using a tiered approach, the evaluation may be designed to validate that schools are assigned the proper tier. Or, URR may be responding to circumstances that warrant adjustments to hiring volume (e.g., URR needs to hire more, so is consider adding schools to its mix, or needs fewer hires, so is considering reducing active recruitment at a number of schools); wants to improve efficiency (e.g., to gain more hires per school or gain the same number of hires from fewer schools). The rationale will impact the evaluation criteria and/or the relative significance of each.

URR **must** consider the overall goal for accomplishing an evaluation, the rationale or driving forces to complete a study, and the likely outcomes after having completed an analysis.

How often URR needs to evaluate its schools depends again on goals, intended outcomes, and rationale for the evaluation. It may also depend upon the number of criteria, number of schools, data complexity, and the relative ease of gathering/consolidating data.

In general, URR should collect or update data annually, but should consolidate it and produce a full analysis every two to three years.

Data analysis: The following table is a matrix of several data assessment factors with an evaluation of their relative use and importance as reported by NACE employers.

The matrix also suggests the relative ease and sources for gathering the data. School evaluation and selection processes should consider the following analyses:

Template: NACE Standard School Selection

Assessment Factor	Use	Importance	Ease of data gathering	Possible sources for data
Hires analysis	High	High	Easy - Medium	Applicant tracking/personnel systems, recruitment dashboards, university records
Degrees/majors/specialized curriculum analysis	High	High	Easy - Medium	University contacts, national organizations (e.g., NACE for degrees/majors and demographics, ASEE or EWC for engineers, IPEDS)
Retention analysis	Medium	High	Medium	HRIS/Personnel system reports
Promotion analysis	Low	Low	Difficult	HRIS/Personnel system reports
Performance analysis	Medium	Medium	Medium-Difficult	HRIS/Personnel system reports
University funding analysis	Medium	Low	Medium-Difficult	Company finance, research, contribution/foundation systems
Employee alumni	High	Low	Medium	HRIS/Personnel system reports
School ranking reports	High	Low	Easy - Medium	US News & World Report
Local/regional geography	High	High	Easy	Map/database of work and school locations
Diversity institutions	High	Med-High	Easy - Medium	University data, national organizations
Major stakeholder perception/opinion surveys	Medium	Low	Medium	Company-sponsored or third-party surveys
Career center relationships	High	Medium	Medium	Satisfaction surveys
Campus presence/student-faculty perceptions	High	Medium	Medium	Company-sponsored or third-party surveys
Competitiveness for targeted grads	High	High	Medium	Company-sponsored or third-party surveys

Hires analysis

Analyzing hiring data from the past five to 10 years is highly recommended to obtain a historical grounding of previous success with a school. Demographics of those hires (gender, ethnicity, student conversions) help to develop a profile for hiring history at the school. Additional factors to consider in developing the profiles include:

- Total hires/school,
- Diversity hires/school, and
- Student programs conversions.

URR should collect raw data for total hires (and selected variations) per school, then aggregate the data for each school, score the school, and rank each school.

Degrees/majors analysis

These data provide information on the candidate pool at a school for specific degree levels, degree majors, and specialized curriculums.

This analysis provides an opportunity to assess a potential pool of candidates for targeted schools. By comparing the overall graduation volume for the prior year (or most current data available) for targeted majors to hiring demand, URR can estimate the low- and high-end range of how many positions may be filled from this school. There are some outstanding resources for this kind of data:

- NACE School Selection Report (report is customized to specific degrees, majors, student demographics, locations, and additional criteria)
- Engineering & Technology Degrees by Engineering Workforce Commission
- Integrated Postsecondary Education Data System by National Center for Education Statistics

URR may also want to consider additional factors—including diversity-focused factors—especially if these are included in the hiring analysis, such as:

- Total grads/school for each targeted major,
- Female grads/school for each targeted major, and
- POC grads/school for each targeted major.

URR should collect raw data for hires per school, then aggregate the data for each school, score the school, and rank each school.

Retention, promotion, and performance analyses

Retention rate is the percentage of employees who were employed at the beginning of a period, and remain with the company at the end of the period.

More specifically, the retention rate for a school analysis tracks new college graduate hires by school over time.

Promotion rate for a school analysis is the percentage of new college graduates who were hired at the beginning of a period and promoted sometime during a period. This analysis is most useful for organizations with a large number of job/salary pay grade scales.

A **performance analysis** scores new college graduates who were hired at the beginning of a period and their relative performance ratings during a period.

All three analyses will require similar data extracts from the human resources information system (HRIS); consequently, much of the data can be gathered at the same time. (Note: The study may be limited by the amount of historical data available, the completeness/integrity of the data, and/or changes that have occurred. For example, although the HRIS may include 20 years of employee data, performance data may not have been collected for the entire period.)

To provide comparisons between new college graduate hires and non-college hires, URR can gather all exempt new hire data during a specified time period (three to five years is common), then extract the new college graduate hires. This provides for the ability to calculate non-new college graduate rates for retention, performance, and promotions as references.

Example:

Employer A has good, stable HRIS data extending back to 2005 and decides to do three-year and five-year analyses on a calendar-year basis. Working with the HRIS support, URR gathers a dataset for all newly hired employees from January 1 through December 31, 2005, and compares it to a dataset of all employees of record on December 31, 2008. This comprises the first three-year data. URR also gathers new hires during 2006 compared to employees of record at the end of 2009, 2007 to 2010, and 2008 to 2011. For the five-year analysis, URR compares the 2005 new hire dataset to employees of record at the end of 2010, and 2006 to 2011.

URR should choose whether to include retention, progression, and/or performance data, gather and compute the rates for each factor by school, then aggregate, score, and rank the results. These data may be combined with qualitative data (new hire satisfaction with recruiting and new hire satisfaction surveys) to produce an overall quality-of-hire measure.

Other campus metrics

- **Campus interview applicant rate** is candidates who were interviewed on campus and applied for a job as a percentage of all students interviewed on campus. This measures the interest generated during the campus interview process, which results in a student applying for a job.

- **Campus/site interview rate (CSIR)** is candidates interviewed on site as a percentage of all students interviewed on campus. (Variation: Candidates interviewed on site as a percentage of all students recommended for a site visit, e.g., 10 campus interviews; 5 recommended; 2 site interviews = 40% CSIR). This is a measure of the strength of student base on campus and their ability to take the next step in the hiring process. It is also a measure of the campus interview team's ability to identify good matches for an organization's openings.
- **Campus interview-to-hire ratio (CIHR)** is the ratio of all students interviewed on a campus to the number of hires from that school, e.g., 50 total campus interviews from 5 schedules resulting in 5 hires; CIHR=10:1. This could be expressed as a rate instead (hires as a percentage of campus interviews). It is a measure of overall campus recruitment success.
- **Graduates hire rate (GHR)** for targeted majors is the number of hires from a targeted major at a school as a percentage of total graduates for a targeted major at a school. This may be used to compare relative hiring success for different sized programs. For example, 5 BSEE hires from a school with 50 BSEE graduates = 10% GHR, versus 5 BSEE hires from a school with 500 BSEE graduates = 1% GHR.

University funding analysis

Many organizations provide substantial support to universities, including funding research, providing charitable gifts/contributions, and so forth.

By performing a funding analysis, URR can use the data to differentiate its relationship with one university from another, especially helpful in a tiered school approach. Here are some examples of how that funding may be manifested:

- Research funding (general research, directed research, industry-specific collaborations, technical/non technical memberships or consortium)
- Charitable contributions (major gifts, sponsorships, scholarships, endowed chairs, in-kind donations, including matching gifts by employer/employees, donated used tool or equipment)
- Other support (capstone projects, seminars, student contests)

Typically, raw data for university funding is collected by school, then aggregated, scored, and ranked.

Note: Challenges may exist with the availability and integrity of this type of data, depending upon the processes for funding and accounting/reporting it. To perform an analysis, URR may have to collaborate with or gather information from a variety of departments to ensure it has the more accurate, complete data available.

Employee alumni

This factor evaluates the alumni from a specific university currently employed by the organization, regardless if they were recruited directly as new college graduates or hired as experienced professionals.

Alumni may have long-standing relationships with key university contacts, participate on advisory boards or other university groups, and be excellent resources for campus recruiting. A large alumni population would generally indicate an alignment with the organization as a whole. A variation to this analysis is to study alumni for a specific department or function of special interest.

URR should collect the total number of graduates per school, then aggregate the data for each school, score the school, and rank each school.

Note: Alumni analysis can be challenging due to the nature of data (many employees have multiple degrees from multiple schools) and the way it is collected/reported from many HR information systems.

School ranking reports

Although many organizations use school ranking data as a factor in school selection, it is important to understand the criteria used in determining the rankings and its relevance to URR's focus. Further, most rankings are based on "opinion" rather than hard data.

Some of the popular rankings include:

- *US News & World Report*,
- Academic Ranking of World Universities (ARWU),
- QS World University Rankings,
- *Forbes* college rankings, and
- A Data-Based Assessment of Research-Doctorate Programs in the United States by National Academy of Sciences.

URR should determine whether to include school ranking data and a scoring system for the analysis.

Local/regional geography

This analysis rates the value of schools in proximity to work locations versus the value of a regional diversity of viable candidates.

It is one of the most widely used factors among NACE employers, but each organization needs to evaluate its importance. Some organizations may value local hires, because they have found it easier to attract and

retain those hires, so they score schools based on the distance from their work locations. Others value the diversity of hires from many regions of the country (or world), and therefore develop a scoring system to ensure they include schools outside of their region.

Depending upon what is most important for the organization, URR should develop a scoring system and include as a factor in the school selection analysis or ensure that this is addressed before making final recommendations.

Diversity institutions

Diversity of qualified candidates is important to many organizations. Sources for the greatest volume of diverse candidates may have already been included in the hires and degree analyses. However, many organizations also value long-term relationships built with minority institutions such as Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) or institutions with other types of diverse candidates.

Major internal stakeholder perception/opinion surveys

This school selection factor takes into account the perception of schools by surveying the organization's major internal stakeholders. Although it is a very subjective measure, it may assist with buy-in to final recommendations.

Career center relationships

This is a measure of recruiters' ability to work effectively with the career center and will depend upon the factors that are important to the organization. Qualitative data may be gathered through feedback surveys with both career services and recruiters.

Campus presence/student/faculty perception

This is a measure of how well the company is known on campus and its reputation as an employer by students and faculty. It is a qualitative factor obtained typically through organization-sponsored or third-party surveys to measure factors such as:

- Brand strength/presence of the company
- Brand strength/presence of the competition

Another way to factor the impact of the recruitment process on employer brand is to conduct a study to examine the change in the perception of the organization by students before and after campus interactions (e.g., information session, career fair). This method can supply good information, but may take significant effort and require collaboration with a third party.

Faculty perceptions may also be subjective, and may be difficult to determine for all schools. Instead, URR may want to focus on the “outliers”—those schools where faculty perceptions are especially positive or negative.

Competitiveness or lack of key competition for targeted grads

NACE employers rated competition for targeted graduates as being a very important school selection factor. Some organizations want to ensure they maintain a presence at all schools where key competitors recruit. Others, however, rate schools more highly if there is a lack of competition.

URR should obtain data regarding its competitiveness as part of its campus presence analysis, through recruiter input, and/or through information collected through career services.

Final analysis and ranking: Steps for developing a final analysis and ranking include:

- Identify evaluation factors and variations of the data,
- Create a scoring system,
- Analyze data and determine weighting factors
- Aggregate data and produce final rank, and
- Determine other considerations and develop recommendations.

(See the NACE Standards School Selection template page 24.)

URR **must** identify evaluation factors based on its rationale for the study and ability to gather meaningful data.

Evaluation factors **must** include, at a minimum, hires and degrees analyses.

URR **must** select any data variations for each factor chosen.

URR **must** create a scoring system for each evaluation factor. The scoring system may be a rank of raw data, assign a score based on a 5-point scale range (e.g., a scoring system for hires based on the number of hires/school, such as 100+ hires = 5; 75-99 hires = 4; 50-74 hires = 3; and so forth), or other statistical comparison of raw data.

URR **must** analyze each data factor to determine if there are any anomalies, inequities, or biases introduced, which could skew results. (For example, an organization uses a 10-year hiring history, which includes a business unit that was divested five years ago. The resulting data could be skewed by the former business unit’s hiring preferences, e.g., targeted degrees/majors and locations, so the user must determine whether the unit’s hiring data can be excluded or if some other action needs to be taken.)

URR **must** aggregate all of the data factors and determine weighting factors. (For example, an organization may determine hiring history, degree potential, and quality of hire—retention, promotion, and performance—are more important factors than alumni and funding. This is reflected in its weighting system: 25 percent hiring, 25 percent degrees, 25 percent quality of hire, 15 percent alumni, 10 percent funding.)

URR should identify any special considerations that may exist with senior leadership and key influencers in the organization regarding connections/preferences with specific schools. These considerations may result in a need to target specific schools for inclusion or exclusion. It cannot be ignored that these political considerations exist. Recruitment professionals need to understand how to handle these requests within the company culture. Here is an example of how to address a request from a senior leader to participate at a school not supported by school selection evaluation data:

URR reviews with the leader the data and the circumstances around decisions it has made in the past or recommendations going forward, demonstrating why the school is not a good fit.

If the senior leader is insistent, URR collaborates with the leader to develop an action plan that includes the leader's personal involvement in the school relationship and in providing other resources, as required.

URR should also identify other considerations that may impact school selection. For example, an organization could decide it wants a regional approach, so it defines three regions and selects the top number of schools within each region for final recommendation.

Based on the data and other considerations, URR should develop a proposal of final recommendations.

Validation and approval: URR **must** identify a strategy and process for validating the recommendations and gaining approvals for the strategic plan including an evaluation team and appropriate governance body.

Evaluation team

URR should identify internal representatives comprised of key stakeholders from the businesses and functions to serve on an evaluation team. This team identifies factors deemed important to the organization in the school selection process, gathers information to assess the key factors, and submits a proposal with recommendations to the governance body.

Governance body

The governance body gives final validation and approval on university selection and engagement.

The governance body **must** have the authority and decision-making ability to support the plan with funding and resources.

Action plans: URR **must** establish action plans for the annual recruitment year. Action plans, at a minimum, **must** be to:

- Set schedules, and
- Develop campus plans.

1. Set schedules: URR **must** establish schedules for all formal recruitment events on campus, such as career fairs, information sessions, and interviews, and off campus, such as virtual career fairs and national student or diversity association conferences.

2. Campus plans: URR **must** establish a campus plan each year for all universities targeted for recruitment.

Since each university has unique characteristics, URR should work with campus managers and/or teams to research the best approaches and timing for connecting with students on that campus.

The campus plan for each targeted school **must** include appropriate staffing details and calendars for events and activities.

URR **must** review and revise each campus plan on an annual basis.

The campus plan process should mirror and integrate with the URR strategic planning process by including the following:

- Objectives (the organizational long-term goals and specific campus goals),
- Strategies to meet goals,
- Tactics (what steps are needed to implement the strategy),
- Campus demographics and key data,
 - Enrollment and graduation numbers
 - Research or industry-specific collaboration capabilities
 - Current relationships (past activities, company representatives who have been to campus within the past few years, and university counterparts)
- New campus relationship opportunities. URR should get input from campus stakeholders and align opportunities with plan objectives.
- Campus plan documentation, including metrics.

B. Metrics and reporting

The final step in URR strategic planning implementation is to measure performance.

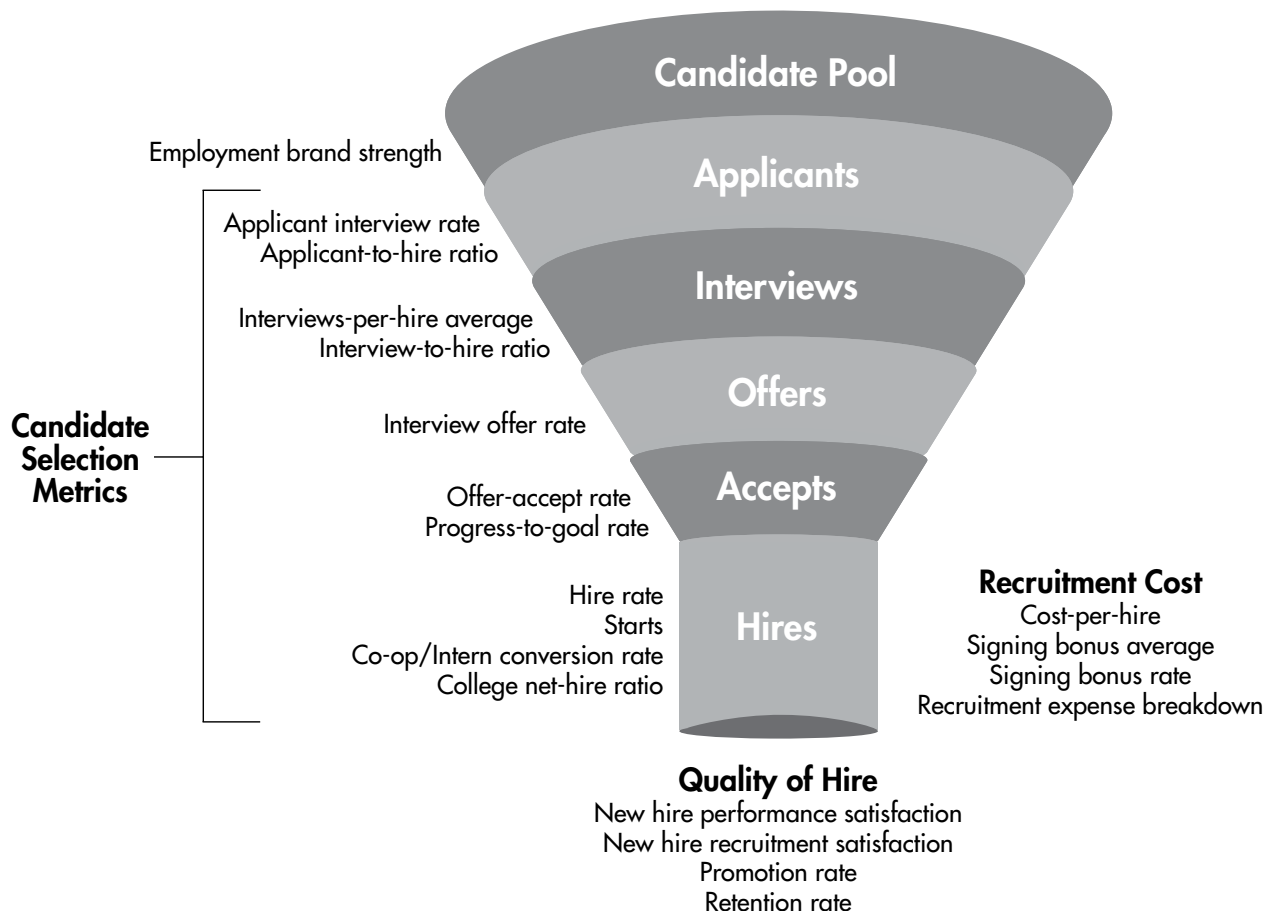
URR managers **must** establish:

- Metrics,
- Key performance indicators (KPI), and
- Reporting procedures.

Below is Figure 1: It shows the typical “candidate funnel,” beginning with the candidate pool on top and flowing through to hires on the bottom. Metrics are associated with appropriate levels in the hiring process include employment brand strength, candidate selection, hires, quality of hires, and recruitment cost.

1. Employment brand strength: Employment brand strength (EBS) is the perception of the student population, faculty, and staff at a university of an organization’s employment brand on campus. EBS is measured qualitatively, based on a score provided by campus recruitment contacts (recruiter) or feedback surveys of students, faculty, and staff.

Figure 1: The candidate funnel



By measuring the strength of employer brand, the organization can assess areas of success and potential opportunity in its campus recruitment effort. Gaining an understanding of students' perceptions of its employment brand enables the organization to identify where there are gaps in its message and what it needs to spend more time communicating to students—the organization overall, its job opportunities, growth potential for the organization, career potential, and so forth.

Assessing faculty and staff perception of the employment brand can also be essential to the organization's campus success, as these groups can influence the perceptions of the student population.

Measuring the employment brand is difficult, as it is subjective; it cannot be measured in a quantitative way (like cost-per-hire, acceptance rate, conversion rate, and so forth).

The campus recruiter or campus team should assess, based on their engagement on campus, the perception of the students, faculty, and career services. Some options for assessing student perceptions could include the number of students who attend an information session or event, visit the organization's booth at a fair, interview, and engage via e-mail after the campus visit, and the quality of students who engage with the organization in these ways. Options for assessing faculty and career services perceptions include gauging the recruiter/team's ability to get invited to give classroom presentations, ease with which the recruiter/team can manage the organization's on-campus experience, and level of endorsement the organization receives as an employer from faculty and career services.

Though subject to interpretation based on the organization's on-campus recruitment strategy, one method for obtaining a brand strength score could work as follows:

- **Use a sliding scale to define each relationship.** The recruiting team rates student, faculty, and career center staff advocacy on the part of the organization, as follows: No advocacy =1, Moderate =2, Solid =3, Exceptional =4. (When the groups' scores are combined, URR can assess gaps in its on-campus presence and identify where it may need to extend efforts to increase the employer brand. (For example, if indicated an exceptional student advocacy but a moderate relationship with career services, and career services staff are the gatekeepers of job postings and other on-campus recruitment activities, what steps need to be taken to develop that relationship? If the relationship were to improve, how might that reflect in the number of hires?)

In addition to having its recruiting team rating relationships to gauge its brand strength, the organization could survey students, faculty, and career centers regarding their perceptions; some organizations also use new hire satisfaction surveys and survey of students who declined offers to gather insight into brand strength.

Employment brand strength is considered an ancillary metric but one that can be highly influential: URR should take the "score" for brand and put it against the other metrics to add to a total score for success or ROI of a campus.

2. Candidate selection metrics: These metrics range from applicants through acceptances.

Applicant metrics

Applicant interview rate (AIR) is the number of applicants interviewed during a defined period of time (for URR, this would typically be academic or recruiting year) as a percentage of all applicants. AIR can be used to gauge the quality of the candidate pool and to analyze gaps in the screening process.

When considering AIR, URR should compare the data by college/program/region or other demographic of interest, depending on its needs.

- Formula: $AIR = \# \text{ of applicants interviewed} / \# \text{ of applicants} \times 100$.

A high AIR generally reflects a strong applicant pool, although it may also mean that the applicant pool is limited in volume. Conversely, a low AIR typically indicates a weaker applicant pool. However, in some cases a very high AIR can suggest a deficiency in applicant screening criteria. Similarly, a very low AIR can be the consequence of a poorly written or outdated job description. The result can be a disconnect between the minimum qualifications listed in the job posting versus the minimum qualifications required for the position and expected by the applicant screener.

As to the screening process, an AIR that is too low can be an indicator that not enough candidates are being pre-screened from the interview. Similarly, an AIR that is too high can suggest that candidates are being prematurely screened from the interview. The risk is that the pool of applicants who compete in interviews is not as inclusive or diverse as it could or should be.

Although AIR is typically an index of total number of applications submitted and the total number of interviews conducted, URR may also need to factor the total number of applicants screened from the interview (sorted by screening criteria), the total number of applicants who did not meet the minimum qualifications, and the number of applicants who withdrew from the interview process. (Note: As to applicants who withdraw before the interview, there is a correlation between the strength of the economy and the AIR. A stronger economy increases competition for applicants amongst employers, which gives applicants more employment opportunities and increases the chances that they will not interview for a position in which they've applied. This can lead to a decrease in AIR.)

URR may want to consider conducting a trend analysis of AIR data over time, breaking out by demographics, as needed. When examining the cause for an increase or decrease in AIR over time, URR should analyze the recruiting strategy for the selected years, account for the applicant source (i.e., school/program producing stronger applicants), and consider factors such as brand strength, compensation, industry, location, and position.

Due to a tremendous amount of variability in the volume and quality of applicants, it may be difficult to externally benchmark AIR. However if URR opts to do so, it should compare its AIR with those of organizations comparable in terms of brand strength, compensation, industry, position, and location.

A variation in AIR is the campus/site interview rate (CSIR), which is the number of candidates receiving a site interview as a percentage of all students interviewed on campus. CSIR is a measure of the strength of

student base on campus and their relative ability to take the next step in the hiring process. Also, it is a relative measure of campus interview team's ability to identify good matches for an organization's openings.

- Formula: CSIR = # of candidates interviewed on site/ # of students interviewed on campus x 100

Another variation of CSIR is to look at candidates interviewed on site as a percentage of all students who were interviewed on campus and recommended for a site visit (e.g., 10 campus interviews; 5 recommended; 2 site interviews = 40 percent CSIR).

The applicant-to-hire ratio (AHR) is the average number of applicants for each college hire. AHR can be used to determine the relative interest for various jobs. In general, a higher AHR reflects the general interest in an organization's opportunities; however a low AHR may indicate a better efficiency for applicant conversion.

- Formula: AHR = # of applicants/# of applicants accepting an offer

Variations for AHR may be used to monitor the diversity characteristics of overall incoming hires and applicants or to compare such characteristics at the university level. One of the best ways to use AHR is to sort by hire source (e.g., campus recruitment, referral, social networking, non-solicited/website, job board) to demonstrate where channels are attracting applicants and being successful in converting to hires.

URR should identify commonalities (schools, type of degree, other demographics) among applicants who accepted an offer as compared to those who didn't accept an offer.

URR should also consider the timing when applications were received, by college/program/degree of the applicants and determine if the application period was consistent with the recruiting expectations of the students in that college/program/degree.

When benchmarking the AHR, URR should consider such doing so with organizations with comparable factors, such as brand strength, industry, position, and location.

A variation of AHR that focuses on evaluating campus recruiting efforts is computing a campus interview-to-hire ratio (CIHR). CIHR can be used to measure overall campus recruitment success.

- Formula: CIHR = # of campus interviews/# of campus interviewed accepting an offer

CIHR is ratio of all students interviewed on a campus to the number of hires from that school (e.g. 50 total campus interviews from 5 schedules resulting in 5 hires; CIHR=10; 10 campus interviews resulting in 5 hires CIHR=2).

Interview metrics

Interviews-per-hire average (IPHA) is the average number of interviews conducted with each college hire. IPHA is a deeper analysis to determine the variation of recruiting processes across positions or sourcing channels. It can be used to evaluate variables that may impact candidate selection.

- Formula: IPHA = # of interviews with applicants who accepted offers/# offers accepted.

URR **must** be cautious to capture all of the interviews it has conducted with each candidate that accepts an offer (e.g., phone, on-campus, and site interviews). The IPHA increases with an increase in the number of interviews for each college hire. A low IPHA can be a reflection of strong candidates.

When reviewing IPHA, URR should compare by school to determine if candidates from certain schools and/or other demographic had a higher or lower IPHA rate.

When assessing internal IPHA rates, URR should assess the value-add of those departments/units that require a higher IPHA to determine if the decision to hire could have been made during an earlier interview.

URR should also consider if the interview process could be streamlined to reduce resources required, increase the timeliness in extending offers, and weigh against the risk of extending the offers with fewer interviews.

URR should study IPHA trends over time to assess whether the organization is more apt to hire (in fewer interviews) candidates from certain schools.

URR should also include retention rates in the trend analysis for the hires, by school. (Note: Although a particular school may have a lower IPHA rate, those candidates may have more employment opportunities, which may ultimately lead to a lower retention rate.)

Interview-to-hire ratio (IHR) compares the total number of distinct applicants interviewed for each college hire. IHR is a measure of finding a middle ground between the desire to interview enough candidates to sufficiently sample the talent pool and the need to maximize the efficiency of /not put undue stress on the recruiting process.

- Formula: $IHR = \# \text{ of applicants interviewed} / \# \text{ of offers accepted}$

A low IHR reflects a pool or source of candidates who would likely accept an offer. Conversely, a high IHR indicates a larger pool of candidates to whom URR would be less likely extend an offer; and/or, even if URR did extend an offer, this pool would be less likely to accept. (Note: There is a correlation between the strength of the economy and the IHR. A stronger economy increases competition for applicants, which gives applicants more employment opportunities and increases the chances that they will not accept an offer for a position for which they've interviewed. This can lead to an increase in IHR.

When considering IHR, URR should compare the data by the student's college/program/region or other demographic of interest, depending on its needs.

IHR also can be used to examine the quality of hiring sources. For example, URR can determine if a particular school produces quality hires by looking at its IHR: A school with a high IHR may require URR to expend a lot of resources to find "diamonds in the rough," while a school with a low IHR is producing candidates who are an excellent fit.

URR should conduct a trend analysis of IHR data over time, breaking out by demographics, as needed.

When examining the cause for an increase or decrease in IHR over time, URR should analyze the recruiting strategy for the selected years, account for the applicant source (i.e., is the school/program producing strong applicants?), and consider factors such as brand strength, compensation, industry, location, and position.

When benchmarking IHR, URR should consider such doing so with organizations with comparable factors, such as brand strength, industry, position, and location.

(A caution about an IHR that is “too low”: OFCCP takes a dim view of a very low IHR—1:1 or 2:1, for example—as it asserts that this suggests the organization is not adequately sampling the target pool of candidates.)

Offer metrics

The interview offer rate (IOR) is the number of unique offers extended as a percentage of applicants interviewed during the period. IOR excludes multiple offers to an applicant.

- Formula: $\text{IOR} = \frac{\text{\# of unique offers extended}}{\text{Total number of applicants interviewed}} \times 100$

IOR can measure the fit between interviewees and job qualifications. It can be used to evaluate the recruitment process—particularly screening and selection—and examine the quality of certain labor pools and the demographics of successful applicants.

When examining IOR, URR should compare the data by college/program/major/region or other demographic of interest, depending on needs.

A high IOR generally reflects a strong pool of applicants interviewed. Conversely, a low IOR may indicate a weaker pool of applicants interviewed or an organization’s desire to evaluate a larger candidate pool. Typically, colleges/departments/majors with a high IOR are producing candidates who are an excellent fit for the organization. For schools with a low IOR, URR should consider the criteria used to screen the candidates who were invited for interviews. (Note: Although a certain school may have a high IOR, this does not mean that the school automatically should be placed on the organization’s slate of core schools. It is important to consider acceptance rate as well.)

URR should conduct a trend analysis of IOR data over time, breaking out by demographics, as needed. When examining causes for changes in IOR over time, URR should analyze the selection strategy for the selected years, assess the core competencies required for the position, and determine if the selection criteria accurately measure the knowledge, skills, and abilities required for the position.

Accept metrics

The offer accept rate (OAR) is a measure of offers accepted as a percentage of all offers accepted or rejected. (Note: In “real time,” OAR does not include offers still outstanding. Conceptually, for use as trend

data, OAR is the rate of all offers accepted as a percentage of all offers extended. However as a real-time metric during college recruiting season, the number of offers extended should not include any offers still outstanding as this would artificially lower the OAR.)

OAR measures the relative effectiveness of URR to convert applicants.

- Formula: $OAR = \# \text{ of offers accepted} / \# \text{ of offers accepted or rejected} \times 100$

OAR may indicate the strength of the organization's overall "offer" to candidates, including the strength of its employment brand. (Note: The overall offer goes beyond salary and benefits, and includes intangibles, such as challenging, interesting work, clear career paths, and so forth.)

When considering OAR, URR should compare data by college/program/region or other demographic of interest, depending on needs.

A high OAR reflects a strong pool of candidates who interviewed. Conversely, a low OAR indicates a weaker pool of candidates who interviewed.

URR should conduct a trend analysis of the OAR data over time, breaking out by demographics, as needed.

When examining causes for changes to OAR, URR should analyze the recruiting strategy for the selected years; account for the applicant factors like brand strength, compensation, industry, location, and position.

There may also be a correlation between the strength of the economy and the OAR. A stronger economy increases competition for applicants among employers, which gives applicants more employment opportunities and increases the chances that they will not accept an offer. (Note: In some cases, the candidate will let URR know that he/she has multiple offers. This gives URR an opportunity to focus on converting these candidates, thereby improving its OAR.)

A deeper analysis may be required for organizations experiencing a low OAR: URR should survey—or work with a third party to survey—candidates who decline an offer to determine the reasons why they did not accept. These may include the recruitment process (e.g., offer decision time frame), the offer itself (e.g., salary, benefits), and/or the work context (e.g., job fit).

Progress-to-goal rate (PTGR) is a measure of acceptances as a percentage of annual targets or goal for the reporting period.

- Formula: $PTGR = \# \text{ of acceptances} / \text{total goal} \times 100$

PTGR is used to measure the progress achieved toward hiring needs. It is relative to the acceptance goal—the higher the PTGR, the closer to the acceptance goal for the reporting period.

When examining causes for a low PTGR, URR should assess the hiring process and identify bottlenecks or inefficiencies.

When setting goals, URR should consider factors that may impact its ability to meet goals; such factors include the strength of the economy, employment brand strength, compensation, industry, location, and position.

Hire metrics

Hire rate (HR) is a measure of all college hires as a percentage of total external (exempt) hires during the reporting period.

- Formula: Hire Rate (HR) = # of college hires/# of exempt hires x 100

Formula variations may be used to gauge success with specific types of candidates.

- Variation: Female HR (FHR) = # of female college hires/# of college hires x 100
- Variation: Minority HR (MHR) = # of people of color hires/# of college hires x 100
- Variation: Graduate HR (GHR) = # of college hires in a program/# graduates for a program x 100

HR may be used as a high-level metric to show relative impact of college recruiting program to an organization, or to show trends from year to year.

URR should compare the HR (actual) to the strategic goal for college hires versus to experienced professionals. URR should also monitor variations of HR (e.g., female and people-of-color) for diversity purposes relative to overall college hires.

When considering HR, URR should compare the data by college/program/region or other demographic of interest, depending on needs.

URR should conduct a trend analysis of the HR data over time, breaking out by college hires, external (exempt) hires, and other demographics, as needed.

When examining cause for an increase or decrease in HR over time, URR should analyze the recruiting strategy and targeted college/external (exempt) candidates for the selected years; and assess the impact of factors upon college hires and external (exempt) hires, including brand strength, compensation, industry, location, and position, among others.

GHR, which compares the number of hires from a targeted major at a school as a percentage of total graduates for a targeted major at a school, can be used by URR to compare relative hiring success for different sized programs. For example, 5 BSEE hires from a school with 50 BSEE graduates = 10% GHR while 5 BSEE hires from a school with 500 BSEE graduates = 1% GHR.

Starts are defined as the total number of college hire accepts who reported to work during the reporting period.

- Formula: Starts = # of accepts who reported to work

Starts is an indication of how many graduates have already reported to work, which is important for college recruitment due to the much longer lag between accept and report.

It is useful for URR to track and account for hires who renege on accepted offers or “no show” for their report-to-work date.

URR should determine if the time between the acceptance and the start date is appropriate, and evaluate if more contact between the organization and the student is needed in the interval.

Starts data normally is compared by internal department, location, function, and so forth, but may also be reported by any other demographic of interest, depending on needs.

Co-op/intern conversion rate (CCR) is co-ops/interns accepting an offer for full-time employment post graduation as a percentage of all co-ops/interns eligible for full-time employment during the time period.

- Formula: $CCR = \# \text{ of co-ops \& interns accepts for full-time offers} / \# \text{ of co-op \& interns eligible for full-time offers}$

(Note: It is critical that **all eligible** co-ops/interns—those who are entering the job market—are included in the calculation. URR should not include students who have another year or more of school before they’re in the job market; this would result in an artificially low CR. Similarly, URR should not count just those co-ops/interns who have received offers; this will artificially inflate the CR.)

A low CR indicates problems with the program; which can be identified by viewing conversion rate in conjunction with the offer accept rate (OAR). The following examples illustrate how CR and OAR together can be used to identify problems:

- Low CR and high OAR: The organization has 100 eligible interns, makes offers to 20, and gets acceptances from 15. While the OAR is a respectable 75 percent, the CR is 15 percent. A program with such metrics would not be an effective recruiting tool. The problem may be in the screening of students for entry to the internship program: There may be too many candidates that ultimately don’t match the organization’s needs. Or, the internship program is far too large in comparison to the organization’s number of full-time requirements.
- Low CR and a low OAR: The organization has 100 eligible interns, makes offers to 90, and gets acceptances from 10. Although 90 percent of the interns got offers—indicating that they are a good match for the organization—the OAR is just 11 percent and the CR is just 10 percent.

If both the CR and OAR rates are low, most likely the organization’s offers are not competitive, the students did not receive a challenging work assignment, or there are other issues with the work assignment. In such a case, URR should ask its interns why they don’t want to work for the organization. For new college graduates, salary and location are key reasons for accepting or rejecting an offer, but work load, career paths, and work environment, among other issues, could be hampering conversion efforts.

College net-hire ratio (CNHR) is the number of college hires for every college-hire termination during a reporting period.

- Formula: $CNHR = \# \text{ of college hires} / \# \text{ terminations}$

Typically, CNHR measures the additions (hires) and subtractions (terminations) to an organization to track the impact of talent acquisition efforts on headcount levels.

For URR, it is best to compute the CNHR over a three-year period, as first-year retention is typically much higher than the second and third year for recent college graduates.

When considering CNHR, URR should compare the data by college/program/region or other demographic of interest, depending on needs.

When examining causes for a decrease in CNHR over time, URR should analyze the reasons why the college hires were terminated and determine if those issues could have been identified during the hiring process. Next, URR should analyze the selection strategy, assess the core competencies required for the position, and determine if the selection criteria accurately measure the knowledge, skills, and abilities required for the position.

Quality of hire metrics

New hire performance satisfaction (NHPS) is a qualitative measure of the performance or “value add” of the new hire(s) to the business area, division, and organization. This should directly correlate to the overall performance measurements for the group/organization.

NHPS measurement is used to evaluate a population versus its peers and previous/subsequent recruitment groups. It also can assist in understanding performance against other data segmentations (e.g., region, schools); consequently, it can assist in school selection, candidate selection, interview techniques, and leadership development opportunities.

NHPS data are most commonly derived by performance feedback evaluations and discussions systems, which may be ported into the HRIS. The depth of the NHPS measure *does* depend on the organization’s performance rating structure. Some organizations will only have an overall ranking (e.g., exceeds, meets, or does not meet expectations), while others will have a system that gauges individual competencies to produce a final rating (e.g., communication skills, ability to work in a team, approach to work). This will dictate how URR is able to “slice” the data.

(Note: It is also important to recognize that performance evaluations and metrics on which they are based are subjective; it is important that managers/reviewers are provided with a consistent approach and methodology for evaluations.)

NHPS should be compared at consistent intervals for the population being evaluated (e.g., six months, one year, and so forth).

Another approach to NHPS is to survey hiring managers. Some organizations gather vital “customer” satisfaction information by surveying all hiring managers at least twice—the first time while gathering the annual hiring requirements (see “Recruitment & Hiring Analysis Form,” page 87, for a template) before the recruitment season has begun, and a second time to follow up after each new hire has been on the job for at least two months.

Below are some criteria by which the hiring manager should evaluate the relative importance and performance of the recruitment process and new college hires:

- Effectiveness of URR process planning,
- Recruiter’s understanding of position,
- Recruiter’s knowledge of market,
- Quality of presented candidates,
- Quantity of presented candidates,
- Diversity of presented candidates,
- Information provided to candidates,
- Recruiter’s assessment of candidates,
- Recruiter’s offer/closing effectiveness,
- Communications from recruiter regarding candidates, interviews, offers, and so forth.
- Recruiter’s ability to solve problems.
- Recent hire performance relative to others recently hired or in similar positions.

URR managers should understand that the hiring manager survey is only a starting point to discover similarities in customer feedback. To maximize hiring manager surveys and avoid misunderstanding, additional follow up—such as one-on-one calls and focus groups—is often necessary.

New hire recruitment satisfaction (NHRS) qualitatively measures the perception of the recruiting process by the new college hires into the organization. The feedback focuses on all elements of the process itself and the all the people involved in the recruiting process.

URR should use NHRS to improve on future recruiting campaigns by identifying opportunities in relation to branding, application and interview process, engagement, and overall recruitment process/program.

Analysis of NHRS data is dependent on factors such as size of new hire population, program management component (if applicable), expectations of the recruitment process, and so forth.

In general, a good NHRS will likely mean more engaged hires; the process improvement opportunities afforded by the analysis could prevent applicants from rejecting offers or disengagement by recent hires.

URR should survey recent hires within the first quarter after they report to work, as a part of the overall onboarding process.

URR should consider conducting focus groups with recent hires to further gather qualitative data and evaluate potential process improvements.

Promotion rate (PR) is a measurement of new hires being promoted/advanced to the next level of their role (or another role in the organization) within a defined or expected timeframe.

- Formula: $\# \text{ hires promoted} / \# \text{ hires total for defined period} \times 100$

This measurement ensures that the new hires are demonstrating the ability to perform the tasks in the role to a level that positions them for additional responsibilities within the group/organization.

It also provides insight and additional data to evaluate the performance of specific segments both within the new hire population (e.g., schools, majors) and across the organization (e.g., by division, business area).

URR should compare its new hires each year over a defined promotion period (e.g., three- and/or five-year periods).

Retention rate (RR) is the number of new hires during a defined period (usually a calendar year) who are still employed by the organization after a determined time frame as a percentage of all new hires for the defined period.

- Formula: $\# \text{ hires in X period that are still employed after Y years} / \# \text{ hires in X period} \times 100$
Where X is typically one calendar year; and Y is typically one, three, or five years.

RR provides insight into the long-term value of the recruiting program and the employees recruited through the program. URR should look at RR and interpret it at a series of intervals (i.e., one-, three-, and five-year time frames). RR can also be evaluated against industry standards and external benchmarks.

The RR metric shows the long-term success and value added by the campus recruiting efforts/programs. It can be analyzed against other areas of the organization to uncover efficiencies and best practices as well as against external data.

URR should also benchmark its college hire RR against the retention data for experienced professionals (e.g., exempt non-college hires) for the organization.

RR data can be compared as year-to-year segments or summed to provide an overall average. Also, this metric can be evaluated in conjunction with other metrics (e.g., promotion rate) to determine any potential correlations. RR data can be segmented within the target population by job code, division, school, and so forth.

Ideally, unless the strategy dictates otherwise, the organization will want higher retention rates than industry average. Also, typically, the organization will want its college hire retention rate to be higher than the rate for non-campus hires rate as campus hires are the “talent bench” for the organization.

Recruitment costs

Cost-per-hire (CPH) can help determine where URR is getting the best value for its recruiting dollars. URR can also use this metric to identify where changes are needed and to explain the need for resources.

It is important to recognize that cost-per-hire is dependent on the organization’s hiring levels, with fixed costs spread across a larger or smaller group depending on the organization’s needs in the recruiting cycle. Moreover, a low cost-per-hire doesn’t necessarily mean a positive result: CPH says nothing about the quality of hires, the satisfaction of URR’s customers, or the overall success of the recruiting program.

- Formula: $CPH = \text{Campus costs} / \# \text{ of hires from campus}$

The calculation includes associated costs for all full-time college hires over the recruitment cycle. For purposes of this calculation a full-time college hire is defined as an individual who graduated in the recruiting year and has been hired by the organization for a position that requires a minimum of 35 hours per week.

Note: if the organization’s internship/co-op program is being used as a recruiting tool, costs associated with new intern/co-op hires over the recruitment cycle are also included. In such a case, intern/co-op conversions are excluded: Costs for interns/co-ops should be counted only once, and should be counted in when the students are recruited, not when they are converted. (For example, costs for an intern hired in his junior year are counted in that recruitment cycle; if the same student is converted the following year, no costs associated with that student are counted.)

Campus costs are calculated as follows:

Expense Category	What Is Included/Examples
URR Office	<p>This includes the total cost of office overhead, including</p> <ul style="list-style-type: none"> • prorated rent/utilities/insurance, office expenses, and capital investments; • office technology and equipment; • salaries and benefits of recruiters (prorated if their time is divided among other HR functions); • recruiter training and professional development; • agency fees for third-party/contract recruiters; • fees for recruitment process outsourcing. <p>Examples: ATS, business cards, recruiter performance bonuses, membership fees, and conference/workshop fees, CMS, reporting systems, custom databases, sourcing-related items (e.g., list purchases, licenses for sourcing databases).</p>
Marketing/ Branding/ Advertising	<p>This category includes all expenses related to</p> <ul style="list-style-type: none"> • production of materials related to promoting the organization as an employer of choice; • specific requisitions. <p>Examples: Recruitment advertising and literature, websites, production of career fair booth, booth giveaways, fees for job postings, SEO expenses, and social media expenses.</p>
Prerecruiting and Recruiting Events/ Activities	<p>This category includes expenses for</p> <ul style="list-style-type: none"> • prerecruiting activities, such as information sessions and programs for faculty and/or career services staff; • expenses associated with internship/cooperative education programs; • specific recruiting events, such as the fees for career and job fairs, and equipment rentals associated with these events and activities.
Recruiting Trips	<p>This category includes expenses related to recruiter travel and accommodations.</p>
Company Visits	<p>This includes the costs for bringing candidates to the organization, including candidates' travel, lodging, and meal expenses.</p>
Preemployment	<p>This category covers the expenses related to "vetting" candidates for employment, such as prescreening tests/software, background checks, credit checks, and drug testing.</p>
Relocation	<p>This category covers expenses related to supporting the new hire's location (or relocation) to the work city. This would include expenses related to the new hire visiting the work city to location housing, temporary lodging costs, moving expenses, and any relocation allowance.</p>

Average signing bonus (SBA) measures an average size of all signing bonuses given to new college graduates for full-time positions during a recruitment year. It includes bonuses awarded to intern/co-op conversions.

- Formula: $SBA = \text{Sum of college hire signing bonus \$ given} / \text{\# of college hire signing bonuses given}$

URR should calculate SBA to monitor the expenses associated with signing bonuses. To do so, URR staff may need to break down SBA by job type, major, or other demographic, especially if the compensation level varies greatly.

URR should work with HR and other compensation professionals to ensure that the SBA is in line with the competitive market for the target hire segments.

Signing bonus rate (SBR) measures the number of signing bonuses given to new college hires during a recruitment year as a percentage of all college hires for that year.

- Formula: $SBR = \text{\# of college hire signing bonuses} / \text{\# of college hires} \times 100$

URR should monitor SBR to determine the extent of bonuses used by the organization.

URR should work with HR and other compensation professionals to ensure that the SBR is in line with the competitive market for the target hire segments.

As competitive markets change with the general state of the economy, URR managers should be prepared to adapt their signing bonus strategies accordingly.

Organizations often use ASB and SBR metrics in conjunction with offer accept rate for target hires in order to assess the effectiveness of the signing bonus strategy.

Recruitment expense breakdown (REB) measures the internal and external components of recruitment costs by expense type or category as a percentage of the total recruitment expenses.

- Formula: $REB = \text{Sum of recruitment expenses by category} / \text{total recruitment expense} \times 100$

URR may choose to break down recruitment expenses by whatever categories they wish. The following are some typical categories:

- Advertising,
- Campus events,
- Recruiter travel,
- Candidate travel,

- Technology,
- Staff.

Reporting

URR **must** produce detailed reports on a regular basis during recruiting season.

Ideally, reports should be done biweekly but **must** be done monthly at a minimum

Reports should reference current recruitment and prior year results. They may be broken down by business unit, function, focus program (i.e. rotational or leadership development), and so forth.

- URR must report the following recruiting effectiveness measures:
- Goals/targets
- Applicants
- On-site interviews (and/or applicant interview rate)
- Offers (and/or interview offer rate)
- Acceptances (and/or offer acceptance rates for total hires and target populations, e.g., diversity hires)
- Progress-to-goal
- Starts (i.e., the total number of college hire accepts who reported to work during the reporting period)

URR **must** produce summary year-end reports either at the conclusion of the recruiting year (if working on an academic or fiscal-year cycle) or calendar year.

Reports should reference current year results and include multiple-year trends (e.g., five- and 10-year trends).

URR **must** distribute/make reports available to mid-level and senior-level leadership, including C-level executives.

IV. University Relations & Recruiting Learning

In addition to recruiters, a variety of employees may represent the organization on campus—hiring managers and other staff, student ambassadors, and so forth.

The organization’s representatives **must** effectively represent the organization when on campus, whether for formal recruitment events such as career fairs, information sessions, or interviews or for non-recruitment events, such as resume workshops or advisory council meetings.

The organization’s representatives **must** be knowledgeable and enthusiastic, and have strong interpersonal, organizational, and, if relevant, interviewing skills.

The organization **must** have a formal training program in place to train all of its recruiters and staff involved in campus recruiting and interviewing processes.

Student ambassadors and co-op/interns **must** be trained if they are involved in the recruitment process.

The organization **must** have a process in place whereby it evaluates volunteers, staff, and recruiters to ensure they are effectively representing the organization.

Information **must** be provided to all of the organization’s representatives involved in recruiting including messaging about job opportunities, the organization, the organization’s policy on international students, general screening techniques, and the organization’s recruiting process.

Campus recruiting fundamentals training should include the following elements:

- Employment process
 - Legal issues/compliance requirements
 - Ethics
 - URR policies, procedures, and processes
- Interviewing skills
 - Behavioral-based interviewing
 - Technical interviews, as required
 - Nontraditional interviews (video, web, and recorded interviews)
 - Case study interviews
 - Evaluated presentations
- Candidate assessment and selection skills
 - Legal issues, e.g., legal/illegal interview questions
 - Evaluative tests/screening tools
- Consultation skills

- Event planning skills
 - Attention to detail
 - Organizational
 - Negotiation skills
 - Budgeting
 - Relationship management
- Knowledge of individual school process and operations
 - Career services office
 - School schedule
 - Career fairs
 - Student organizations
 - Academic departments/faculty
 - Diversity & Inclusion organizations and offices
 - University/College Foundation and/or Development
 - Alumni
 - Students engaged with the company as interns, co-ops, ambassadors, or scholarship recipients
- Metrics and analytics
- Use of social media
- Technology
 - Applicant tracking system
 - Career center management systems
 - Operating systems
 - Candidate relationship management system
 - Mobile applications
 - Virtual career fair/chat tools, and so forth
 - Web-based technology and resources

URR should consider an event to “kickoff” the recruitment season. (Timing should be no later than late summer.)

URR should consider inviting career center representatives from key schools as a learning exchange, especially if the schools are in proximity to the location of the kickoff session.

Campus kickoffs typically include the following:

- Recruitment process refresher.
- Review of hiring results versus goals from previous years.
- Hiring needs for the coming year summarized by majors, hiring groups, and/or locations.
- Review of new branding, advertising, or marketing plan, and collateral.

- Discussion of the competitive landscape including intelligence gathered from employer brand strength metrics, benchmark surveys or studies, and so forth.

Training/education for specific roles

The URR manager should consider holding campus manager development conferences to increase the campus managers' business knowledge and to provide them with best practices for campus activities. (Note: Many URR functions have someone in the campus manager role. In many organizations, this is not a full-time position in HR/URR staff, but rather a volunteer who leads the university recruitment effort for a specific school.)

Campus manager conferences should be conducted every year or every other year. Depending upon the size and structure of the organization and URR program, conferences should be enterprise-wide or conducted regionally.

The following table provides a matrix of suggested training to support the core campus recruiting community (recruiting coordinator, recruiter, campus recruiting leader). (Note: The terminology used in this section is meant to be generic, i.e., "manager" can be interchanged with "leader," "director," and so forth. In addition, the focus is on full-time employees in the recruiting/talent acquisition function. Additional development tools would be needed for student ambassadors and others.

Topic	Course	Campus Recruiting Coordinator	Campus Recruiter	Campus Recruiting Manager
Business Acumen	Foundations of the Business		X	x
Business Acumen	Service Line/Practice Training		X	x
Business Acumen	HR Policies, Programs, Benefits and Independence	X	X	X
Teamwork	Virtual Team Basics	X	X	x
Teamwork	Being an Effective Team Member	X	X	X
Teamwork	Working as a Team	X	X	X
Teamwork	Emotional Intelligence	X	X	X
Communication	Presentation Skills	X	X	X
Communication	Influencing Others	X	X	X
Communication	Business Writing	X	X	X
Communication	Listening skills	X	X	X
Communication	Conflict resolution	X	X	X
Communication	Coaching		X	X

Topic	Course	Campus Recruiting Coordinator	Campus Recruiter	Campus Recruiting Manager
Leadership	Leading Teams	X	X	X
Leadership	Managing Virtually		X	X
Leadership	Strategic Thinking		X	X
Change Management	Change Leadership—Leaders			X
Change Management	Handling Change	X	X	X
Diversity and Inclusion	Recruiting and D&I: Introductory Course	X	X	x
Diversity and Inclusion	Effective Intercultural Relationships	X	X	X
Diversity and Inclusion	Working Globally	X	X	X
Recruiting	Campus Recruiting Strategy	X	X	X
Recruiting	Legal/Ethical Considerations in Recruiting	X	X	X
Recruiting	Campus Recruiting Operations	X	X	X
Recruiting	Interviewing Techniques	X	X	X
Recruiting	Candidate Assessment and Evaluation	X	X	X
Recruiting	Branding and Marketing	X	X	X
Recruiting	Event Planning	X		x
Recruiting	Working With Universities	X	X	X
Technology	Microsoft Office	X	X	X
Technology	Reporting			X
Technology	Social Media	X	X	X
Technology	Applicant Tracking System	X	X	X

V. Marketing and Branding

URR must effectively manage processes for employer branding, marketing, event presence, and use of social media for its college recruitment efforts.

A. Establishing the employer brand

Employer branding emerged in the 1990s as a way for organizations to address the over-saturation of corporate messages and increase in the number of organizations recruiting, which, together, made it more difficult for organizations to differentiate themselves from their competitors.

Successful organizations understand that a strong brand is an organizational asset and can result in:

Increased candidate interest,

- Greater candidate and employee loyalty, and
- Savings in time, money, and energy.

While the processes may differ, successful organizations agree that it is imperative to begin with a clear understanding of the organization's brand. The employer brand is simply an extension of the organization's overarching brand. Together, they complete the story of the organization. Apart, they are disjointed campaigns that may reflect poorly on the organization. Some organizations develop a distinct employer brand for their university program, which similarly ties to the overarching employer brand.

To do this effectively, URR forms a partnership with corporate or marketing communications—the department responsible for developing and managing the organization's brand.

URR **must** remain in close contact with marketing communications to leverage opportunities and make adjustments as the corporate brand evolves.

An employer brand has to answer two questions. First, *what is it like to work for the organization?* Second, *why would a talented professional go to work for the organization?*

An employer brand has three key characteristics:

- It is the candidate's and employee's sum of impressions about the organization.
- It is a distinctive position that is different the positions of its competitors.
- It has both functional and emotional benefits.

Employer branding should not be confused with advertising, marketing, or the organization's logo. These are the visual and tactical expressions of a organization's brand. A brand is the "face" that an organization puts with its name. In essence, it is the impressions, feelings, and understanding that candidates and employees have about an organization.

Developing a brand is not a "nice to have" or reserved for large consumer companies. At a minimum, the organization **must** be able to articulate to candidates its corporate culture, the attributes of a successful employee, and in what way(s) the organization demonstrates that it values, recognizes, and promotes its employees.

Many leading organizations go through an extensive process to define and promote their employer brand. Steps typically involved in developing an employer brand include:

- Step 1: Primary Research. This often includes focus groups, surveys, and interviews with recent college hires, employees, and leadership to help the organization create an honest and compelling reason why someone would want to join its work force.
- Step 2: Secondary Research: The organization reviews and analyzes available research to understand student preferences and priorities so that the organization's message is meaningful and relevant to its target audience.
- Step 3: Employer Brand Promise: This is a statement that represents the essence of the organization as a place to work, sets the tone for the campaign, and answers the question *"Why would a talented professional want to join the company instead of one of its competitors?"*
- Step 4: The Campaign: In this step, the organization develops and implements a consistent look, tone, and feel that is part of every communication to its internal and external audience.

Developing an employer brand isn't a quick exercise and it isn't something that can be done successfully in isolation; but once it's established, it informs everything the organization does to present itself to its target audience.

B. Marketing

1. Advertising: Employment advertising is typically used to encourage a potential candidate to find out more about the organization. Generally, advertising for university recruiting is meant to drive individuals to apply for job openings, participate in on-campus events, visit a website, and/or engage in social networking with an employer.

Advertisements can be purchased in virtually any medium, including print for magazines, academic journals, t-shirts, billboards, campus newspapers, and so forth. Ads can be graphically designed for online viewing on websites, social networks, or blogs, or recorded as video or audio clips to watch online or in TV and radio commercials.

The organization should consider an advertising budget annually and plan which media are best suited to deliver its employment message to the audience. An employment advertising budget may be paid for through different departments, based on company policy or availability of funds. In some organizations, employment ads are purchased through the HR department budget, while in others, ads are sponsored by the marketing department budget. Every organization will differ in the level of resources available to allocate to an employment ad budget.

To help secure funding for employment advertising, URR should create a business case to show decision makers how the advertising will affect hiring in a positive way—either immediately or over time—through an improved employer brand.

URR should identify what return on investment can be reasonably expected through advertising based on past performance or external benchmarking data. After an advertisement has run, URR should then evaluate the success of the advertisement, report the success to the decision makers, and adapt future plans based on the evaluation of that ad or ad campaign.

Employment ads should:

- Always include a call to action and give the audience a way to respond.
- Increase the organization’s “share of voice.” (Note: “Share of voice” refers to the percentage of advertising activities for one brand within the total advertising activity for an entire sector or product type; it includes frequency, reach, and ad ratings.)
- Differentiate the organization from its competitors.
- Generate employee loyalty.
- Emphasize response first, aesthetics second.
- Focus on the target audience’s self-interest.
- Communicate the employer value proposition (EVP) through its copy.

Employment ads should not:

- Be treated like a poster or piece of artwork.
- Address those who are not potential employees or outside the organization’s target market.
- Have an unclear call to action.

URR should know its organization’s employment ad strategy.

There are two primary strategies for employment ads: 1) to build general awareness of the organization as an employer, and 2) to promote specific positions or programs.

- The awareness strategy uses high-level ads to:
 - Appeal to a reader’s emotions, address global issues, or humanize the brand.
 - Show the financial value of the organization or focus on mission statements.
 - Show transverse messaging that touches the high-level employer brand.
- Ads developed for the position- or program-specific strategy:
 - Position the company as a thought-leader.
 - Highlight a satisfied employee who has found success in the position or program.
 - Show an employee at work in the position or program, including products or environments the potential employee can expect to work around.

(Note: In general, regardless of the strategy or focus of the ad, headlines and subheads are considered “prime real estate;” the most effective appeal to the reader’s self-interest, identify a goal relevant to the reader, personalize it, and offer the reader an opportunity.)

2. Job posting: Job postings are the ideal way to market specific positions or programs to university students, and most university career centers provide electronic job postings on their websites.

It is important that job postings be relevant and attractive to the target audience.

URR **must** write job postings that address the target audience and post them where the target audience will be exposed to them.

In general, successful job postings:

- Convey the most important attributes of the job and what skills, characteristics, and qualities will make someone successful in the job.
- Highlight the exciting elements of the position and company.
- Express what value the candidate could find in the position.
- Identify the key requirements and ideal characteristics of the best fit applicant.
- Give a glimpse into the company’s culture.
- Clarify what the candidate can expect regarding relocation and travel.
- Be authentic and differentiate the company and position from other opportunities.
- Use the language of the target audience, i.e., avoids legal language, company-specific terms, jargon, and other language that the audience may not understand.

Job postings on the organization's website should be easy to find and navigate.

The organization should use an applicant tracking system (ATS) to manage its job postings and applicant flow. Organizations that do not use an ATS should post their jobs on their employer website with instructions on how an individual can submit an application.

C. Event presence

Events are an important part of university relations and recruiting, and provide a key opportunity to brand the organization as an employer of choice, build engagement, and identify candidates.

1. Messaging: Effective event presence starts with messaging: URR should use consistent, compelling messages that are true to the organization. The messages should focus on the organization's "selling points" (its strengths, what it can offer an employee, and so forth), emphasize the organization's strengths, address what the organization seeks in potential employees, and establish points of differentiation with talent competitors.

URR's messages at events should address everything that would be of interest/important to a candidate, and position the organization as an employer of choice.

To identify what matters to candidates, URR should:

- Conduct focus groups of the organization's best employees.
- Poll applicants during interviews.
- Survey new hires.
- Compile a list of competing organizations' selling points versus the organization's selling points.
- Review or consider commissioning research covering student attitudes, expectations, needs, and wants.

The following are options for messages:

- Available Job Opportunities
 - Position descriptions and requirements
 - Development programs
 - Internships/co-ops
 - Applicant steps
 - ◇ Tips for a quick, successful application
 - ◇ FAQs to address any steps that consistently cause issues for candidates
 - Career pathing

- Culture/ Values
 - Organization’s volunteerism/philanthropy
 - Sustainability
 - Mission statement
 - Environmental record
 - Lifestyle benefits (on-site gym, concierge service, free snacks)
 - Low employee turnover rates and high employee satisfaction scores
 - Organization information
 - Employee profiles/employee testimonials
 - Awards and recognition
 - Organization/industry stability and programs that enable job security
 - Growth rates
 - Product offerings and/or services
 - Global impact
 - Leadership opportunities
 - Training and educational assistance programs
 - Pay and benefits
 - Diversity information
 - Relocation assistance
 - Flexible work options that are both available and frequently used

- Reference to the work location and surrounding city(ies)
 - A low cost of living
 - Excellent schools and family-friendly environment
 - Transportation options
 - Great recreation and sports facilities
 - Great weather and clean air
 - Located close to attractive major metropolitan areas
 - A stable economy and reasonable opportunities for employment for family members

- Counters to any “negative” perceptions of the organization’s brand

Before going “live” with selling points and messages, URR should test them. Throughout the recruiting process, URR should gather feedback about its selling points and refine them as necessary.

URR should provide recruiters and HR staff with training in the messaging, ensuring that they know the message and appropriate language and can consistently deliver that message to applicants.

Messaging should be integrated into virtual and print recruiting materials, e.g., collateral or promotional materials that can be used to compile the organization’s selling points and provide them to the candidate in a pleasing format.

2. Types of collateral: Collateral ranges from digital or print brochures and materials to fair booths and giveaways. Many URR departments use in-house creative services to create collateral and promotional items; others outsource to an ad agency that specializes in recruitment media.

- Single brochure: This is a print promotion, offering a professional, branded image that is unique to the organization, eye-catching, and memorable. It should include a call to action and drive candidates to the organization’s website or explain how they can apply.
- Collateral package: This is a coordinated collateral package of multiple pieces directed that have a similar brand look and feel. These may take different forms, including:
 - Direct Mail: A direct mail/postcard promotion
 - Electronic Direct Mail or E-card: E-mail blasts to candidates
 - Other: Other promotional material and collateral, posters, flyers, table top materials, referral cards
- Online brochure on the organization’s website: The online brochure can be interactive, with links to assorted information (including jobs), and can offer video and other components that can’t be provided through print. (Note: This should be mobile device friendly.)
- Recruitment videos: Videos are a dynamic and engaging way to source candidates who are the “right fit.” Video provides a platform for the organization to tell its story and offers an opportunity to make the organization more personal, i.e., by featuring employees.
- Website: Typically, the organization website features a careers section; however, this could also be a separate website, linked from the organization’s site.
 - URR **must** ensure the career section or link is visible.
 - The site should be user friendly, with easy navigation.
 - The site **must** convey consistent brand imagery and complimentary messaging.
 - ◇ Messaging **must** be consistent with all of the organization’s recruitment materials.
 - The site **must** contain tailored content.
 - ◇ Content should go beyond the organization’s job openings and could include testimonials, events, insights into the organization’s culture, awards, and so forth.
 - The site can serve as an application point for all jobs.
 - ◇ URR should offer job-related content by category.
 - The site should be mobile-enabled.
 - The site should provide links to the organization’s social media.
 - The site could provide a communication portal for applicants.

3. Event marketing materials and considerations

- Booth (job fair, career fair, trade show)
 - Does the booth differ by type of event?
 - ◇ Local career fair
 - ◇ Large national event
 - ◇ Information session
 - ◇ Interview day

- What is the space plan for the booth?
 - ◇ Are there size or attendee restrictions?
 - ◇ What will fit?
 - ◇ What does the space need? (Wifi, carpet, electric?)
 - ◇ What is provided by the venue?
- Booth personnel attire (coordinate to the organization’s message and culture)
 - Branded apparel or business attire?
 - Do representatives alter their attire depending on the type of event or venue?
- Giveaways (gadgets, T-shirts, pens, laundry bags, and so forth)
 - When selecting giveaways, URR should consider items that are related to the organization’s line of business and/or useful in the candidate’s daily life, i.e., the giveaway has staying power and serves as an ongoing reminder of the organization.
 - URR may want to consider offering a “grand” prize related to the organization’s line of business at an event.
- Electronic data collection
 - The use of devices such as tablets helps organizations that work with the government to abide by OFCCP regulations for EEO data collection.
 - Such devices can help the organization streamline its processes.
 - Electronic data collection can make it easier for URR to reconnect with candidates after the event.

D. Use of social media

Social media is a marketing outlet that can be used to communicate, demonstrate, and solidify the organization’s vision and culture, and provide insight into what it is like to work at the organization, effectively feeding the onboarding process before the employee has actually been hired.

1. When and how to engage: When building its social media strategy, URR should consider the “Big 3” social media platforms:

- LinkedIn, which can be used to source passive candidates.
- Twitter, which provides for two-way interaction and targeted messaging.
- Facebook, which can be used for connecting, sharing, and influencing. Facebook also offers targeted ads.

No matter the outlet (and if possible, the organization should use them all), the content of the posts should be:

- Relevant and filled with useful and interesting information. Instead of focusing just on the organization, posts should discuss industry news, how-to’s, and coming events, plus job openings.

- Real. URR should make its posts informal and conversational, not “marketing” or “business-speak,” and should share photos and videos when possible.
- Exclusive: URR should provide content that the audience can’t get on the organization’s website. (Exclusive content gives the audience a reason to engage through social media.)

2. Students’ point of view: Use of social media as a job-search tool is on the rise among students. Currently, they are most likely to use it to research jobs and potential employers—seeking out information about salary/compensation, job descriptions, and information about the organization’s training and development programs.

3. Social media governance and training: If the organization does not have social media governance in place, URR should engage the legal and communications departments to develop it. Clear guidelines regarding online engagement are a positive step toward protecting the integrity of the organization’s employment brand.

Governance should include:

- A process for approving content.
- Standards for managing access.
- A set of social media guidelines.
- Rules to flag unacceptable content.

Many organizations offer training for their employees so that they can be properly informed of the brand image and any parameters that need to be followed. (For examples of social media policies, see the Social Media Policy Database online.)

4. Building a social media program: To build an effective campus social media program, URR should:

- Create a strategy.
- Determine what success will look like, and measure it.
- Set aside time to be active on social media.
- Engage consistently: Social media is a continuous conversation that can build relationships.
- Be transparent: Openness and an accurate depiction of the organization’s true culture is critical to success.

5. Creating strategy: URR should include primary social media outlets in its strategy, such as to include LinkedIn, Facebook, and Twitter, and consider other outlets gaining in popularity:

- LinkedIn can be used to:
 - Create a group for the organization’s campus careers
 - Conduct targeted talent searches and reach out to candidates through in-mails
 - Post job opportunities
- Twitter can be used to:
 - Share industry and organization news, updates, and campus activities, and strategically post job opportunities
 - Enable individual recruiters to engage with candidates on behalf of the organization (e.g., the recruiter creates a Twitter handle that includes his/her name and the name of the organization, such as @JohnABCOrg)
- Facebook can be used to:
 - Post videos, photos, and articles and host discussions about careers in the organization’s industry
 - Share information to create an opportunity for candidate engagement
- Pinterest can be used to:
 - Visually communicate the brand
 - Showcase the organization’s values, feature career tracks, display corporate culture
 - Engage current employees
- YouTube can be used to:
 - Post recruitment videos
 - Show video interviews with current employees
- Google+ can be used to:
 - Post videos, photos, and articles and host discussions about careers in the organization’s industry
 - Share information to create an opportunity for candidate engagement.

6. Measuring effectiveness: Various tools currently exist to help URR manage and measure social media efforts across the web and across all social outlets.

Before kicking off its activities, URR should identify and implement a tracking process.

Measuring the success of social media efforts is complicated, but there are various free media monitoring and sentiment analysis tools available to assist, including:

- Google Analytics
- My Top Tweet
- Sprinklr
- Hootsuite
- NutShellMail
- Sprout Social
- Klout
- Spredfast
- Wildfire

VI. Candidate Sourcing and Assessment

A. Traditional campus events

URR **must** identify the dates for the general and department-specific fairs. This can be done by contacting career centers or by using NACE's Career Fair Finder or other resource.

URR **must** identify its goals for the career fairs. These may include:

- Screening candidates for formal on-campus interviews after the fair.
- Identifying candidates to invite for site interviews.
- Identifying and referring candidates to apply for online job postings.

URR **must** identify mechanisms for getting the right student traffic to its career fair booth. (See "Event Presence" in Section V for detail.)

Prior to attending career fairs, recruiters **must** know the profile(s) of their target candidates so they can maximize the time spent with the right candidates at the event.

Recruiters **must** understand the process for initiating follow-up discussions with candidates of interest.

Recruiters **must** be knowledgeable about ethical and legal recruitment practices.

The URR manager **must** develop a consistent and effective interview structure that includes forms with standardized interview questions for each job family.

URR **must** provide training for those conducting campus interviews. Training **must** include interview techniques.

URR **must** implement a process to evaluate candidate interviews based on established guidelines to analyze and interpret results.

URR staff should recap the interviewing day with career services staff and identify actions that will be taken.

URR staff **must** discuss steps in the selection process with candidates. This includes subsequent interviews, site visits, assessments, and preemployment background checks that may be required.

URR staff should follow up with each candidate interviewed on campus about the status of the hiring process within an appropriate, predetermined time frame. (To identify appropriate time frames, URR may refer to common benchmarks for cycle times; these are published annually by NACE.)

B. Non-campus sourcing

Many organizations source candidates through alternate mechanism in lieu of or as a complement to traditional campus recruiting efforts.

URR managers should consider the following alternate sourcing avenues:

- Company facility or off-campus open houses.
- Employee referral programs.
- Faculty referrals.
- Internet advertising (banner ads).
- Job posting/application on company website.
- Social media/social networks.
- Resume database searches.
- Student conferences and associations.
- Virtual career fairs.

URR **must** have a reliable system to track the original source of the candidate. (Ideally, this resides in the applicant tracking system.)

URR **must** ensure the employee referral program is documented and communicated to all employees.

URR should discuss the employee referral program with the new hire as a part of the onboarding process.

The organization's recruitment process **must** be outlined on its website so that students can know what to expect during the recruitment process.

VII. Applicant Selection and Assessment

A. Collecting/reviewing applicants

URR should have the essential job functions and key performance criteria from a job analysis, plus detailed information from the job descriptions and job specifications, to evaluate applicants. Typically, URR uses campus interview recommendations and applicants prescreened from other sources to select for on-site interviews.

URR should ensure that campus paperwork is reviewed by those involved in the decision to select applicants for a second-round interview, typically on-site at the job location. Those involved with the decisions could be any combination of URR staff, other HR/recruiters, and/or hiring organization representatives, as appropriate.

URR should ensure that campus interview paperwork is collected and stored in way that can easily be shared and reviewed. (Note: The preferred storage method is online.)

URR should ensure campus interviewees understand the process to apply to jobs, and URR should stay up to date on who is applying.

URR **must** review and make a decision about all applicants in a timely manner and ensure they receive communication on their status.

URR **must** ensure it identifies and communicates in “a timely manner” for its candidate selection process, even if status is automated through the ATS.

URR should explain to all candidates any alternate prescreen processes and follow the same legal guidelines as in-person interviews.

Some organizations are using web-enabled video interviews, which may provide significant cost savings over applicant/interviewer travel at the screening stage. While virtual interviews are not meant to replace the final in-person interview, they can be a tool that allows organizations to quickly and effectively screen potential college graduates for full-time openings or students for experiential education programs.

There are basically three different types of video interviews URR should consider:

- **Two-way live, non-recorded:** This system connects the candidate and interviewer virtually live via video streaming web server/web cams; the system does not retain any record of the results.
- **Two-way live, recorded:** Similar to a virtually live interview, this system records, stores, and retains a copy. Interviewers can meet one-on-one or conduct panel interviews with up to three interviewers and the candidate.

- **One-way recorded:** This system connects the candidate to video web server on demand, at the candidates' convenience. The system displays predetermined questions to the candidate and allows a set time for the candidate to respond. Hiring managers may access the recorded interview of one or more candidates and compare responses to any of the questions.

URR **must** ensure interviewers provide appropriate time and minimize distractions by conducting the phone/video interview in a private area or office.

B. Site interview approaches

URR organizations **must** identify effective interview structures/formats through job analysis, and use them consistently with all applicants for a job or series of jobs. There are several different approaches organizations use to structure site interviews and question formats from which to choose. Many organizations use combinations of structures and formats.

URR **must** also identify forms to effectively document each interview and use these forms consistently with all applicants for a job or series of jobs.

1. Interview structures: Interview structures refer to the way organizations organize and facilitate the interview process. The most predominant interview structures are one-on-one, panel, serial, group, peer group, business case simulation, and assessment center, defined as follows:

- **One-on-one:** In this structure, the single interviewee interviews with one person, usually the person making the hiring decision.
- **Panel:** In this, a single applicant interviews with multiple interviewers at the same time.
- **Serial:** This structure features a series of one-on-one interviews, usually to cover different facets of the job.
- **Group:** Multiple applicants interview simultaneously with a single interviewer.
- **Peer group:** The applicant interviews with member(s) of a work group, often in a more relaxed or informal atmosphere such as in the break area or during a meal.
- **Business case simulation:** Applicants are given a question, situation, problem, or challenge and asked to resolve the situation. The problem is often a realistic situation that simulates a real business case, although often they are complex and ambiguous enough that there are no predetermined answers. Applicants are evaluated more on how they go about dealing with the problem than on the specific answers.
- **Assessment center method:** The assessment center method involves multiple evaluation techniques, including various types of job-related simulations, and sometimes interviews and psychological tests.
-

2. Interview question formats: Interview question formats refer to the method of organizing the interview questions to achieve a specific desired result. The five most common interview formats are structured, behavioral, situational, stress, and conversational. They are defined as follows:

- **The structured interview** format is a standardized method of impartially assessing and comparing job candidates. A structured interview requires the interviewer to ask a specific list of predetermined questions focused on the requirements of the position. Interviews based on specific questions asked consistently to all applicants increase the likelihood of selecting the best hires for the job and avoiding unintended biases in the decision-making process.
- **The behavioral interview** is a structured interview focused on discovering an applicant's experience with respect to specific employment-related situations. The "Tell me about a time when..." question is a typical component in this type of interview. The logic is that an applicant's past performance in the workplace is the best predictor of future performance.
- **The situational interview** is similar to a behavioral interview. Here, the applicant is asked specific questions about how he or she may react to a given scenario on a job. The interviewer asks the applicant to assess a hypothetical scenario and suggest how the applicant would handle the situation. Situational interview questions are used most often to determine problem resolution skills for difficult predicaments in the workplace.
- **The stress interview** takes place when a job applicant is placed in a stressful situation with the goal of determining how the candidate reacts under pressure. For example, the organization may use such a format for candidates applying for customer service positions. (Note: It is important to remember that *any* interview is a two-way street and be judicious in using the stress interview format: The candidate is interviewing the organization just as the organization is interviewing the candidate.)
- **The conversational interview**, as its name indicates, follows a conversational flow. Questions are dictated by the applicant's replies and designed to enable the interviewer to probe the candidate on a particular point or experience. In general, there is no prepared list of questions, rather it is incumbent upon a trained interviewer to take the conversation in the direction that will yield the necessary information about the applicant. This is not as widely used as other interview formats, as conversational interviews lack a set structure and require more highly trained interviewers.

3. Interview logistics: URR staff **must** identify and invite qualified candidates for site interviews within a reasonable time frame of conducting campus interviews and communicate the necessary details to the candidate in advance of the visit.

URR **must** identify and communicate to the candidate the anticipated time frame for invitation decisions.

The formal interview invitation should include:

- A letter or e-mail detailing arrangements for meals, transportation, lodging, travel, and the expense and/or reimbursement process.
- A packet for the candidate that includes an agenda, dress requirements, logistics, and any additional pertinent information.

The site visit should include a welcome and company overview, office/facility tours, the opportunity to meet other employees, and other activities that will help the candidate gain a realistic preview of the job and organization.

Staff members who interview the candidate **must** be provided with the candidate's agenda in advance of the interview.

URR **must** coordinate a consistent process for interview questions and structures (e.g., one on one, panel).

When using a process with multiple interviewers, such as a panel interview, URR **must** coordinate sessions to ensure interviewers prepare before the interview and review after the interview.

Site visits **must** be structured to address the candidate's reasonable expectations, such as:

- Getting answers to questions about the organization.
- A friendly and comfortable environment.
- A well-organized interview.
- Being provided with details about what is expected of employees.
- Honest and enthusiastic interviewers

C. Use of preemployment assessment tools or tests

Employers often use tests and other selection procedures to screen applicants for hire and employees for promotion.

There are many different types of tests and selection procedures, including cognitive tests, personality tests, medical examinations, credit checks, and criminal background checks.

The use of tests and other selection procedures can be an effective means of determining which applicants or employees are most qualified for a particular job. However, these need to be used judiciously as there are a variety of legal issues involved that warrant the organization's attention, including the potential for claims of discrimination if a tool or test disproportionately excludes candidates in protected classifications (race, gender, national origin, age, and so forth).

1. Types of employment test and selection procedures include the following, many of which can be administered online:

- Cognitive tests, which assess reasoning, memory, perceptual speed and accuracy, and skills in arithmetic and reading comprehension, as well as knowledge of a particular function or job.
- Physical ability tests, which measure the physical ability to perform a particular task or the strength of specific muscle groups, as well as strength and stamina in general.

- Sample job tasks (e.g., performance tests, simulations, work samples, and realistic job previews), which assess performance and aptitude on particular tasks.
- Medical inquiries and physical examinations, including psychological tests, which assess physical or mental health.
- Personality tests and integrity tests, which assess the degree to which a person has certain traits or dispositions (e.g., dependability, cooperativeness, safety) or aim to predict the likelihood that a person will engage in certain conduct (e.g., theft, absenteeism).
- Criminal background checks, which provide information on arrest and conviction history.
- Credit checks provide information on credit and financial history.
- Performance appraisals, which reflect a supervisor’s assessment of an individual’s performance.
- English proficiency tests, which determine English fluency.

2. Benefits of preemployment assessment tools or tests can include the following:

- Pre-hire assessments can separate applicants into groups that differ in expected on-the-job performance.
- The use of assessments can help to provide a more highly consistent selection process for recruiters, hiring managers, and applicants.
- Automatic retention of assessment scoring can enable the reuse of applicant information if the candidate applies for multiple jobs that use the same pre-hire assessment.
- Assessment scoring can be used to rank-order and prioritize candidates, which can help focus resume and interview screening time on top-scoring candidates with the greatest potential for success.
- These tests attempt to determine an applicant’s personality characteristics and if they relate to the personality requirements of successful performance in the defined job.
- In some instances, pre-hire assessment can provide a preview of job responsibilities to an applicant, allowing for a better informed job offer decision.
- On average, hiring from “higher scoring” groups is related to better on-the-job performance.
- Recruiter and hiring manager time spent sourcing, screening, and interviewing is reduced as selection process time can be focused only on top scoring candidates.
- A more consistent selection process can reduce the risk of legal action against disparate employment practices.

Best practices for testing and selection

- The organization **must** administer tests and other selection procedures without regard to race, color, national origin, sex, religion, age (40 or older), disability, or other protected classification.
- The organization should ensure that employment tests and other selection procedures are properly validated for the positions and purposes for which they are used. (Note: Legally, the test or selection procedure must be job-related and its results appropriate for the organization's purpose. While a test vendor's documentation supporting the validity of a test may be helpful, the organization is still responsible for ensuring that its tests are valid under EEOC's Uniform Guidelines for Employee Selection Procedures.)
- If a selection procedure screens out a protected group, the organization should determine whether there is an equally effective alternative selection procedure that has less adverse impact and, if so, adopt the alternative procedure. For example, if the selection procedure is a test, the organization should determine whether another test would predict job performance but not disproportionately exclude the protected group.
- To ensure that a test or selection procedure remains predictive of success in a job, the organization should keep abreast of changes in job requirements and should update the test specifications or selection procedures accordingly.
- The organization should ensure that tests and selection procedures are not adopted casually by managers or others; rather tests and procedures should be vetted by staff who understand both the goal of the test procedure and the relevant legal issues. A test or selection procedure can be an effective management tool, but no test or selection procedure should be implemented without an understanding of its effectiveness and limitations for the organization and its appropriateness for a specific job, and the confidence that it can be appropriately administered and scored.

For further background on experiences and challenges encountered by organizations, employees, and job seekers in testing, and for general information regarding discrimination (Title VII, ADA, ADEA), see the EEOC's website.

D. Offer management process

1. Extending offers: URR **must** establish a consistent and effective interview feedback structure to ensure the offer decision process is compliant and documented for determining whether an offer is to be extended or not.

URR should create a benchmarking mechanism for capturing competitive offer information that can be used to measure current levels and to determine adjustments that may need to be made prior to new offers being extended. URR **must** implement a formal offer letter process that provides the candidate with the information necessary to make a decision.

The letter should include base salary and/or salary structure; sign-on bonus and performance based bonus potential, if relevant; benefits; potential start date; and a deadline for accepting/rejecting the offer.

URR should not expect candidates to accept an offer prior to receiving the formal written letter.

2. Offer deadlines: The organization should identify a time frame that would be reasonable and appropriate for both the organization and candidates. Providing ample time to the candidate not only helps ensure a reasoned decision, but also creates a positive impression of the organization; ultimately, this reduces reneges and lowers attrition rates. (Note: A two-week window would be a reasonable minimum timeframe for an offer decision.)

The organization should assess its use of offer deadlines to ensure that the deadlines are not placing undue pressure on the candidate. Using financial incentives (i.e. signing bonuses) to pressure offer recipients to make a quick decision may have an adverse effect on the company's employer brand.

3. Accept and rejection process: The recruiting team and hiring managers **must** be actively engaged in follow up with applicants after the offer is extended.

URR should create a process to ensure a smooth transition to onboarding its new hires.

URR staff **must** expedite and handle with dignity rejection letters for applicants who are not extended an offer after interviewing with the company.

URR **must** respond to all summary hiring reporting requests from their universities on a timely basis.

URR should follow up with all applicants who decline an offer to acknowledge the candidate's decision and to track where the candidate is going and main reason for decision.

URR should create a mechanism for capturing feedback from both offer acceptances and rejections to identify best practices and areas for improvement as well as decision trends of the candidate pool.

4. Rescinding and renegeing on offers: If an employer finds it necessary to rescind an offer that has been extended, the URR manager **must** inform the applicant through a formal rescinding offer letter, which should explain the business reason for withdrawing the offer. Once the candidate has been informed, the URR manager should contact the candidate's school as soon as possible and inform the career center staff of the decision.

If a candidate reneges on an offer, the URR manager should immediately follow up with the applicant to understand the reasons for the decision. In addition, the URR manager should notify the career center at the applicant's school of the renege. (Exception: If the organization has deferred the applicant's start date to the extent that it has put the applicant at financial risk, URR should not report the applicant to the school.)

VIII. Onboarding Programs

Onboarding is a systematic process of early-career support through which new employees acquire the necessary knowledge, skills, and behaviors to become effective organizational members.

Organizations typically use formal and informal meetings, lectures, videos, printed materials, or computer-based orientations to introduce newcomers to their new jobs and organizations. The results of a good onboarding program are that new hires become productive quickly, are satisfied with their jobs, perform better, and demonstrate an organizational commitment through engagement, company loyalty, and retention.

Key areas for onboarding

A successful onboarding program includes conscious efforts to integrate new college graduate hires and students entering experiential programs in three key areas: technical, cultural, and social.

Technical onboarding comprises teaching the specific skills employees need to succeed in their job function.

It's critical for hiring managers to discuss the role of the new hire and outline performance benchmarks very soon after the new hire reports to work. What are the new hire's top priorities for the first 90 days? It is especially important for new hires to have specific benchmarks to work toward, so personal development plans are critical to effective onboarding efforts.

Hiring managers **must** integrate a comprehensive learning plan into early career, including defining key learning metrics and the methods of obtaining them.

Cultural onboarding provides the new hire with education on the organization's core values and organizational norms.

In developing its curriculum to help the new hire assimilate culturally, the organization should cover the "basics"—e.g., proper attire—but should also provide *insight* into the culture, values, and expectations. (For example, if the official start time is 9 a.m., but everyone is at their desk, ready to work at 8:45 a.m., the new hire should be informed.) Cultural onboarding should also include an explanation of what respect and success look like in the organization. What may seem obvious to a seasoned employee is often highly nuanced to a recent grad. The new hire needs to understand what is important so that he/she does not waste time on things that don't matter. Finally, it should provide an honest view of what the organization's culture *is*, not just what it aspires to be.

Social onboarding reflects the fact that employee engagement and satisfaction have much to do with relationships with co-workers.

The organization should schedule networking and social events to enable new hires to build connections with co-workers. These activities can be more professional in nature—mentoring and shadowing experiences, a new-hire summit, and so forth—or more social in nature, such as a company softball team and holiday get-togethers.

Responsibility for onboarding

Usually, onboarding is a shared responsibility among hiring managers, talent acquisition, and HR staff.

Typically URR, as a part of talent acquisition, is responsible for the pre-start and start-date tasks, then transitions post-start activities to HR/talent management and hiring managers.

A good general guideline for clear accountability is that any activities occurring before an offer letter is signed are considered “recruiting” and anything upon receipt of the offer letter through the first 12 to 24 months of employment is considered “onboarding.” This type of clear distinction is recommended because the complexity of onboarding tasks (and the number of people involved) often makes it critical for HR leaders to assign unambiguous ownership of roles, responsibilities, and timelines for each onboarding task.

Many assume onboarding starts on day one, but the best programs begin immediately after the new hire has accepted an employment offer. (See Pre-Start for details.)

Onboarding program evaluation

Onboarding program evaluation is critical to assess the effectiveness of the talent acquisition process. In addition to ensuring formal and informal performance meetings with hiring managers, many organizations schedule a “check-in” with the new hire by HR or URR staff and facilitate structured surveys of hiring managers and new hires throughout the onboarding process to evaluate program success, ensure activities are completed in a timely manner, and make continuous improvements. In many cases, these surveys are scheduled and sent from an automated survey system or onboarding software.

The best employers use a comprehensive onboarding software program integrated with their applicant tracking system, learning management system, and human resources information system designed to provide an enterprise-wide, consistent approach for all new hires. Onboarding software facilitates communications to automate paperwork, forms, and the flow of new employee data through a paperless process. It also enables surveys and individualized training plans.

Standards for onboarding new hires and students in experiential programs

The standards for onboarding new college graduates and students in experiential programs are organized sequentially by pre-start, first-day, first-week, then quarterly for the first year.

A. Pre-start

HR leadership **must** assign clear ownership of the onboarding process by defining onboarding roles, responsibilities, and timelines for when each onboarding task should be completed and holding specific individuals accountable for onboarding new hires.

The organization **must** begin onboarding at new hire acceptance and extend at least six months after new hires report to work.

The organization **must** supply new hires with information on paperwork and screens that need to be completed prior to start (e.g. drug screen, health/safety form) and information unique to the work location prior to the first day, such as security procedures, parking options, and so forth.

URR staff **must** ensure new hires are enrolled in orientation, setup in HR and other information systems, and have the basic resources and tools they will need to do their job (e.g., business cards, proper workspace, and PC and telephone are set up).

URR **must** communicate the start dates of new hires to the hiring organization and other functions as required.

URR should have a consistent onboarding program across all businesses/functions for new college graduates and students entering or returning to experiential programs.

URR should encourage campus recruiters and new organization teammates to contact new hires, welcome them to the organization, and offer to answer any questions or concerns. In addition, the hiring supervisor/manager should welcome the new hire to the organization via a phone call, text, or e-mail.

URR should train managers on program benchmarks, including how to work with new hires to set organizational and personal development goals.

URR should help facilitate integration and socialization of new hires through strategic use of social media, and by inviting new hires to any social events offered by the organization where they can begin interacting with co-workers.

URR should consider sending a care package prior to the new hire start date, e.g., a “finals week” career package, fruit basket, and so forth.

Where logistically feasible, organizations should consider sending new hires to internal leadership development training to start skill building prior to day one.

B. At start date

The organization **must** conduct a new employee orientation for experiential education students and new college graduate hires.

The orientation **must** include the following components:

- Time to review and complete any needed work documents, such as W-2 forms, benefit enrollment forms, and so forth. (Note: Ideally, paperwork and signatures should be completed prior to the start date; electronic signatures should be used where possible.)

- An explanation of the onboarding process with easy access to company handbook information, such as policies and procedures, review processes, contacts, and sources of information necessary to the new employee's job.
- An overview of company (e.g. organizational structure, line(s) of business, major customers, and so forth) and protocol (e.g. dress code, arrival time, benefits).

In addition, the orientation should include a tour of the facility, welcome message or welcome message video from the CEO/leadership team, and lunch with two to three colleagues.

URR **must** partner with hiring managers to introduce the new hires to members of their immediate team, where the volume of new hires reporting can allow.

URR and the hiring manager should assign the new hire a peer "buddy." As this is an information relationship, the buddy and new hire should coordinate their own meetings, but URR and the hiring manager should check in at the 30-day and 60-day marks to gauge progress, challenges, and concerns.

The hiring manager **must** provide the new hire with an overview of the job description and explain how the job description relates to the new hire.

C. First week

The hiring manager must provide the new hire with a clear explanation of the first assignment within the first week of work and begin development of an individual career plan.

The individual career plan should outline responsibilities and performance objectives for the first week, and for the 30-day, 60-day, and 90-day marks. The plan may provide for weekly status updates, e.g., bulleted lists of accomplishments, areas where input is needed, goals for the coming week. The plan may even include some of the new hire's personal goals (e.g., run a marathon), with discussion about how the organization could reasonably facilitate the new hire's personal goals.

The hiring manager **must** provide the new hire with a schedule of periodic meetings the new hire is expected to attend.

URR staff should provide the new hire with access to the online performance evaluation system or review form to help the new hire understand performance objectives.

URR staff should ensure the new hire has assistance in setting up passwords and such to access and use relevant technology, e.g., phone systems, computers, intranets.

Hiring organization leaders should assign formal mentors to new hires to assist them in acclimating to the organization and schedule an initial mentor meeting and introduce new hire to internal social networks (if applicable), volunteer opportunities, internal social clubs, etc. to facilitate relationship building.

The hiring organization leaders should arrange orientation meetings (e.g., 15 to 20 minute meetings) for the new hire with various department heads.

The hiring manager should assign the first “shadow employee” opportunity and record feedback in the individual career plan.

D. First quarter

HR staff **must** schedule one-on-one meetings between the new hire and the hiring manager within new hire’s first 30 days to discuss performance goals, create individual development plans, and establish an early verbal performance review timeline.

URR and HR partners should encourage the hiring manager to incorporate results from assessment tests into the new hire’s development plans and identify training opportunities, if available.

HR and the hiring manager should collaborate to review the reward, recognition, and promotion process for the organization and for the new hire’s position.

The hiring manager should conduct the new hire’s first quarterly review and assign the new hire’s second “shadow employee” opportunity; feedback from this opportunity should be recorded in the individual career plan.

URR should develop and maintain intranet web pages or an onboarding system to support new hires and their managers with their onboarding roles and responsibilities.

URR should partner with the hiring organization to facilitate the following:

- A new hire summit, where new hires get together in person or virtually to share their roles, job experiences, observations, best practices, and so forth.
- Professional development training session #1 (e.g., webinar, Lunch ‘n Learn).
- A new hire survey to gather feedback about recruitment and early onboarding satisfaction.

E. Second quarter

URR should continue to reinforce the new hire’s understanding of organizational style and appropriate behaviors and attitudes.

The organization’s leaders should provide new hires with a broad range of general information about the organization, including company vision, strategy, operations, and culture.

The organization's leaders should explain to the new hire the importance of the new hire's job, and provide relevant information/education about the new hire's business division.

The organization's leaders should ensure that the new hire has challenging work.

The hiring manager should introduce the new hire to senior leaders.

URR or HR should make a "check-in" call to the new hire, and partner with the hiring organization's leadership to ensure the following milestones occur in the second quarter:

- Second quarterly review with the supervisor.
- Meet(ings) with mentor, with progress reported in the individual career plan.
- Shadow employee experience, with feedback recorded in the individual career plan.
- Professional development training.
- New hire survey regarding acclimation, socialization, onboarding program success/improvement areas.

F. Third quarter

URR should enlist new hires (including co-ops and interns) to help with campus recruiting efforts, and partner with HR, talent management, and hiring leaders to ensure the following activities or milestones occur in the third quarter:

- Third quarterly review with the supervisor.
- Meet(ings) with mentor, with progress reported in the individual career plan.
- Shadow employee experience, with feedback recorded in the individual career plan.
- Professional development training.

G. Fourth quarter

URR should partner with HR, talent management, and hiring leaders to ensure the following activities or milestones occur in the fourth quarter:

- Fourth quarterly review with the supervisor.
- Meet(ings) with mentor, with progress reported in the individual career plan.

- Shadow employee experience, with feedback recorded in the individual career plan.
- Professional development training.
- New hire summit.
- New hire follow-up survey regarding acclimation, socialization, onboarding program success, and areas for improvement.

H. Common program mistakes (“Reverse” best practices)

There are several mistakes that can befall onboarding programs:

The new hire gets too much information, too fast: Many organizations approach the information transfer process in “fire hydrant” fashion: They “spray” all their information at the new hire in one stream, overwhelming the new hire. A better choice is to extend the amount of time, and provide information in small chunks over that longer period of time.

No one is directly responsible for the program: Without a point person who has the time, resources, and executive support to drive the program, the onboarding effort may be diluted. For example, hiring managers, though well meaning, may be “squeezing in” time to address onboarding a new hire, rather than working from a coherent plan and with someone who has oversight for the effort.

The process is viewed as a checklist or “orientation paperwork.” Many organizations treat onboarding as a “checklist” filled with policies, procedures, and paperwork rather than a systematic process of early career support. While those are important, they are not the focus of onboarding—to help the new hire connect with colleagues, learn the specifics of the business, and feel as if he/she is contributing. It is an opportunity to harness the excitement and energy the new hire will naturally bring to the job and turn that into engagement.

There is limited management interest or involvement. As a result, onboarding will not be perceived as a strategic initiative that is taken seriously in the organization.

Key information is not reinforced. Organizations spend time and energy getting their strategies right, but fail to communicate that strategy adequately to new hires—and existing employees, for that matter. All employees can perform at much higher levels when they understand how their day-to-day work contributes to the organization’s overall success.

The employee’s personal career goals are not addressed. It’s common for an organization to focus on providing the new hire with the least amount of training in the shortest possible time so the new hire can start to work right away. The problem is, this does nothing to gain the new hire’s buy-in and emotional investment. By developing a process to capture and address the new hire’s personal career goals, the organization can demonstrate to the new hire not only how his/her work benefits the organization but how the organization can help the new hire get to his/her aspiration. This also provides the new hire with the opportunity to identify personal career goals with the overall success of the organization.

IX. Experiential Education Programs

Organizations should have an organized experiential education or work-based learning program, which may include student employment and/or cooperative education, apprenticeships, internships, volunteer jobs, service learning, and shadowing experiences.

The most prevalent student work and observation experiences go by a number of different names, including internships, co-ops, practicums, and externships. The following are some general definitions to distinguish between these four:

Internships are typically a one-time work or service experiences related to a student's major or career goal. However, it is possible for an underclassman to have multiple internships for the same organization. The internship plan generally involves a student working in a professional setting under the supervision and monitoring of practicing professionals. Internships can be paid or unpaid, and the student may or may not receive academic credit for performing the internship.

Cooperative education provides students with multiple periods of work in which the work is related to the student's major or career goal. The typical program plan is for a student to alternate terms of full-time classroom study with terms of full-time, discipline-related employment. Since program participation involves multiple work terms, the typical participant will work three or four work terms, thus gaining a year or more of career-related work experience before graduation. Virtually all co-op positions are paid, and the vast majority involve some form of academic credit.

A **practicum** is generally a one-time work or service experience done by a student as part of an academic class. Some practicums offer pay, but many don't. Almost all are performed for academic credit.

An **externship** or **job shadowing experience** allows a student to spend between a day and several weeks observing a professional on the job. Such experiences are unpaid; however some colleges and universities pick up travel and/or living expenses. Externships and job shadowing experiences are generally not done for academic credit.

Organizations that chose to have experiential education programs **must** define program objectives and requirements, which include:

- Eligibility and application requirements,
- Submission deadlines,
- Length of work assignments,
- Guidelines for quality assignments and student performance appraisals,
- Employment status (e.g., temporary/full-time, exempt/nonexempt),

- Workplace requirements, such as information on health and safety, dress code, working hours, background/security checks, insurance, and so forth, and
- Roles and responsibilities for company leaders, URR, work assignment supervisors, mentors, and experiential education students.

The organization's leaders **must** commit to supporting experiential education programs.

URR **must** establish a consistent process for selecting experiential education program students. The selection process should be similar to that for full-time hires.

URR **must** establish and implement an orientation and training program for supervisors of experiential education students.

The organization should have a consistent and organized program for dealing with experiential education students during their work term. The program should consider the following elements:

- **Housing assistance:** Many organizations provide student housing or help students find housing for the experiential program period. This can be especially important for organizations looking to attract interns from outside of its geographic area.
- **"Real" work:** Providing meaningful work assignments may be the single-most important factor in developing a successful experiential program. Both student and employer need to gauge how well they are suited to each other, and that requires providing the student with "real" work and projects, not just menial tasks. (Note: In most instances, this will require paying the student. In general, this is a non-issue for organizations that see their experiential programs as a source of full-time hires. Such organizations are interested in having the best candidates available, not just those who can forgo a paid job for the summer.)
- **Mentors:** Offering students one-on-one support from full-time employees helps the student feel less alone and more a part of the organization during the experiential program. The mentor can serve as a professional resource.
- **Feedback:** While most organizations offer formal performance reviews at the end of the work assignment, many also provide students with informal feedback periodically. In addition, many organizations solicit the students' perspectives on their experience, which can help identify areas in the experiential program that may need improvement.
- **Social and networking events:** Exposure to the organization's business units; access to the organization's leadership; and networking, workshops, and social events foster a sense of community and let the students know that the organization is interested in their professional growth.
- **Keep in touch:** It is important to maintain contact with students after they return to campus. Maintaining contact can range from simple communication, e.g., e-mail or text messages—to more

involved contact, such as asking former experiential program members to participate in information sessions on the organization's behalf.

URR **must** establish and track metrics for measuring the success of the organization's experiential education programs. Metrics should include conversion rate.

The organization **must** establish a competitive pay scale for all paid experiential education programs.

The organization's experiential education programs **must** follow appropriate legal guidelines.

X. Rotational or Development Programs

Rotational programs have generated a considerable amount of interest in recent years. These programs, offered across a variety of NACE membership industries and employer types, are typically run by mid-sized to large organizations that aim to hire recent graduates and groom them as future company leaders. These programs vary with respect to duration, number of rotations, number of employees hired into the program each year, and other details.

In general, recent graduates enter programs and rotate through many different departments, functions, and/or locations with the idea of gaining a broad exposure to different parts of the organization. They typically receive formal training courses and mentorship relationships. Since one of the basic tenets of rotational programs is to prepare future leaders, participants often gain broad exposure to various levels of company leadership, and their progress is monitored even after they have completed the program.

As rotational or development programs vary by industry and profession; the standards are broad.

URR and rotational program managers **must** have sponsorship from the following key contributors:

- The rotational program **must** be endorsed by the executive team, especially those that approve hiring goals by business or function.
- Managers and supervisors of rotational program participants **must** understand the rotational program and its ongoing training requirements and be willing to accept new graduates into their jobs.
- Mentors **must** understand the rotational program and be willing to guide new participants through the components of the program.

URR and rotational program managers **must** develop the program structure/framework and document it with a road map or process map. The map **must** define the following program components:

- Program eligibility: target disciplines, degree level, degree major, and other minimum qualifications for each program.
- Program length: overall length of time participants remain in the program. Most programs take two to three years to complete and are of consistent length for all participants. Some programs are viable in overall length as defined by individual or organizational requirements.
- Number and length of each rotation: entire program on the same rotation schedule or variable according to individual or organizational requirements.
- Rotational strategy: to target depth of knowledge in specific discipline, department, or function, or to gain broad experience across many disciplines, departments, or functions.

- Location requirements: rotations remain within a specific site or different location for each rotation.
- Program organizational structure: matrix structure where participants belong to a program organization/function and a work assignment organization for each rotation, as opposed to transferring to the work organization for rotations.
- Communications plans: an external plan that details the first assignment location, housing information, what to expect as a new hire, and so forth, and internal communications to managers, HR, and existing participants regarding first-time and rotation events.
- Feedback and performance expectations: including a consistent method, frequency, and assessors for performance evaluations. Rotational program manager should schedule a meeting with the participant, manager, and mentor at the beginning of each rotation to outline performance expectations, outcomes, and deliverables.
- Training: required and individualized plans.
- Program completion plan: criteria for program completion and exit requirements, including off-program placement process, which should determine whether every participant completes program regardless of performance and, if not, the options for participants who do not meet program expectations.

XI. Legal Issues

A. Compliance

The organization **must** have a written, defined criterion for “candidate” versus “applicant,” and definitions that meet Department of Labor (DOL) standards and, if required, comply with Office of Federal Contract Compliance Programs (OFCCP) rules and provisions.

The organization’s internship/co-op program, if appropriate, should be a paid experience program that entitles employees to minimum wage or above and is pursuant to the law set forth by the DOL.

If the internship/co-op is unpaid, the program **must** meet the minimum criteria outlined by the DOL and have in place agreements with each learner/trainee regarding experience program.

B. Record keeping

The organization **must** maintain a written policy for managing all applicant records, including, but not limited to, 1) résumé/CV, 2) interview record form(s), 3) assessment form(s) and exam result(s), 4) general profile information, and 5) communication records.

The organization should have a uniform and consistent process documented for capturing resumes and candidate information at recruiting events, e.g., career fairs.

The organization **must** maintain standardized assessment forms (electronic or paper copy) for each open role/requisition and require use of such forms by all recruiters and interviewers to ensure a consistent assessment and evaluation process is used in talent selection.

The organization **must** have in place an applicant tracking system and/or candidate management system to enable effective record keeping, compliance management, and audit of fair employment practices. The system may be defined as a third-party software system, a system of internal tools or resources, or a centralized database used for records management and candidate tracking.

C. Personnel training

URR **must** require annual training and/or formal certification program for all recruiters and recruiting volunteers to review policies, legal requirements, and assessment standards to ensure the organization complies with all applicable laws, requirements, and regulations.

D. Legal resources

The organization **must** have a designated legal adviser, general counsel, or employment law professional from whom to seek advice and counsel on legal matters, issue resolution, and support. This resource provides insight and understanding for maintaining or ensuring compliance with federal, state, and local labor laws, as well as organizational employment policies and guidelines.

URR **must** be aware of resources to keep current on the policies, laws, and discussions impacting campus recruiting and hiring in all regions where it does business. These can include NACE resources and those of other organizations, relevant subscriptions, and so forth.

Appendix

Recruitment & Hiring Analysis Form

Recruitment Assessment	Response/ Comments	How would you rate this issue as it relates to your division/ office's ability to attract and maintain a staff of talent?				
		Don't Know	Not an Issue	Moderately Important	Very Important	Urgent
A.1 How many positions have you had to fill in the last three years?						
A.2 Have you had positions for which you did not have enough qualified candidates to choose from?						
A.3 Have you had unfilled positions in the last three years? How many?						
A.4 Are there specific occupations that have been hard to fill?						
A.5 In what occupations/ fields do you anticipate ongoing demand?						
A.6 How many retirements are planned in your division/office in the next five years?						
A.7 Are there any trends or changes happening in your division/office that will have an impact on recruitment or retention? If, so what are they, what might the effects be?						
A.8 Do you anticipate an increase in your division/ office's future staffing needs?						
A.9 Do you feel that the timing or process of the corporate budget cycle affects your ability to recruit and hire?						
A.10 Does your division/ office's decision making process for hiring hinder your ability to recruit and hire in a timely way?						

Analysis – Recruitment Assessment

What are the strengths of the recruiting team?

How do you think the recruiting team can improve on this process?

What suggestions do you have to improve the recruiting process?

What information/data do you feel would be beneficial to help you in attracting candidates to your division/office?

The Hiring Process	How would you rate this issue as it relates to your division's ability to attract and maintain a staff of talented employees?					
	Response/ Comments	Don't Know	Not an Issue	Moderately Important	Very Important	Urgent
B.1 Did the recruitment team provide you with an adequate number of candidates to interview?						
B.2 Did you have adequate time for interviewing candidates?						
B.3 Were the candidates you interviewed an accurate reflection of your organizational needs?						
B.4 Have you offered a position to a qualified candidate, only to be turned down?						
B.5 If you had a candidate turn down a job offer, do you know the reason?						
B.6 How helpful was the recruiting team in providing you good candidates?						
B.7 Does the corporate hiring process ever discourage good candidates?						
B.8 Did your HR representative adequately communicate with you during the selection process?						
B.9 Do you feel the candidates you see have a favorable view of the corporation?						

Analysis – Hiring Process

What are the strengths of the hiring process?

How do you think the recruiting team can improve on this process?

What suggestions do you have to improve the hiring process?

What information/data do you feel would be beneficial to help you in interviewing and selecting candidates for your division/office?

Overall Analysis – Recruitment & Hiring Process

Identify your top priorities for action in recruiting and hiring candidates. List no more than three.

1.

2.

3.



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