



PARTNERSHIP FOR PUBLIC SERVICE

# Back To School

Rethinking Federal Recruiting on College Campuses

CALL TO SERVE RECRUITMENT RESEARCH

MAY 2006

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The Partnership for Public Service is a nonpartisan, nonprofit organization that works to revitalize the federal government by inspiring a new generation to serve and by transforming the way government works.

## PREFACE

Any effort to strengthen our federal civil service must tap into the energy, creativity and idealism of young Americans. Twenty-somethings have proven their potential by driving the record economic expansion that began in the early 1990s. The companies that define the 21st century economy – Microsoft, Google, eBay, Yahoo – were all founded by people in their twenties. In contrast, young people have become an endangered species in our federal workforce, as only three percent of the federal workforce is currently under 25. In order to fulfill the promise of American democracy, we need to reestablish the federal government as an employer of choice for our country’s best and brightest young people.

With an unprecedented retirement wave and its accompanying turnover only a few years away, now is the time to answer the question of how can we most effectively inspire young people to consider service in our federal government. That is why the Partnership has launched the *Call to Serve Recruitment Initiative*. As part of this project, the Partnership is working with six “pilot schools” to test and implement various education and outreach activities. This enterprise-wide approach to student outreach marks a break from the “stove-piping” that currently defines federal recruiting. This report is the first product to come from the *Initiative*, and the research it summarizes was designed to assess perceptions and knowledge of college students and faculty toward federal service. It will also serve as a benchmark for future surveys to help us understand which recruiting strategies work and which don’t. We hope that this and subsequent reports will be a valuable resource for federal recruiters, as well as their partners on campus.

I want to thank everyone who helped make this report possible. In particular, I want to thank our partners at the U.S. Office of Personnel Management, the Congressional leaders who provided funding for the *Initiative*, and the students and staff at our six pilot schools: Clark Atlanta University, The George Washington University, Louisiana State University, The Ohio State University, Stanford University and the University of New Mexico.

Finally, while this effort to improve federal recruiting on college campuses may take on added urgency because of the retirement issue, make no mistake, this is part of a long-term effort. Good government starts with good people. That’s true now, and it will remain true long after the last baby boomer has retired. That is why we are committed to developing long-term, sustainable strategies to attract top college students to federal service and to transforming the way government works to make federal agencies more dynamic work environments.

We look forward to working with our partners to achieve these critical goals.



Max Stier  
*President and CEO*  
May 2006

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## EXECUTIVE SUMMARY

The American people rely on an effective federal government to confront our great national challenges – securing our homeland, competing in the global economy, protecting our environment. Effective government starts with an effective workforce. Unfortunately, our federal civil service faces an unprecedented loss of experience and expertise as the baby boomers near retirement. More immediately, a number of agencies have identified talent demands that they must address right now. In 2006 alone, our government needs to hire thousands of language specialists, clandestine agents, foreign service officers, food inspectors, border patrol agents, nurses, IT specialists, engineers, air traffic controllers and accountants – to name a few.

Beyond professional fields, federal agencies are also seeking diversity in their recruitment efforts – in order to serve the nation, the federal workforce needs to be representative of the nation.

To adequately fill both their immediate and long-term needs, federal agencies must be able to successfully recruit top graduates from America's colleges and graduate schools. That will be a difficult challenge for a variety of reasons. For example, government leaders need to do a better job identifying their talent needs from this cohort. The Partnership for Public Service's *Where the Jobs Are* report, done in conjunction with the National Academy of Public Administration and The New York Times Job Market, offered the first-ever comprehensive view of federal hiring needs across agencies by occupational categories and is a step in the right direction. But *Where the Jobs Are* does not specifically identify which jobs are best filled by recent graduates, and no such analysis exists. Clearly, more targeted research and planning on this topic are needed.

Another factor is the uneven state of federal recruiting. In an effort to streamline federal hiring, a 1996 law shifted the responsibility for human resources from a centralized U.S. Office of Personnel Management system to each separate agency. An unintended byproduct of this law has been a “stove-piping” of federal recruiting, and with few exceptions, very little enterprise-wide collaboration takes place. In this brave new world of federal recruiting, as a result, some agencies do an excellent job. Others struggle.

In 2002, the Partnership for Public Service and OPM established the *Call to Serve* program to bring a more collaborative approach to addressing the talent needs of our federal government at the university level. The *Call to Serve* network is currently comprised of more than 570 colleges and universities, 62 federal agencies and several higher education associations. Together, these entities are helping close some of the knowledge gaps about federal service by bringing dynamic federal workers to campuses to talk with students about public service, making available to students user-friendly materials about job opportunities in government and other activities

To deepen our understanding of cost-effective and sustainable ways to promote government service on college campuses, the Partnership spearheaded the *Call to Serve Recruitment Initiative*.

The *Initiative* is a joint effort between the Partnership and six pilot universities: Clark Atlanta University, The George Washington University, Louisiana State University, The Ohio State University, Stanford University and The University of New Mexico. These schools were selected as partners not only because their diversity in geography, size, academic programs and

student demographics makes them an excellent national sample, but also because their student populations were ideal for achieving a specific goal of the *Initiative*: exploring the most effective recruitment strategies for a number of key groups – Hispanics, African-Americans and engineers.

In order to gauge the impact of the *Call to Serve Recruitment Initiative's* activities over time, the Partnership for Public Service, in conjunction with KRC Research and iModerate, conducted a benchmark survey along with extensive interviews with more than 3,200 students and 80 faculty members at the six pilot universities this past fall. To ensure that students in the pilot schools were representative of students nationwide, the Partnership for Public Service also conducted the same survey with a national student “control group,” a nationwide sample of 400 college juniors and seniors not enrolled in any of the six pilot universities.

This report summarizes the results of the benchmark survey and lays out a series of recommendations about how to best utilize this data. The key findings are:

- ★ ***Interest is high, knowledge is low.*** Contrary to common perceptions, interest in federal service is high among college students, with more than 42 percent of juniors and seniors extremely or very interested in federal government jobs – only eight points lower than the interest in large private sector companies. The biggest problem with attracting recent college graduates appears to be the lack of knowledge, with only 13 percent of students saying they feel extremely or very knowledgeable about federal jobs.
- ★ ***The more you know, the more you like.*** If you educate students about federal opportunities, they are likely to respond favorably. The majority of students who feel at least somewhat knowledgeable express interest in federal opportunities.
- ★ ***Red tape is the biggest red light.*** The greatest deterrent to federal service is the widely held perception that the federal government is overly bureaucratic and stifles individuality and creativity in the workplace.
- ★ ***High-touch is as important as high-tech.*** Although most students use the Internet to find detailed information once their interest is piqued, the most effective recruiting efforts come from people with whom students can relate: parents, friends, professors and advisors.
- ★ ***One size does not fit all.*** Responses reveal that students expect marketing pitches to be tailored to their specific interests and backgrounds.
- ★ ***Teach the teachers.*** University faculty and advisors can be vital recruiting partners, and they overwhelmingly (94 percent) believe there are good jobs in the federal government for students, but less than one-fifth report being very knowledgeable about federal opportunities.
- ★ ***Students of color need tailored outreach.*** Polling indicates that Hispanics are less skeptical about the merits of federal service, so straightforward information campaigns are the most effective way to reach out to this population. African-Americans place higher emphasis than other demographic groups on pay and benefits.
- ★ ***Engineers tend to turn to the private sector.*** Engineers are slightly less interested in federal

jobs than other groups examined in the survey. They are also disproportionately concerned about interesting work and competitive salary levels as the main barriers to federal service.

This survey and its findings are significant for many reasons. First, our country has invested heavily to understand how to attract and retain the talent we need for our military, but the non-military side of our federal government – our nation’s largest employer with nearly two million employees – has invested little to understand how to attract quality civil servants, particularly among younger people. With a Congressional appropriation, the *Call to Serve Recruitment Initiative* marks one of the most significant federally-backed efforts ever undertaken to determine how best to inspire young Americans to enter government service.

Second, this survey offers insight into a unique and challenging-to-reach cohort. The Partnership’s relationship with our six pilot schools enabled us to measure the opinions of more than 3,000 students, including in-depth chats about attitudes and awareness of federal

opportunities with about 200.

Follow-up research will be conducted and compared to this benchmark survey to help identify even more clearly which recruitment efforts “move the needle” when it comes to student attitudes and knowledge about federal careers.

This report lays out a series of preliminary recommendations based on this benchmark survey’s findings that agencies and universities can use right now. The primary theme of these recommendations is that federal recruiting strategies should take the student applicant’s preferences and perspectives into greater consideration than has historically been the case. They range from investing more heavily in comprehensive recruitment efforts to working cooperatively to market federal jobs to college students by profession rather than by agency.

The bottom line of this report is that federal agencies need to do a better job of recruiting if they hope to compete effectively with the private and nonprofit sectors for top college students. But if our government markets itself aggressively and intelligently, it can and will attract the talent it needs to do the nation’s work well.

## INTRODUCTION

Forty-four percent of all federal civil servants will be eligible to retire within the next five years, raising concerns about an unprecedented loss of experience and expertise in our government.<sup>1</sup> While this looming brain drain certainly raises a number of challenges, many see the dramatic turnover that will accompany these retirements as a unique opportunity to revitalize our federal civil service.

At the same time, federal agencies report talent needs that must be addressed immediately. The Department of Homeland Security needs to hire 2,000 border patrol agents and 800 Immigration and Customs Enforcement investigators each year. The Federal Aviation Administration seeks to hire 1,000 air traffic controllers this year and more than 10,000 by 2014. The National Security Agency and Central Intelligence Agency are increasing staffing by 50 percent in three key areas: clandestine officers, intelligence analysts and foreign language specialists. The Department of Veterans Affairs will hire nearly 4,000 nurses this year. The Social Security Administration hires 3,000-4,000 representatives a year. The Defense Department plans to hire 6,000 engineers annually. More broadly, more than 1,000 accountants are needed each year at agencies like the Internal Revenue Service and the Securities and Exchange Commission, and more than 2,000 IT specialists must be hired this year by our largest federal agencies.<sup>2</sup>

Any effort to reinvigorate our federal workforce and meet the talent demands of federal agencies must surely include improved outreach to college campuses and at America's top graduate schools. The aging federal workforce has a "thin bench," and younger workers are needed to bring new ideas and energy into the workplace.

In addition, it is important to try to reach students at a younger age because surveys have shown that workers who are older and further removed from college are less likely to be interested in government jobs.<sup>3</sup>

Boosting the number of top college students who pursue federal jobs and internships will not be easy for a variety of reasons.

### *Downsizing Recruitment*

During the 1990s, the federal government downsized its workforce by approximately 400,000 employees, and, accordingly, most agencies pared back their recruiting efforts.<sup>4</sup> Consequently, recruiting efforts today are very uneven across government. According to a 2004 report on federal recruiting by the U.S. Merit Systems Protection Board (MSPB), only about half of federal agencies offer any real training for their recruiters.<sup>5</sup> And only one-third of the agencies surveyed could even report how much money they spent on recruiting. As MSPB Chairman Neil McPhie summed it up, "In looking at federal recruitment, the most striking finding is the degree of variability among agencies. They differ greatly in terms of support, resources, planning, resources and implementation."<sup>6</sup>

Another side effect of the downsizing of federal recruitment offices in the 1990s is that many agencies saw once healthy relationships with colleges and universities atrophy.

One of the reasons federal recruiting is so disjointed is a 1996 law that put each agency in charge of its own recruiting and examining efforts, replacing a system that had been centrally operated by the U.S. Office of Personnel Management. The idea behind the law was to streamline federal hiring. Most people agree that



the law was successful in eliminating some wasteful steps in the hiring process. At the same time, putting every agency on its own has resulted in “stove-piping” where little enterprise-wide recruitment takes place. As a result, the federal government, our nation’s largest employer, is failing to take advantage of economies of scale when it comes to many recruitment challenges that apply to government as a whole.

### *Hiring from Within*

For mid-career jobs (GS-12 to 15), federal agencies often miss out on top graduate school students who might be the perfect fit because they are in the habit of not even looking. In 2003, only 43 percent of mid-level federal jobs were made available to the general public. Only 15 percent of these positions were actually filled with candidates from outside of the federal government.<sup>7</sup> While it is often best to hire from within, this common practice of focusing on internal candidates to fill positions can have devastating effects. The 9/11 Commission specifically cites “the FBI’s tradition of hiring analysts from within instead of recruiting individuals with relevant education background and experience” as one of the reasons federal authorities failed to thwart the 9/11 attacks.<sup>8</sup>

### *War for Talent*

A push right now to bring more talented young workers into government would take place in the midst of a “War for Talent” in the U.S. job market. All sectors of the American economy are increasingly competing with each other for pools of talent that will not grow substantially in size for the foreseeable future. Overall, the U.S. population will increase at a slower rate than in previous years. This, in turn, will result in a slower growth rate of available workers, which will create tight labor markets, especially during times

of economic prosperity.<sup>9</sup>

In addition, the pace and impact of technological change and innovation is expected to accelerate and will continue to move the U.S. economy from one based on manufacturing to one built with highly-skilled “knowledge workers.” New products, services and industries will be created which will place a premium on having a highly-skilled workforce.<sup>10</sup>

One of the most in-demand talent pools in the new economy is engineers. Currently, the federal government employs about 91,000 engineers – mainly in the Departments of Defense, Transportation, Agriculture, Interior, Energy and the National Aeronautics and Space Administration.<sup>11</sup> The federal government faces a unique challenge when it comes to filling these positions with the right people because it is fishing in a much smaller talent pool than the private sector. In 2004, 57 percent of engineering doctoral degrees were awarded to foreign nationals, and for the most part, non-citizens are ineligible for federal jobs.<sup>12</sup>

Federal recruiters also place a premium on diversity. The federal government needs to represent our entire country, and to do that it needs to be representative of our entire country. Yet, despite presidential directives and previous recruitment drives, Hispanics are still underrepresented in the federal workforce – accounting for seven percent of federal employees versus 13 percent of the U.S. population.<sup>13</sup> Clearly, federal recruiters need to step up their efforts with regard to Hispanics.

### *Lack of Metrics*

One of the biggest obstacles facing federal recruiters is a lack of information about which strategies work and which do not.<sup>14</sup> Anecdotal

evidence shows that federal agencies can compete with the private sector and nonprofit world for the best workers.

In 2001, the State Department was spending only \$75,000 a year on recruitment advertising and marketing. Then, Secretary Colin Powell launched a campaign urging people to join “the front lines of diplomacy,” and his State Department became the most aggressive federal agency when it comes to offering to repay student loans. In the first year of this effort, the number of people who signed up to take the Foreign Service exam nearly doubled, and the number has continued to climb.<sup>15</sup>

In the late 1980s, the General Accounting Office was described as Congress’s “one-eyed watchdog.” More recently, under the leadership of Comptroller General David Walker, GAO identified 50 “focus universities” from which to draw talent, and it assigned a senior executive as the Campus Executive. Each Executive is supported by a Campus Manager, and together they build relationships with professors, deans and career placement officers to establish a presence on each campus. These efforts have helped GAO attract up to 200 entry-level analysts and about 180 interns per year.<sup>16</sup>

While these success stories are useful and should be studied, they are no substitute for concrete data about which federal recruiting practices are most effective. Unfortunately, that type of data generally does not exist. Few agencies employ systematic efforts to assess the effectiveness of their recruitment practices. As a result, these agencies cannot readily compare which strategies are working best and how to best tailor approaches in certain circumstances. They also fail to allow for an accurate measurement of which strategies are most cost-effective.

### *Call to Serve Recruitment Initiative*

The *Call to Serve Recruitment Initiative* is the most comprehensive effort to date to provide those metrics so that federal agencies can recruit smarter.

The *Initiative* is a joint effort between the Partnership and six pilot universities, selected for their diversity in geography, size, academic programs and student demographics: Clark Atlanta University, The George Washington University, Louisiana State University, The Ohio State University, Stanford University and the University of New Mexico.

The overall objectives of the *Initiative* are to develop education and outreach activities and products that can be replicated and sustained at universities across the nation, to help federal agencies increase the effectiveness of their outreach and recruiting activities on college campuses, and to help key members of the university community educate students about the promise, potential and “how-to’s” of careers and jobs within federal agencies.

In order to gauge the impact of the *Call to Serve Recruitment Initiative* activities over time, the Partnership for Public Service, in conjunction with KRC Research and iModerate, conducted a benchmark survey along with extensive interviews with more than 3,200 students and 80 faculty members at the six pilot universities this past fall. In order to ensure that students in the pilot schools were representative of students nationwide, the Partnership for Public Service also conducted the same survey with a national student “control group,” a nationwide sample of 400 college juniors and seniors not enrolled in any of the six pilot universities. The study revealed that pilot school students are very similar to their national counterparts in most ways,

making it possible to draw conclusions about the general student population.

This report lays out the key findings of this benchmark survey and outlines a series of recommendations on how federal recruiters can best utilize this data.

## KEY FINDINGS

### 1. Interest Is High, Knowledge Is Low

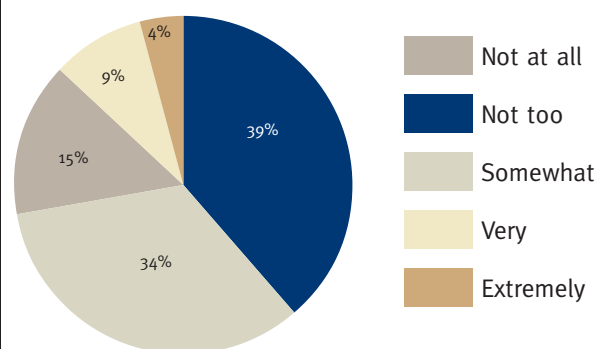
College juniors and seniors do not out-of-hand reject the idea of federal employment and do not hold entrenched negative associations with government jobs. In fact, quite the opposite is true: pilot school students exhibit solid interest in federal employment. While interest in private sector employment is higher, more than four in ten students say they are extremely or very interested in the federal government as a potential employer.

Not only are students interested, but they also believe that the federal government has job opportunities appropriate for their particular skills and backgrounds. Nearly two-thirds (65 percent) of juniors and seniors believe the federal government has “good jobs for people like me.”

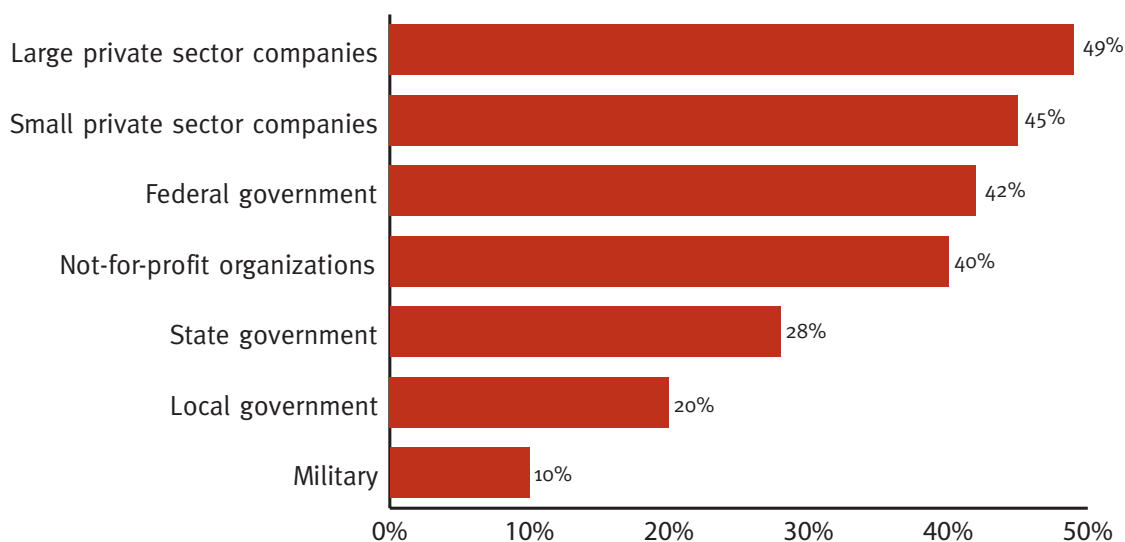
Faculty members across pilot schools – a key

source of information for these students – are also favorably disposed to federal careers and are likely to recommend such employment to students. In fact, seven in ten pilot faculty members (71 percent) say they feel positively towards federal internship and career opportunities for college students today, and nearly six in ten (58

*Overall, how knowledgeable do you feel about career and internship opportunities for you personally in the federal government? Percent juniors and seniors. (N=2,657)*



*Thinking in general about different types of potential employers, please indicate how interested you are or would be to work in each of these types of places. Percent juniors and seniors saying ‘extremely’ or ‘very interested.’ (N=2,657)*



percent) say they would be extremely or very likely to refer students to the federal government as a possible source of a job or career. Faculty members also seem more inclined to discuss nonprofit employment opportunities with students and include this sector (along with private industry) in the government's competitive set.

These interest levels seem even higher when considering the timing of the survey. This research was conducted shortly after Hurricane Katrina. Students were asked if the federal response to Katrina had altered impressions of or dampened their interest in federal employment. The majority of juniors and seniors say the federal government's response to Hurricane Katrina did not change their attitude about working for the federal government. However, as a group, African-Americans voiced the strongest negative reaction, with 32 percent indicating that the hurricane response impacted their attitude about working for the federal government, compared to 19 percent of the overall combined schools.

In short, students and faculty do not reject federal careers. Rather, students (and their faculty and advisors) are not educated about federal employment, the career options available or how they can find and apply for positions. Lack of information is the greatest barrier to the pursuit of employment in federal agencies among college students.

Only 13 percent of juniors and seniors in the pilot schools say they feel extremely or very knowledgeable about career and internship opportunities in the federal government, and 54 percent indicate they are not knowledgeable.

*"Public service seems to be a good way to do that [make a difference] but I'm not entirely sure what my options are and/or what's available in that area."*

– GW student

*"Being in DC it seems pretty logical that there are abundant opportunities – it gets a little overwhelming though since we're surrounded by so many political organizations to understand where to start. It also makes it hard to find out about all the different opportunities."*

– GW student

## 2. *The More You Know, the More You Like*

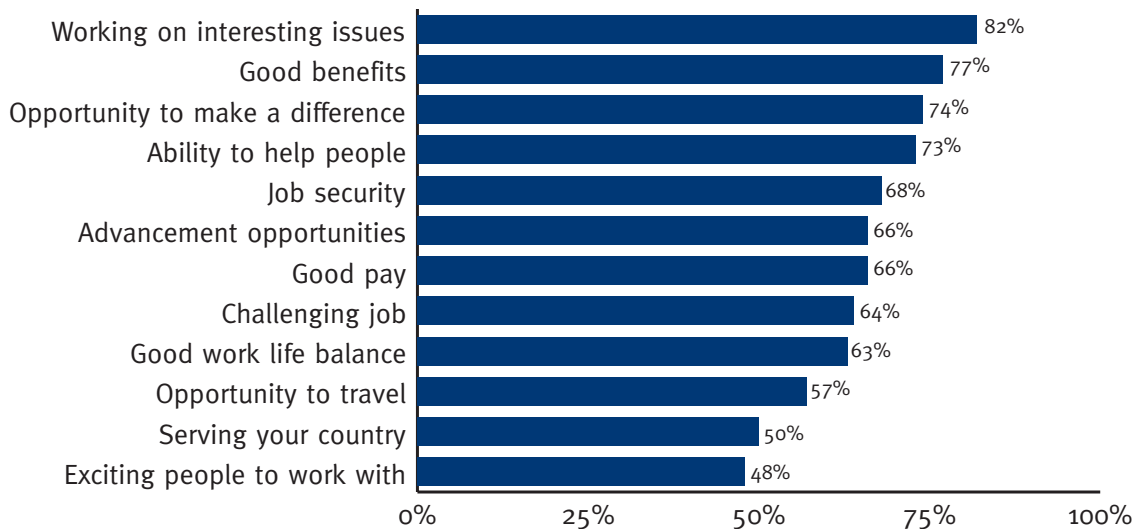
Knowledge of federal careers is closely intertwined with interest in pursuing a federal opportunity. Particularly effective is direct information from an individual, particularly recruiters and professors. Seven out of 10 respondents are more likely to consider a career in the federal government after speaking with a recruiter or their professor.

Moreover, students indicated that positive attributes associated with federal opportunities outweigh the negatives, suggesting that the more that they can learn about what makes federal opportunities attractive, the more positively reinforcing this information will be. In particular, professional and altruistic benefits are key drivers toward federal careers for students at the pilot campuses. As federal careers offer both types of benefits, these careers can be competitive with both private sector (perceived to offer good professional benefits) and nonprofit organizations (perceived to offer students a way to help others).

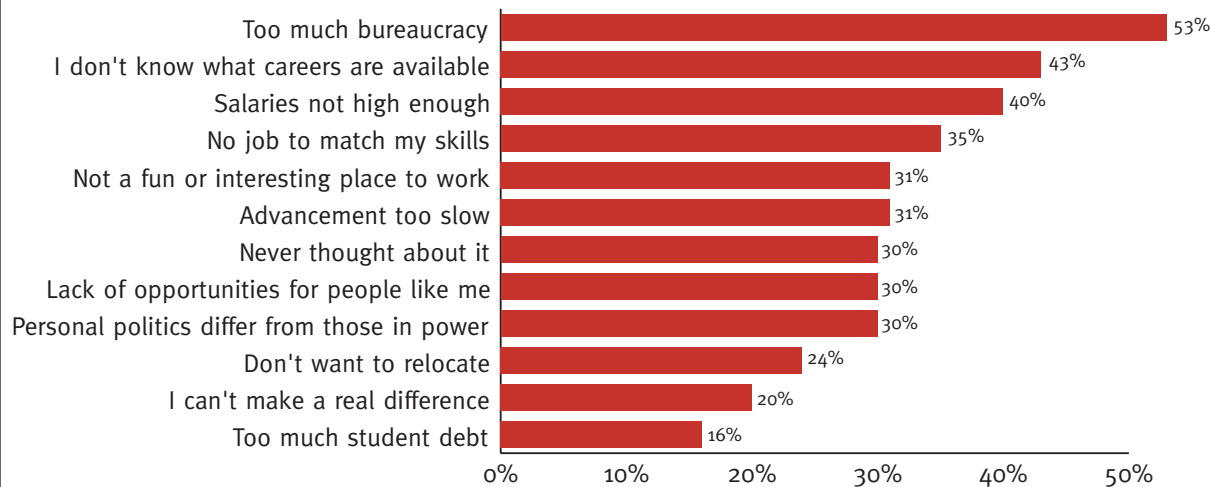
## 3. *Red Tape Is the Biggest Red Light*

It is important to underscore that in a vacuum of knowledge about federal careers, perceptions of red tape and bureaucracy linger. These negative stereotypes are the most significant factor

*Below is a list of positive reasons that some people might have for wanting to work for the federal government. Indicate for each if it is a major reason you would want to work for the federal government, a minor reason or not really a reason. Percent juniors and seniors saying a major reason. (N=2,657)*



*Below is a list of reasons that some people might have for not wanting to work for the federal government. Indicate for each if it is a major reason you would not want to work for the federal government, a minor reason or not really a reason. Percent juniors and seniors saying a major reason. (N=2,657)*



detering students from pursuing government service, with more than half of juniors and seniors indicating that “too much bureaucracy” is a major reason they would not want to work in a federal job.

Juniors and seniors have a particularly strong reaction to bureaucracy as a deterrent to federal careers; ten points separate “too much bureaucracy” and the next most compelling negative factor, “I don’t know what careers are available.”

#### *4. High-Touch Is as Important as High-Tech*

Research shows that parents, friends, professors, and advisors are the most often sought sources of career advice. These personal connections trump technology when it comes to generating interest, even among this Internet-savvy generation. At the same time, the Internet is students’ main source of detailed information once their interest has been piqued.

Personal connections are not simply preferred sources – relationships have a direct impact on student knowledge of and interest in a government career. College students who express interest in and feel knowledgeable about federal careers are much more likely to know someone or have a family member who has worked for government.

*“I think one-on-one contact with an advisor or someone from an agency would be the best way for me to understand what I need to do to find a job.”*

– GW student

In addition to personal network connections, faculty advisors are a particularly powerful resource in building awareness of federal government opportunities because students report looking to faculty heavily for specific advice during their career search.

*“Alumni and professors [would be most influential]. They have greater knowledge of their field of study as well as advice on where and what to consider for a career.”*

– LSU student

This is not to say the Internet is an *ineffective* tool in reaching these students. Among students who have sought information about federal internships or jobs, most do so via the Internet – looking either at specific agency or department Web sites (58 percent) or doing a general Internet search (55 percent). Students tend to want information via Internet links (60 percent) as much as through verbal advice (57 percent).

However, the Internet is less of a tool for connections and interest building and more of a tool for research and follow-up. Students turn to the Internet for very specific information – current job openings, the nuts and bolts of the job and how to apply. Nearly a quarter of all students (22 percent) have visited a Web site of a federal agency and of those who visited, two-thirds (68 percent) came away more enthusiastic and more likely to consider a career in the federal government.

In addition to the Internet, 51 percent of students find printed handouts and pamphlets helpful. They are least likely to desire information from CD-ROMs and DVDs (17 percent), and reference books or articles (14 percent).

#### *5. One Size Does Not Fit All*

While students believe there are opportunities in the government for people like them (65 percent agree), they are not always sure what those opportunities look like and are constantly asking “what jobs and/or internships exist for someone like me – with my background, my skills and my major?” For many students, “like me” also



includes gender and race or ethnicity.

*“I would need to hear about job offers in my field of interest or any connections to my field.”*

– Clark Atlanta student

In addition, students are quite clear about their desire to have information on federal career opportunities “come to them.” This generation has grown accustomed to being pursued by manufacturers, the media, marketers and private sector employers. They expect federal agencies to approach them in a similar fashion.

Specifically, they want job/internship information and recruiting activities to be tailored to their individual interests and academic disciplines – not only in content, but also location. They want representatives to meet them in their classrooms and departments.

*“Have a representative go to specific departments and set up a presentation,*

*like in the lobby of our building. If a rep sets up a table in the lobby we will walk past it and it will catch our eye. But if the rep is in the union or something, we will never see it.”*

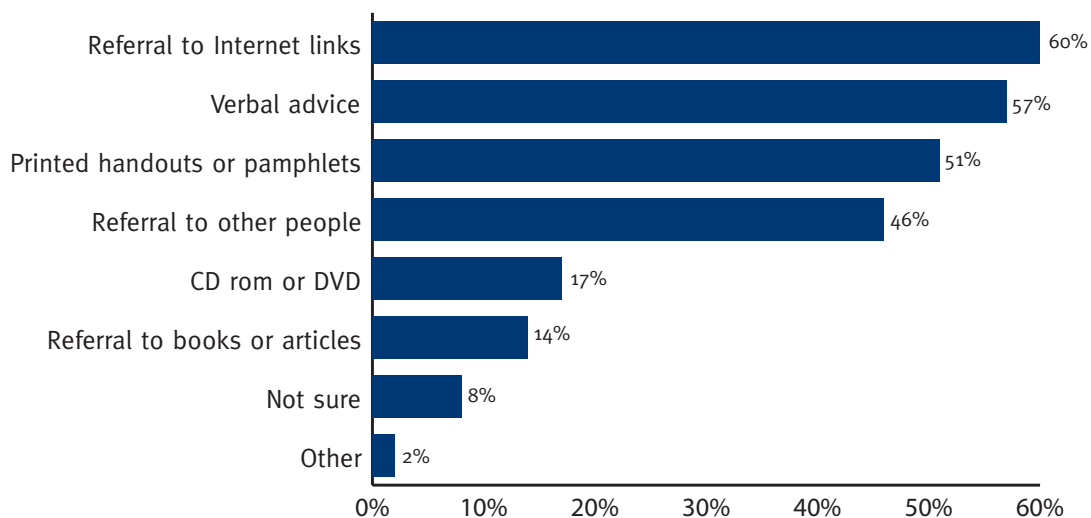
– LSU student

By “coming to them,” federal agencies can make students feel pursued and valued. This, in turn, inspires curiosity about the organization and the positions they could occupy within it. Students often see private sector companies employing these tactics, but do not recall federal agencies doing the same.

*“I am a student leader and senior here on campus and I have been sought out by companies as well as corps like Teach for America. Why can’t the government do the same? If I am being pursued and contacted on a regular basis by groups like Conoco and Teach for America it makes me feel very wanted and piques my interest.”*

– LSU student

*And thinking of federal career and internship information that you may seek, which of the following formats would be helpful to you personally? Select all that apply. Percent juniors and seniors saying they use these materials. (N=2,657)*





Career fairs, in-class presentations and the career services center are all key places where students expect to see representatives from federal agencies who will talk with them about federal career options. Internet resources like federal Web sites are particularly effective for minorities. Twenty-one percent of Hispanics say they visited these sites and 23 percent of African-Americans visited online job boards.

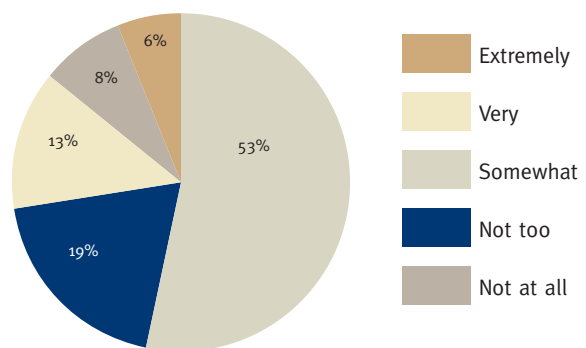
### 6. Teach The Teachers

Faculty and advisors are trusted resources for students when it comes to discussing job opportunities and post-graduation plans. Ninety-six percent of faculty at pilot institutions report that they are advising students on careers, internships and postgraduate employment opportunities.

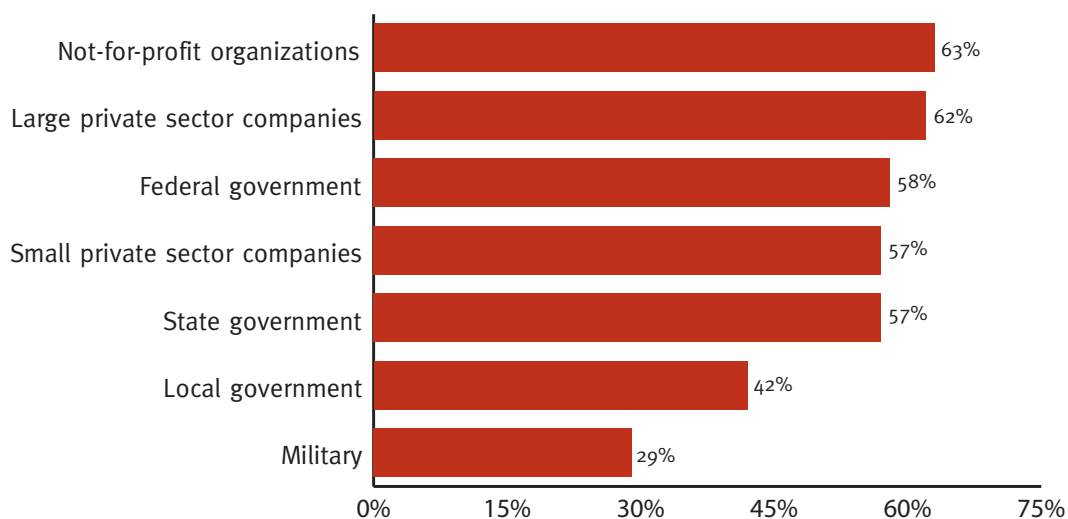
Like their students, faculty and advisors face knowledge gaps about federal job opportunities. While feeling more knowledgeable than students overall (only 27 percent say they do not feel

knowledgeable), faculty and advisors are not confident in their knowledge. More than half (53 percent) say they feel somewhat knowledgeable and fewer than two in ten feel very or extremely knowledgeable.

*Overall, how knowledgeable do you feel about career and internship opportunities for you personally/your students or advisees in the federal government? Percent pilot school faculty. (N=83)*



*I'm going to read you a short list of different types of potential employers. For each one, please tell me how likely you are or would be to refer students to that type of organization as a possible source of a job or career. Percent pilot school faculty saying 'extremely' or 'very likely.' (N=83)*



While knowledge is lacking, enthusiasm is not. Faculty and advisors overwhelmingly believe (94 percent) that there are good jobs in the federal government for their students, including nearly two-thirds who strongly agree with that statement. While faculty and advisors are most likely to refer students to not-for-profit organizations and large private sector companies, they are also open to recommending federal service. In fact, many say if they knew more about federal career opportunities, they would be more likely to send students down that path.

Like their students, faculty and advisors often leverage their personal experiences – including federal job experience or personal contacts in federal agencies.

When asked what sources were most instrumental in their belief that federal government offers good jobs for their students, roughly three-quarters indicated that they had heard about opportunities from other professors (79 percent) or that they had read or heard about it in news or from friends (74 percent). A majority also cited hearing about opportunities directly from students (69 percent) or from someone that they know personally in government (58 percent) – underscoring the importance of putting a face on federal jobs and tapping into alumni and other personal networks.

On a related front, it is important to consider faculty as possible advocates and building blocks in the education and persuasion process, because many have had a personal experience with federal government – 22 percent reported that they had been employed by the federal government and 41 percent reported that they had received a federal grant or contract.

It is clear that faculty and advisors need more information about federal opportunities to be a

more effective information source for students. One-quarter say they don't know about the availability of jobs to match students' skills, and another 17 percent say they do not know what careers are available. As with students, this lack of knowledge tends to compound traditional stereotypes that the federal government is too bureaucratic (40 percent say this is a major barrier to recommending federal jobs).

*“Make it educational, not promotional. Have current and past employees give honest assessments of what it is like to work for the federal government. Our students are very good at weeding out pitches from true info.”*

– Stanford Faculty member

*“Educate me! Show me what the career path looks like so I can educate my students.”*

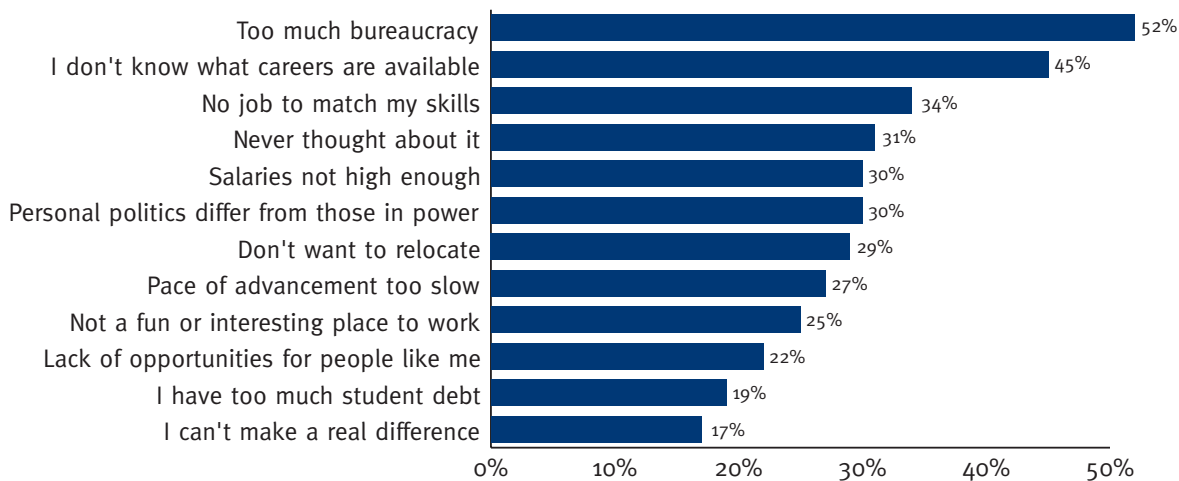
– OSU Faculty member

Like students, faculty and advisors want specifics about the job and the application process. The relevance of being able to turn to “real people” to help students learn more about federal internships and jobs is a strong and recurrent theme. Like students, faculty and advisors want specifics about the job and the application process. Asked what information would be most helpful in advising students about federal jobs, 92 percent indicated examples of jobs held by people with skills shared by their students, and 89 percent indicated they would like to know how to contact a live person. Other key tools for faculty and advisors include information about what skills different federal agencies need (92 percent) and examples of current job openings (90 percent).

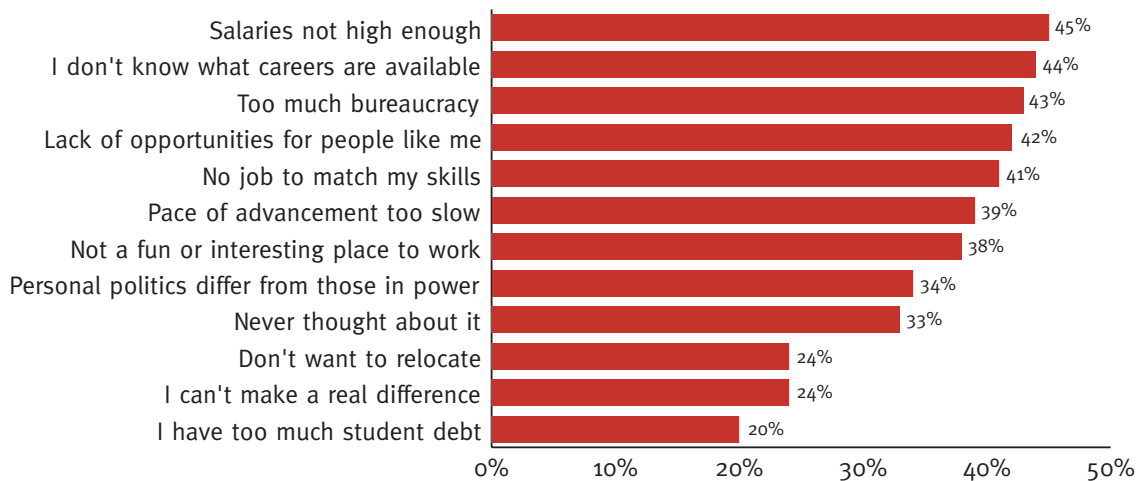
### *7. Students of Color Need Tailored Outreach*

Hispanics represent the fastest growing segment

*Below is a list of reasons that some people might have for not wanting to work for the federal government. Indicate for each if it is a major reason you would not want to work for the federal government, a minor reason, or not really a reason. Percent pilot school Hispanic juniors and seniors saying a major reason. (N=254)*



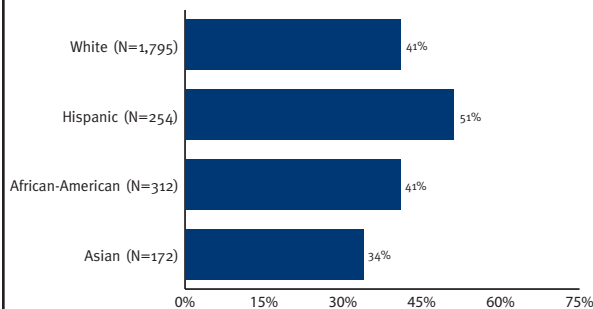
*Below is a list of reasons that some people might have for not wanting to work for the federal government. Indicate for each if it is a major reason you would not want to work for the federal government, a minor reason, or not really a reason. Percent pilot school African-American juniors and seniors saying a major reason. (N=312)*



of the population and are a crucial target for federal recruitment and employment. When compared with their peers, Hispanic students are unique. They are at the same time the *most* interested in government careers (51 percent extremely or very interested) and among the *least* knowledgeable (62 percent not knowledgeable). This suggests Hispanic students are ripe for education about federal careers, but do not necessarily need to be persuaded as to their benefits.

Despite their enhanced interest, Hispanics are like other students in that overblown bureaucracy (52 percent say it is a major reason they would not want to work in the federal government) and a lack of knowledge about the actual careers available (45 percent) are significant barriers.

*Thinking in general about different types of potential employers, please indicate how interested you are or would be to work in each of these places. Percent pilot school juniors and seniors who say 'extremely' or 'very interested' in the federal government.*



The aspects of federal service that are most attractive to Hispanics are good benefits and the opportunity to work on interesting issues. A good work life balance and loan repayment programs are also particularly compelling messages

to Hispanic students.

Appealing to personal relationships with this audience is important. This group values and relies on personal connections and contacts, such as advisors (61 percent extremely or very likely to go to as a source), professors (61 percent), relatives (60 percent) and classmates/friends (59 percent) in order to get information about career options.

African-American juniors and seniors are competitive in their knowledge of federal jobs (13 percent extremely or very knowledgeable). But federal salaries and benefits are a potential barrier for African-American students. Nearly half of African-American students worry that federal salaries are not high enough (45 percent cite it as a major reason to not pursue federal jobs).

Other concerns or barriers for these students are that the federal government seems bureaucratic (43 percent), that they don't know what careers are available (44 percent) and, like other students of color tend to feel, that there are not opportunities for "people like me" (42 percent).

However, opportunities to increase interest exist. African-American juniors and seniors think that opportunities for advancement (82 percent), working on issues that interest me (83 percent) and job security (79 percent) are compelling reasons to enter the federal workforce.

Authority figures are especially critical sources for career guidance among these students. Nearly three-quarters rely on their academic advisors (74 percent) and professors (70 percent).

### *8. Engineers Tend to Turn to the Private Sector*

The engineering sample (composed of both

undergraduate juniors and seniors, and graduate students) has a reasonable level of interest (39 percent extremely or very interested) and knowledge about (13 percent) the federal government but are much more interested in working for large, private sector companies (71 percent). Two-thirds (63 percent) agree “there are good jobs for people like me in the federal government,” and 27 percent have sought information in the past year on federal job or internship opportunities. When they are seeking information, engineers tend to seek it from classmates/friends (65 percent), relatives (62 percent), career services (64 percent), professors (62 percent) and advisors (62 percent).

Competitive salaries and benefit packages seem

to hold engineers back from pursuing federal careers. Like other audiences, engineers tend to be put off from the federal government because of the perceived bureaucracy. But, more so than others, engineers cite concerns about competitive salary levels and interesting work as the main barriers to a federal career. Unlike other audiences, engineers are less likely to find government service compelling because they would be “making a difference.”

*“I haven’t explored this option....I imagine that there is plenty of security (never need to worry about outsourcing) I hear benefits are good but I’ve heard nothing about how competitive pay is or what sort of mobility a federal job can offer.”*  
– OSU engineering student

## MOVING FORWARD – RECOMMENDATIONS FOR CHANGE

As noted in the Introduction, the ultimate goal of the *Call to Serve Recruitment Initiative* is to identify compelling, cost-effective, sustainable ways to attract college students to federal internships, jobs and careers. To achieve its goals, the *Recruitment Initiative* will conduct and evaluate different activities with different audiences during two school years (2005 – 2006, and 2006 – 2007). By the project’s end, the *Initiative* will produce a series of reports and products. These products will include:

- ★ For students and faculty/advisors: materials, messages and workshops that can be accessed on the Web as well as widely disseminated/conducted on campus
- ★ For colleges and universities: materials, case studies, ideas, best practices and organizational recommendations on ways to grow and sustain student, faculty and career center interest and knowledge about federal career and job opportunities
- ★ For federal agencies: workshops, toolkits and guidance on best practices

This document reports on a baseline survey conducted in Fall 2005. A comparable tracking survey will be conducted in Spring 2007. A report will be prepared to describe how much “the needle has moved” in that time and why. While the follow-on report will offer a more definitive picture of what types of activities/events/interventions are most effective and include a set of final recommendations, these findings already offer many valuable lessons. Based on these findings, the Partnership for Public Service is making the following set of preliminary recommendations that can be implemented now. The primary

theme of these recommendations is that federal recruiting strategies should focus more on the perspective of the applicants rather than just that of the agency.

### *Recommendation #1: Commit to Sustained Investment in On-campus Recruitment*

A key finding of this report is that knowledge about where the jobs are and how to apply are major barriers to federal service. Building a strong base of knowledge is therefore a critical component of an effective college recruitment strategy for the federal government.

Federal agencies should develop and sustain meaningful, in-depth relationships with colleges and universities. In other words, they should move beyond “drive-by recruiting” at career fairs. Growing these relationships starts with educating those who influence each class of students – faculty, academic advisors, career center professionals. It also involves working with student organizations that support student interests and concerns, such as professional groups, ethnic groups, and the like. Further, it involves understanding and addressing what students are looking for and their concerns, and developing relationships that transcend the ebb and flow of federal hiring.

These types of efforts will prime the pump for agencies when they come to campuses to make their own recruiting pitches.

### *Recommendation #2: Work Cooperatively to Market Federal Jobs by Profession*

The federal government should explore and develop means and opportunities for enterprise-wide or multi-agency recruiting that may result in economies of scale and real improvements in federal recruitment. For example:



★ Federal agencies should consider providing information about jobs and internships by profession: Students and faculty want specific information presented to them that describes the variety of opportunities and requirements specific to their major or discipline. Federal agencies, however, generally recruit individually. Except for fledgling efforts like those currently underway under the auspices of the Director of National Intelligence – where the 16 agencies that comprise the federal intelligence community are cooperating in developing and implementing a national recruiting strategy – cross-agency, collaborative recruitment rarely occurs. The federally-defined “Mission Critical Occupations” present an opportunity for cooperation among agencies, as does the President’s recent focus on foreign languages.

In response to student and faculty requests, the Partnership for Public Service has developed user-friendly booklets that highlight internship and employment opportunities by discipline, such as public health. And, as part of this *Initiative*, the Partnership developed short discipline-specific “quick guides” highlighting job types and locations by major. The enthusiastic responses to both of these cross-cutting resources demonstrate that broad-based information can readily be gotten into the hands of those who will use it in making decisions and recommendations about federal jobs and careers.

★ Agencies should come together to develop a central repository of recruiting materials and marketing models that work. Agencies can then learn from each other’s best practices about how to most effectively recruit and can learn about messages, media and approaches that are most effective with individuals with particular majors or with specific backgrounds

(e.g., engineers) and interests.

Such efforts will surely pay for themselves by attracting the talented and productive workers the federal government needs.

*Recommendation #3: Teach BA’s, MA’s and PhD’s the ABC’s of Federal Service*

Given the importance of knowledge in driving interest in pursuing federal careers, a critical first step to converting interest into action must be to educate students and faculty on the elementary aspects of federal careers.

Federal recruiters should develop materials that answer basic questions that students are asking: what *specific* internship or job opportunities are available?; what is available for someone like me – with my skills and background?; how *exactly* do people apply for these positions?

A model for this type of outreach is the Partnership for Public Service and the Office of Personnel Management’s *Call to Serve* program, which is re-establishing links between federal agencies and colleges, and providing students with user-friendly information about federal jobs. These materials highlight specific internship and employment opportunities, potential salaries and benefits, and how exactly students can make an impact through federal service.

*Recommendation #4: Stress the Opportunities to Do Good and Do Well*

A multi-tiered messaging campaign is critical to persuade students to consider a career in the federal government. The first step is getting students to understand what federal opportunities look like and how they compare with other opportunities when it comes to interesting and relevant work. The second step is educating students about the practical advantages of working

for government such as the opportunity to work on interesting and important issues, competitive benefits and a good work life balance. The third step, and the one area where federal recruiters can best differentiate themselves from their private sector competitors, is to market our government's unique opportunities to serve your country and make a difference in the lives of others.

With most students, it is not enough to sell them on just the opportunities either to grow professionally or the altruistic rewards of federal service. Our government needs to promote both.

### *Recommendation #5: Cut Through the Red Tape – Put a “Face” on Public Service*

Personalizing the federal government can mitigate a significant barrier to federal careers – the perception of government as a monolithic bureaucracy. Specific ways in which the federal government can more effectively make that “personal” connection:

- ★ Profile individuals in specific government jobs. This gives students a real person – not just a job title – with whom they can connect.
- ★ Use personal stories or have representatives act as on-campus ambassadors. This can demystify federal careers. In particular, know your audience and select appropriate representatives (age, skill set, race/ethnicity).
- ★ Tap into alumni connections on campus.
- ★ Charge students who have interned at agencies to return to campus as ambassadors.
- ★ Put faces and profiles of government employees on flyers, brochures, Web sites and advertisements to allow students to “see themselves” in these positions.

### *Recommendation #6: Make the Case that Government Is Changing*

This survey confirmed previous Partnership for Public Service research showing that a perception that the federal government is overly bureaucratic is a major hurdle that must be overcome in order to attract top talent into government. To shatter the negative attitudes, Americans need to get a sense that government is undergoing significant institutional reforms. The popularity of innovations like merit-based pay and increased accountability demonstrates the need to let the public know that the federal government is in fact changing.

In keeping with this point, agencies need to actually engage in reforms that will not only improve the workplace but also improve public perceptions. An excellent example of this type of effort would be the *Extreme Hiring Makeover* which streamlined the hiring process at three federal agencies. As a result of this project, participating agencies are not only hiring faster and smarter, but applicants leave with a more favorable impression of the agencies. More information can be found at [www.extremehiringmakeover.org](http://www.extremehiringmakeover.org).

### *Recommendation #7: Use the Internet for the “Nuts & Bolts”*

While personal connections can drive interest, the Internet is a powerful research tool for both students as well as faculty. The Internet allows students to do follow-up research and explore particulars – such as specific job opportunities, the application process and benefits – after they have made a decision to consider and further explore federal opportunities.

The Internet is most helpful to students and faculty when information is up-to-date and easy-to-use. This enables them to maximize their time



with students and pass along the details that are most relevant.

*“We don’t store information—we use it just in time. For me it would be something like a repository Web site that I could go to when I need it. I don’t need this info daily. A well-advertised site that’s kept up, easy to use.”*

– GW Faculty member

Some of the pilot campuses are already developing specialized Web portals about federal opportunities, through which current materials and announcements can be posted and easily accessed and shared. In addition, some campuses are developing list-serves of students who have expressed interest in federal opportunities so that they can follow up with targeted and timely internship and job listings and event announcements. In order to maximize the power of the Internet, agencies should be mindful of what information they are conveying through their Web sites and think about ways to drive students to their sites.

#### *Recommendation #8: Give Students and Faculty What They Want, Where They Want It*

The private sector is successful in reaching students and faculty where they are currently – both literally and figuratively. To maximize their appeal, federal agencies should follow suit. Strategies include:

- ★ Hold interventions and events where students are already gathered such as in their classes, student organizations or clubs or in their academic departments.
- ★ Tailor the information as closely as possible to the student’s background or skill set – job fairs and events should be department or major-appropriate.

- ★ Include “people like me” in recruitment fairs and information sessions – younger federal representatives and alumni with experience working for the federal government, representatives with various personal profiles (gender, race/ethnicity) and with similar academic backgrounds.
- ★ Encourage interaction. As we know, personal connections are vital to interest, knowledge and eventual recruitment.
- ★ Utilize private sector “tricks of the trade” like giveaways and food when possible.

#### *Recommendation #9: Maximize Career Centers as a Resource*

Many students, particularly engineering students, utilize career centers for advice and information, and the centers may be among the most important resources for students whose interest has already been piqued and who want to act on this interest by applying for an internship or job.

Universities can maximize the role of career centers by:

- ★ Identifying and committing to showcasing and emphasizing federal public service – internship, job and career opportunities.
- ★ Designating a “focal point” or champion at the university for creating and sustaining this emphasis across the campus and holding the focal point responsible for reporting to university leadership on activities, progress and (measurable) results.
- ★ Empowering the focal point to undertake cross-campus coordination with and collaboration among other career professionals in pursuit of this goal.
- ★ Within the career center(s), providing lots of

up-to-date materials, resources (including Web-based information), and personal contacts (alumni with federal jobs/experience, students with federal internships, etc.) to answer the questions of interested students.

- ★ Within the career center(s), assuring that at least one individual has specific responsibility for being deeply knowledgeable about federal jobs and internships and how to apply for them.

In summary, leveraging this existing student and faculty resource is cost-efficient and sustainable for universities. Federal agencies and on-campus champions can use this existing framework as a point of contact for students and faculty and a key dissemination point for information and targeted communications.

### *Recommendation #10: Educate and Equip Faculty and Advisors*

Faculty and advisors offer a unique and important connection to students. Enlisting them as communications allies can provide an additional messaging channel. To do so, they must be equipped with pertinent, current information on federal employment opportunities, with a specific focus on skill sets and application processes. An online “quick reference guide” that provides current and up-to-date information could be an important tool in educating this audience.

Investing in faculty education also offers a long-term benefit. Once faculty are given the tools they need, they will continue to incorporate government careers into their discussions and advice for future generations of students. In addition, more knowledgeable faculty and advisors are more likely to use innovative techniques beyond traditional advising, such as inviting speakers into the classroom.

### *Recommendation #11: Tailor Recruitment and Outreach Activities to Ensure that All Demographic Groups Are Being Reached Effectively*

As noted, “one size fits all” recruitment efforts don’t work equally well for all demographic segments of the student body. In designing outreach efforts and recruitment methods, therefore, measurable differences among the groups should be taken into account. For example:

- ★ A high percentage of Hispanic students report that they rely on personal connections and contacts such as advisors, professors, and classmates for information about career options. Working with Hispanic organizations on campus for dissemination of materials, therefore, might be more effective.
- ★ A significant percentage of African-American students report concern over whether there are really opportunities in government for “people like me.” Recruitment materials and recruiters, therefore, should be designed and selected to accurately reflect the significant percentage of successful African-American employees at all grade levels in the government.

### *Recommendation #12: Move Engineers’ Minds*

Communications to engineers should stress professional benefits – the factors that will make government employment competitive with the private sector.

Benefits that strike a chord include:

- ★ Working on interesting issues
- ★ Devising cutting-edge solutions for today’s (and tomorrow’s) problems
- ★ Salaries (and promotion schedules) that are

competitive with private industry

Tap alumni who have interesting federal jobs (such as an astronaut) to both inspire current engineering students and inform them of the

range of opportunities within federal agencies. As with other students (and particularly with this audience) putting a “face” on the government can debunk concerns about bureaucracy and red tape – and pique interest.

## APPENDIX I: METHODOLOGY

The Partnership for Public Service, in conjunction with KRC Research and iModerate, conducted a three-pronged study.

### *Pilot School Students*

A quantitative survey of students at all six of the *Call to Serve* pilot schools was conducted in the Fall of 2005. The schools were selected as partners because of their diversity in geography, size, academic programs and student demographics. In addition, the student populations at some schools were ideal for achieving a specific goal of the *Call to Serve Recruitment Initiative*: exploring the most effective recruitment strategies for Hispanics, African-Americans and engineers.

Web-based surveys were emailed to all juniors and seniors in each of the pilot schools, except only to engineering and language students at Ohio State. The surveys were also sent to all graduate level engineering students at all participating schools, except at Clark Atlanta, where there is no graduate level engineering program. In total, 3,274 juniors, seniors and graduate students responded, as seen on the opposite page.

The survey was conducted online using the full student sample provided by each pilot institution. In addition to closed-ended questions, approximately 40 students at each pilot school (except at Stanford) participated in an online “chat” with a trained interviewer to provide context and explore student responses further.

Based upon the methodology, there are a few key facts to keep in mind while reading the report:

- ★ The total combined schools sample was weighted such that each school has an equal value – one sixth of the combined sample. Individual school, Hispanic, African-

American and engineering data are not weighted.

- ★ Unless otherwise noted, combined school, individual school, Hispanic and African-American survey results exclude graduate students and non-U.S. citizens. The engineering sample includes all junior, senior and graduate engineering majors.
- ★ Seventy-three percent of Hispanics in the total sample are from the University of New Mexico, 64 percent of African-Americans are from Clark Atlanta University, and 73 percent of engineers are from Ohio State University and Stanford University.
- ★ At Clark Atlanta and the University of New Mexico, graduate students in public administration were surveyed, but the number of respondents was too small to include in our analysis.

### *Pilot School Faculty & Advisors*

A qualitative survey of faculty at the six pilot schools was conducted simultaneously with the student survey. Eighty-three total faculty interviews were conducted by phone across the schools. The interviews included both open and closed-ended questions, similar to those asked of students.

The number of faculty/advisor respondents was:

- ★ Clark Atlanta University – 9
- ★ The George Washington University – 14
- ★ Louisiana State University – 13
- ★ Ohio State University – 19
- ★ Stanford University – 15

★ University of New Mexico – 13

*‘Control’ or Students Nationwide*

Finally, to ensure that the pilot schools were similar to schools nationwide, a quantitative survey of 400 college juniors and seniors nationwide was also conducted. The survey was administered online using a recently updated panel of college students. In addition to closed-ended questions, approximately 40 students from the control group participated in an online “chat” with a trained interviewer.

The trends for all of the key findings are consistent across the two populations making this a representative sample.

However, students in the control group are somewhat less interested in and knowledgeable about federal employment than pilot school students, and control group students are somewhat more focused on private sector employment post-graduation while pilot school students were more divided between the private and nonprofit sectors. In addition, pilot school students are more than twice as likely to report having seen information about federal careers on campus recently, and they are more likely to know someone or have a family member with federal government work experience.

The explanation for these variances is likely multi-faceted. Pilot school students are attend-

*Population Distribution of Survey Respondents*

	Combined	Clark Atlanta	GW	LSU	OSU	Stanford	UNM
<b>Total number surveyed (junior, seniors, graduate students)</b>	3,274	224	457	766	583	603	641
<b>Juniors and seniors (noncitizens excluded)</b>	2,700 *	204	386	704	532	291	583
<b>Engineers (juniors, seniors and graduate students)</b>	1,001	6	54	124	376	350	91
<b>Hispanics (juniors and seniors, U.S. citizens)</b>	254	0	11	11	11	35	186
<b>African-Americans (juniors and seniors, U.S. citizens)</b>	312	201	14	48	16	22	11

\* The weighted combined pilot school = 2,657

ing universities that are participants in the larger *Call to Serve* program, which has been promoting government service on college campuses for the past four years. Moreover, as part of the pilot project, students may have recalled information from exposure through initial pilot activities on their campus. Respondents at The George Washington University, perhaps because of its location in Washington, D.C., were comprised of a disproportionately high number of political science majors, who as a group express greater

awareness and interest in government opportunities. Finally, a large proportion of respondents at Clark Atlanta University and the University of New Mexico were African-American or Hispanic, and these minority groups tend to show greater interest in federal jobs.

While these variances are important to consider, the overall story and implications of the study hold true for both pilot school students and students nationwide.

**APPENDIX II: CLARK ATLANTA UNIVERSITY**

Clark Atlanta University is a Historically Black College with a rich history. Since its founding, its mission has been to provide a quality undergraduate, graduate and professional education to a predominantly (currently 99 percent) African-American student body.

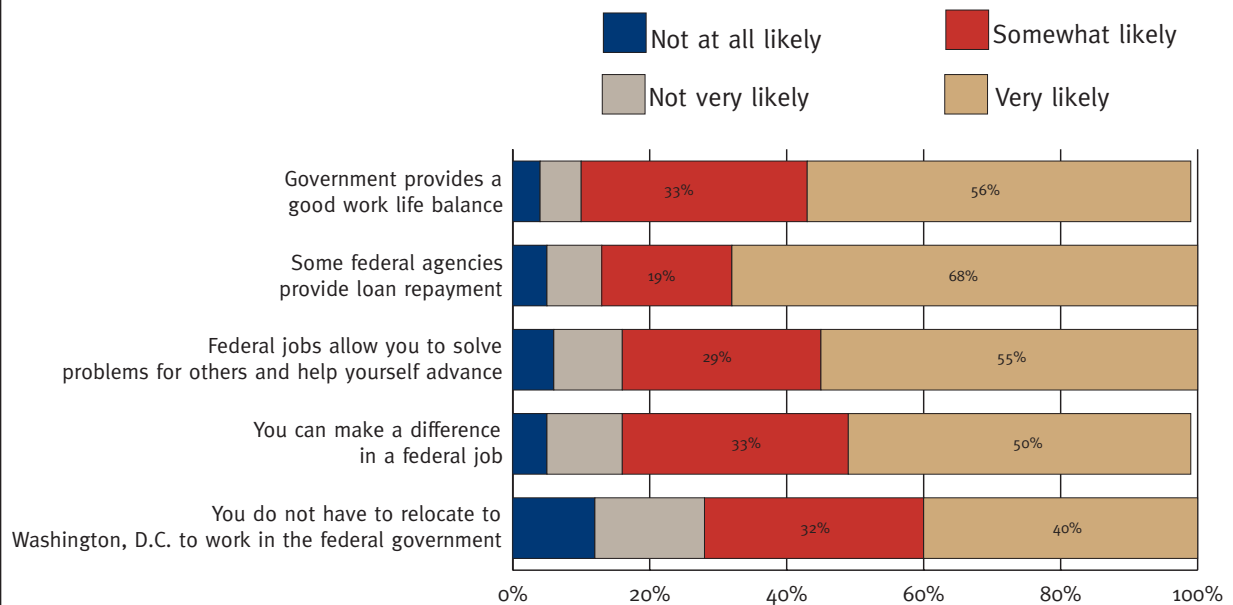
When it comes to federal careers, Clark Atlanta juniors and seniors are relatively informed about the opportunities within the federal government. Fifteen percent say they feel extremely or very knowledgeable about federal careers. In fact, this level of knowledge is second only to that of George Washington University juniors and seniors, who are located in the heart of the nation’s capital (27 percent).

Clark Atlanta juniors and seniors also have a

healthy level of interest in federal employment, comparable to that of the combined pilot schools sample. They are open to federal career opportunities, with two-thirds agreeing that there are good jobs for them in the federal government and nearly half (42 percent) extremely or very interested in working for the federal government.

However, much the same as for African-American juniors and seniors from all of the pilot schools, Clark Atlanta juniors and seniors need additional information about federal job opportunities in order to turn knowledge and interest into action. Thirty percent of Clark Atlanta juniors and seniors have taken the next step and sought information regarding federal careers, but there is much potential to educate even more students.

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent Clark Atlanta juniors and seniors. (N=204)*





*“I don’t really know much about working for the government, but when I think about it, I think of people in D.C ... I don’t really know what there is to do as far as jobs working for the government.”*  
 – Clark Atlanta student

Communications for the campaign at this university should focus on compensation and specific opportunities. Among Clark Atlanta juniors and seniors, the biggest barrier to considering federal employment is the fear that federal government salaries are not high enough (45 percent say this is a major concern). Clark Atlanta juniors and seniors also worry their skill sets may not be a good fit with the federal government (44 percent) and admit they are not aware of the careers available (44 percent) within the federal sphere.

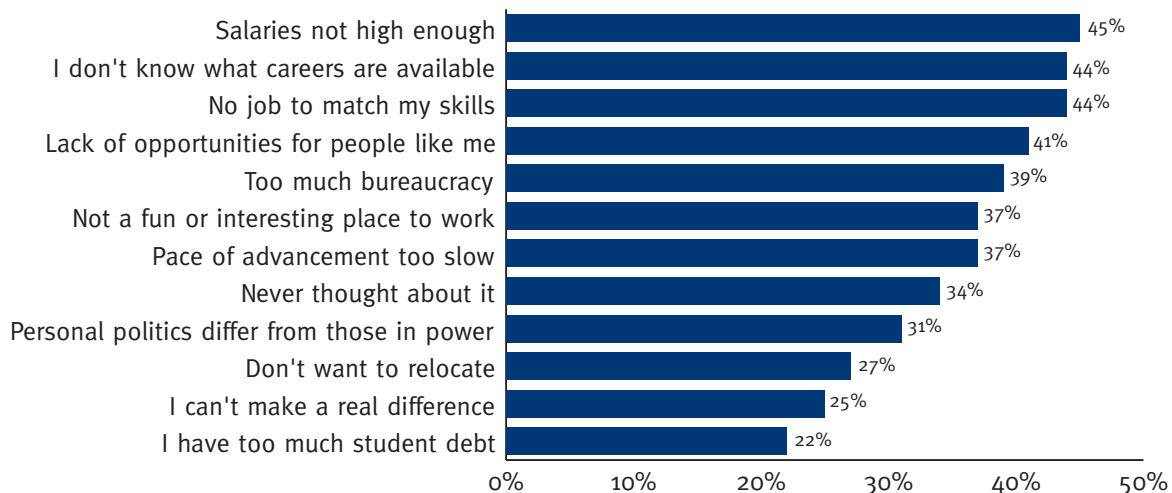
Although Clark Atlanta juniors and seniors are discouraged by low wages (as evidenced above), they are also strongly compelled by high salaries. The government’s good pay (87 percent say it is

a major reason to want to work in the federal government) and benefits (87 percent), as well as the advancement opportunities (87 percent) and the opportunity to make a difference (82 percent) are the messages that juniors and seniors find most persuasive. They also need general reinforcement that the federal government is actively recruiting them and offers good, interesting jobs.

In terms of specific messages to use for Clark Atlanta students, statements about student loan repayment, work life balance, and problem solving and personal advancement resonate. Sixty-eight percent of Clark Atlanta juniors and seniors (more than for any other pilot school) found a statement on student loan repayment very likely to encourage them to consider federal employment opportunities.

The federal government’s response to Hurricane Katrina prompted more than a third of Clark

*Below is a list of reasons that some people might have for not wanting to work for the federal government. Indicate for each if it is a major reason you would not want to work for the federal government, a minor reason, or not really a reason. Percent Clark Atlanta juniors and seniors saying a major reason. (N=204)*





Atlanta juniors and seniors (35 percent) to reconsider a possible career within the federal government. In addition, the response has reinforced some of the negative impressions students already hold of the federal government.

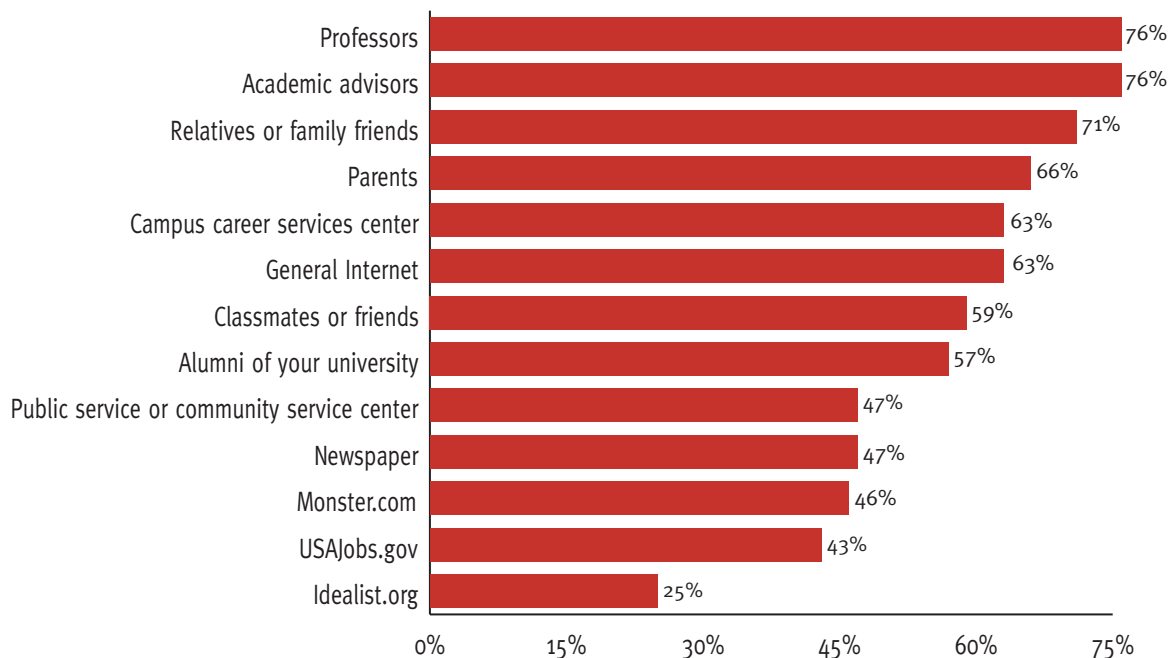
*“Well honestly as a minority and a woman, I don’t feel that the government is on my side, but I have felt that way long before Katrina hit. However, I feel that the first step in changing anything is by allowing people who can shake things up a bit the same opportunities as anyone else. Things could change if more*

*people who look and think like me worked for the government.”*

*– Clark Atlanta student*

Professors and advisors will play a key role in communicating to Clark Atlanta students the benefits of federal employment. More than any other source, including parents, Clark Atlanta juniors and seniors mention their professors (76 percent) and academic advisors (76 percent) as main sources for career guidance.

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent Clark Atlanta juniors and seniors saying ‘extremely’ or ‘very likely’ to go to that source. (N=204)*



**APPENDIX III: THE GEORGE WASHINGTON UNIVERSITY**

As a university located in the heart of the nation’s capital, it is no surprise that the students at The George Washington University (GW) are by far the most knowledgeable about and interested in job opportunities within the federal government. Due to its proximity to many government institutions and constant exposure to individuals who currently work in the federal government, GW juniors and seniors are the most interested in federal careers (53 percent extremely or very interested). These students need reinforcement and more specific information – not persuasion – to see the federal government as a place for them and to turn interest into applications.

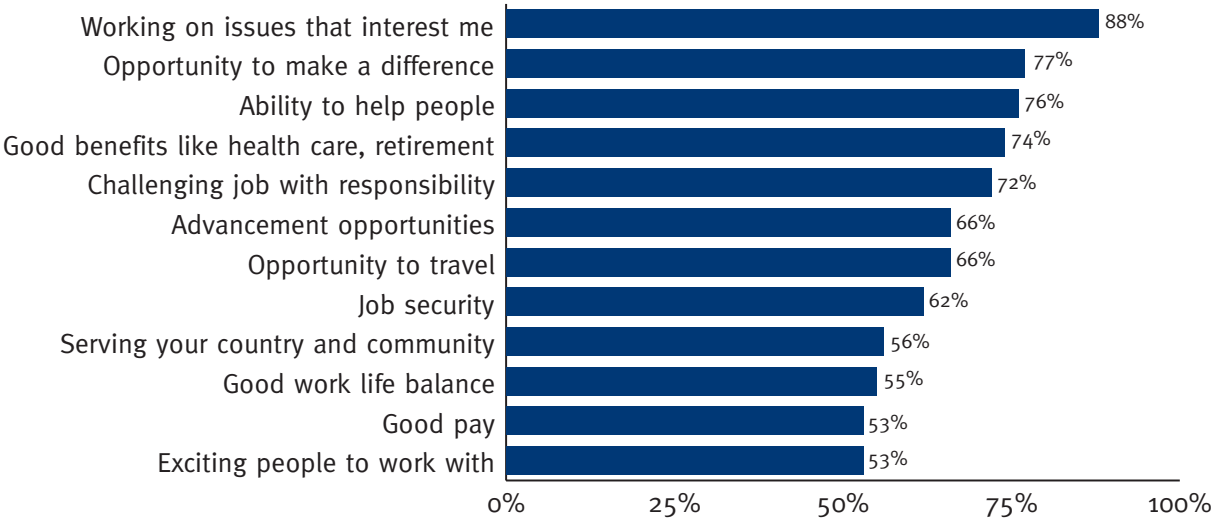
Just over one-quarter (27 percent) of GW juniors and seniors feel extremely or very knowledgeable about federal careers. Moreover, seven in ten (70 percent) feel there are jobs within the federal government that are right for them and six in ten (61 percent) have sought information about federal employment, again more than any other pilot school.

*“We are a big political science school. People come to school in Washington because of the government job opportunities.”*

– GW student

When considering a career in the federal government, GW juniors and seniors find interesting issues (88 percent saying it is a major reason) and the opportunity to make a difference (77 percent) as the most compelling reasons to work

*Below is a list of positive reasons that some people might have for wanting to work for the federal government. Indicate for each if it is a major reason you would want to work for the federal government, a minor reason, or not really a reason. Percent GW juniors and seniors saying a major reason. (N=386)*



in the federal government. The benefit of a good work life balance also resonates well with these students.

However, despite high levels of knowledge and interest, GW juniors and seniors feel overwhelmed by the multitude of opportunities available. Additionally, they worry that federal government salaries are not high enough (47 percent say it is a major reason not to work in the federal government). Since these students tend to turn to family members (66 percent are extremely or very likely to go to them for career guidance) and classmates (64 percent) for career information and advice, it will be important to leverage these personal relationships to communicate more clearly about specific opportunities, salary and benefits information, job duties, and the best way to find job or internship opportunities.

*“Something to help me understand what these jobs are all about so I can decide where I think I would be the most useful and what would be most interesting to me. (I want to know) what function I am performing as part of a whole.”*

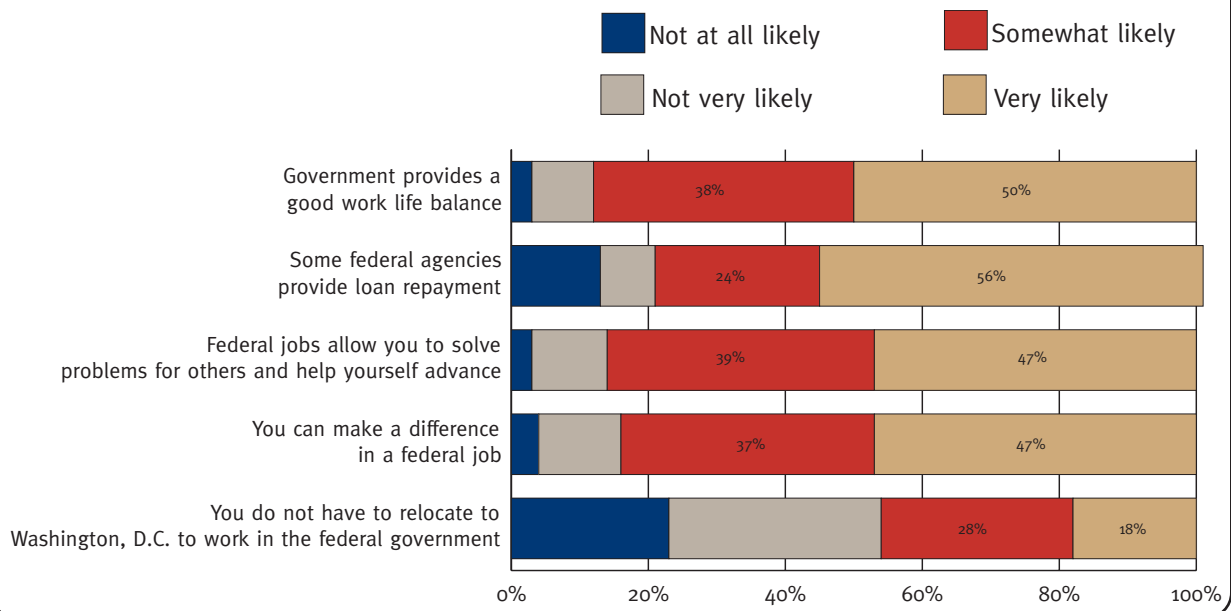
– GW student

*“I don’t want to feel like I’m wasting my time here in school and that I would be in a meaningless job once I’m out. I would like to think the government can fix some things and that I could be part of that using my education as a tool.”*

– GW student

In reaching GW students, the messages we use are important. GW juniors and seniors found a statement about student loan repayment most likely to encourage them to pursue a federal internship or job opportunity. Messages regarding the availability of federal opportunities outside of Washington, D.C., had very little impact.

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent GW juniors and seniors. (N=386)*



**APPENDIX IV: LOUISIANA STATE UNIVERSITY**

**F**ounded in 1860, Louisiana State University (LSU) is both a land-grant and a sea-grant institution. It serves the state, the region and the nation through instruction, research and public service. It is also a significant factor in Louisiana’s economy.

When it comes to federal careers, LSU juniors and seniors are the least knowledgeable of all pilot school students about the opportunities within the federal government, with seven in ten juniors and seniors (70 percent) indicating they do not feel knowledgeable.

*“I know there are ways of fitting my skills into some position in the government,*

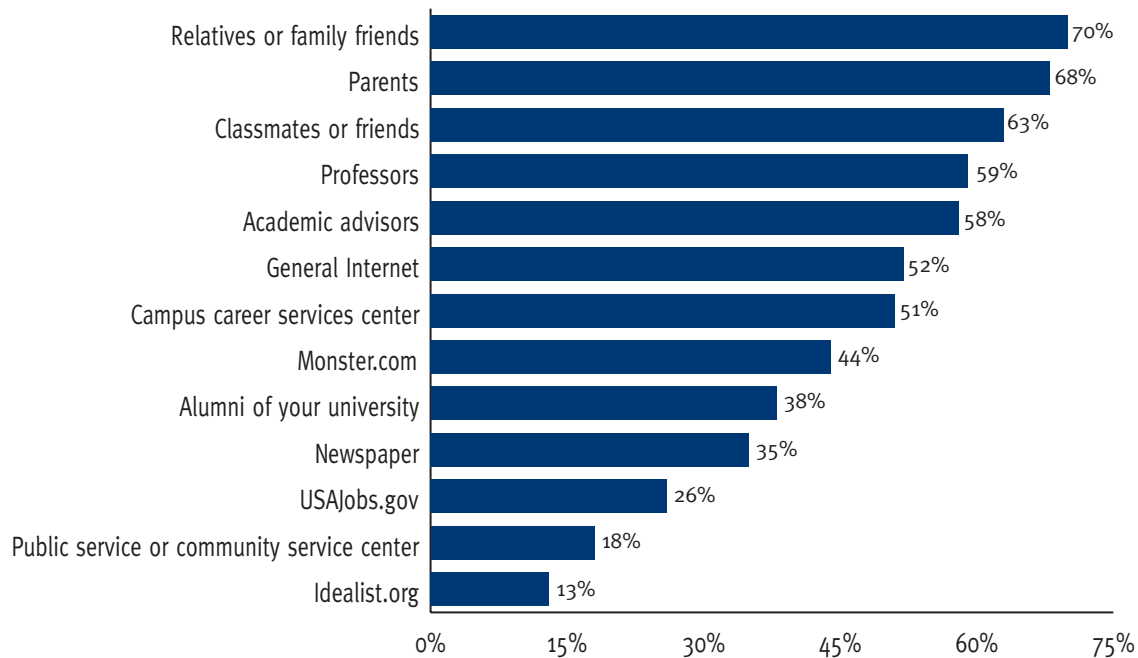
*but I have no idea where I might find that sector.”*

*– LSU student*

In light of such a dearth of knowledge, it is not surprising that LSU students also are less interested in a government career. One-third of LSU juniors and seniors (36 percent) are interested in federal employment. They are less inclined to seek out information concerning careers in the federal government (only 21 percent have sought information), and although their numbers are still high, they are less likely than juniors and seniors at other pilot schools to believe there are careers for people like them in the federal government (58 percent agree).

At LSU, juniors and seniors do recognize their

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent LSU juniors and seniors saying ‘extremely’ or ‘very likely’ to go to that source. (N=704)*



lack of knowledge. Half (50 percent citing it as a major reason) say that a lack of knowledge is one of the biggest barriers to federal careers. Because of this, stereotypes about federal service are strong; half (50 percent) say the federal government contains too much bureaucracy.

*“It is hard to expel bad employees within the federal government after they have been there a while. Employees know this and become lazy and unproductive and you as an employee have to work with them.”*

– LSU student

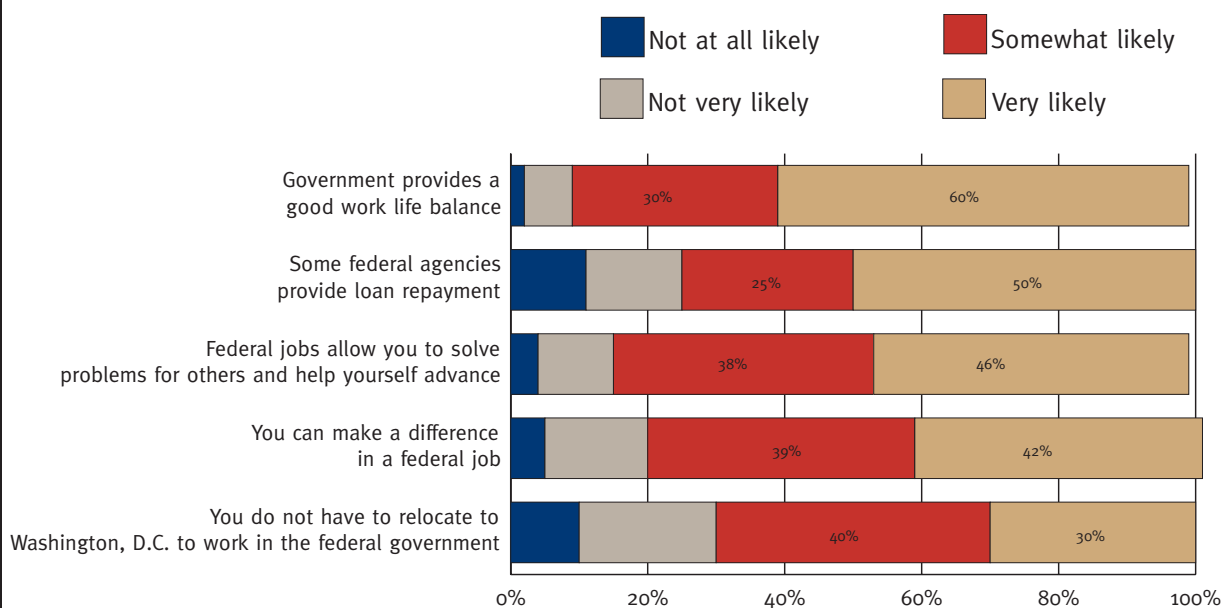
Clearly, increasing knowledge about federal job opportunities is the number one priority at LSU. In communicating with LSU juniors and seniors, types of information that provided major reasons to consider a federal career were

about specific benefits associated with federal jobs (83 percent), the opportunity to work on interesting issues (80 percent) and job security (73 percent).

As at other schools, building a personal connection while educating students will be key to turning interest in federal jobs into action. Since LSU juniors and seniors are more likely to consult relatives (70 percent) and parents (68 percent) than professors (59 percent) and advisors (58 percent), it will be important to build connections that are familiar, rather than authoritative.

When testing positive messages on federal employment, the survey found that the most popular messages at LSU are those that focus on good work life balance, and student loan repayment programs offered in the federal govern-

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent LSU juniors and seniors. (N=704)*



ment. Sixty percent of LSU juniors and seniors indicate that messages regarding good work life balance are very likely to encourage them to consider federal career and internship opportunities, more than nearly every other school.

Since LSU was directly affected by Hurricane Katrina, two unique questions were added to their survey in order to gauge any serious impacts on student attitudes toward federal jobs. LSU juniors and seniors believe the federal response to Hurricane was inadequate, with 34

percent indicating the response was fair and another 45 percent saying that it was poor. However, their low rating of government performance has not inordinately changed their opinion about working for the federal government. Although 27 percent of LSU juniors and seniors said Hurricane Katrina made them somewhat or much less likely to pursue federal employment, more than half (54 percent) said that it did not influence their employment decisions at all.

## APPENDIX V: OHIO STATE UNIVERSITY

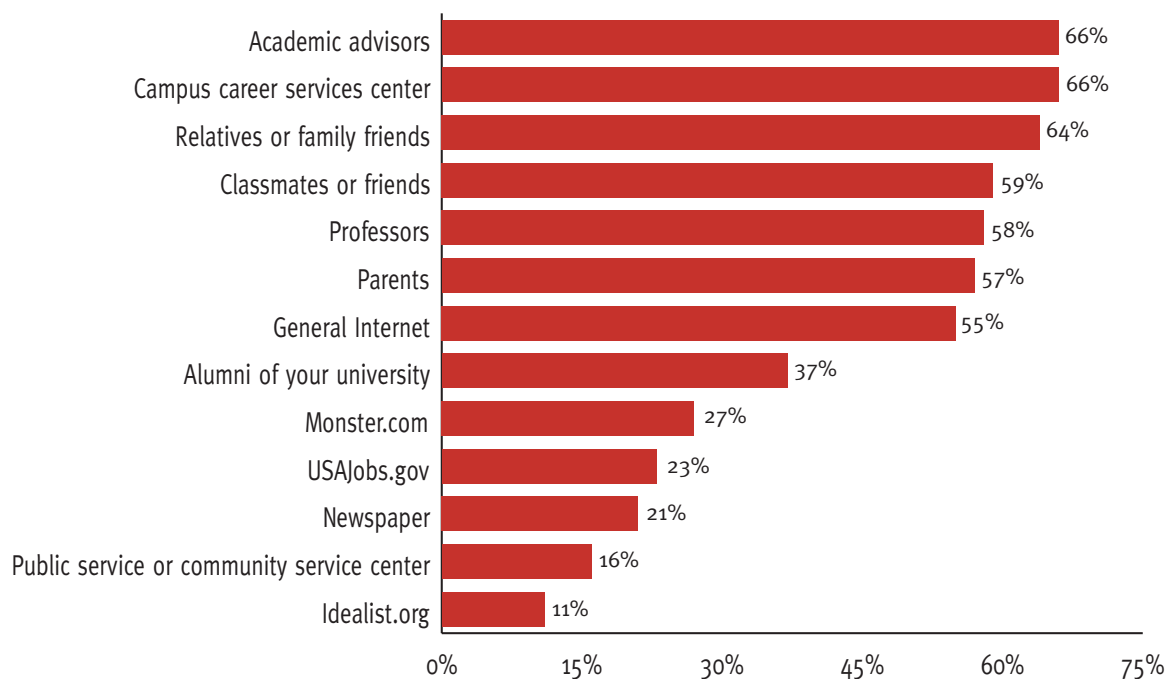
Ohio State University (OSU) serves as Ohio's premier institution of higher education. As a land-grant university, OSU provides teaching, research and service to the citizens of Ohio. However, when it comes to federal service, education and persuasion are essential for OSU students. The OSU students surveyed were juniors and seniors majoring in engineering or majoring or minoring in a language.

OSU juniors and seniors' interest in the federal government is on par with that of students at the other pilot schools, with 41 percent extreme-

ly or very interested in federal employment. Engineers tend to have a slightly lower level of interest, so OSU's degree of interest is impressive. However, only 11 percent feel extremely or very knowledgeable about federal job opportunities.

As with other pilot schools, education is needed to demystify federal service. Over four in ten (44 percent) OSU juniors and seniors admit the lack of information about federal employment opportunities is a major barrier to federal careers. The largest barrier is the perceived federal bureaucracy (55 percent).

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent OSU juniors and seniors saying 'extremely' or 'very likely' to go to that source. (N=532)*





*“I think there are jobs that interest me in the federal government, but I’m not sure whether I’d be qualified to actually get such a job. Working for the federal government still sounds kind of intimidating. I’m not a political science major or anything...so I just don’t know if a job in the government would be right for my interests and training.”*

– OSU student

When communicating with OSU students about the career opportunities available in the federal government, it is important to stress the good benefits that come with federal jobs (80 percent of OSU juniors and seniors say it is a major reason for them to work for the federal government), job security (73 percent) and the interesting issues they could work on (75 percent).

*“I’ve only barely started to look into fed government jobs. I would need to talk to*

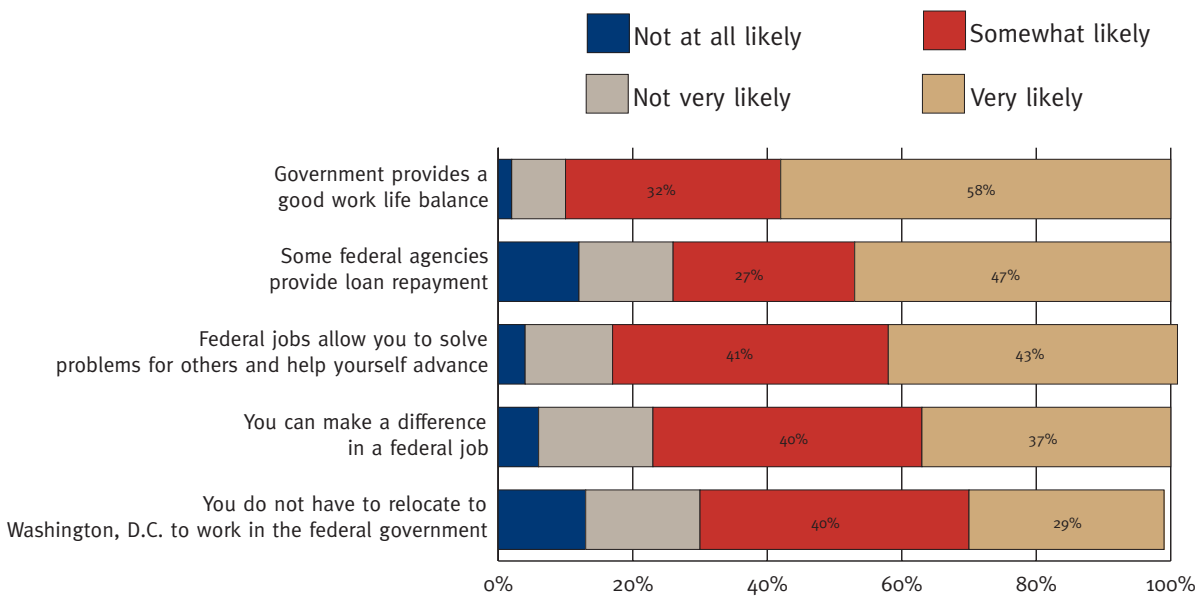
*someone and read some more information on specific jobs and qualifications. Information about specific government agencies and what exactly they do on a daily basis and in a larger sense; detailed job descriptions.”*

– OSU student

It is also important to communicate the advantages of federal employment to staff at OSU’s career services centers and to OSU academic advisors, as two-thirds of OSU juniors and seniors (66 percent) use them as sources of information. Leveraging these two information points will be critical for the success of the *Initiative*.

The messaging statements that students consider most likely to encourage federal employment are those that address issues of work life balance and the opportunity for student loan repayment. At OSU, additional information on these opportunities should be effective in encouraging students.

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent OSU juniors and seniors. (N=532)*



## APPENDIX VI: STANFORD UNIVERSITY

Located in the heart of Silicon Valley, Stanford is recognized as one of the world's leading research and teaching institutions. Stanford has one of the most renowned faculties in the nation and prides itself on its diverse students distinguished by their love of learning and desire to contribute to the greater community. Stanford graduates are recognized for a wide range of career pursuits including academia, athletics, politics, the arts and entrepreneurial ventures.

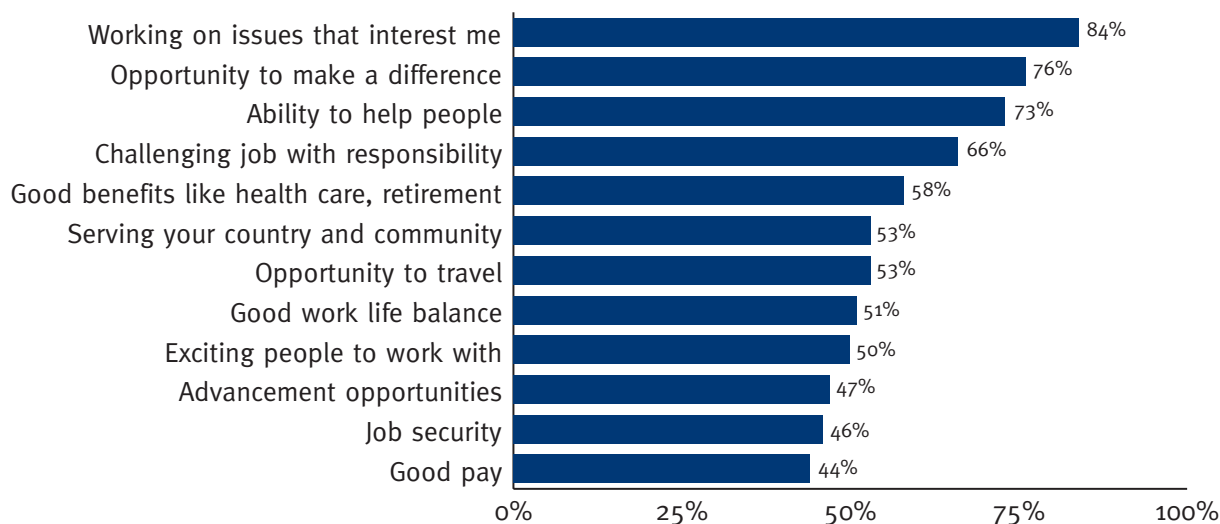
At Stanford, educating students about the opportunities that exist in the federal government is crucial. While Stanford has a strong public service orientation, only 28 percent of juniors and seniors are extremely or very interested in a career in the federal government. This lower interest in federal service may be attrib-

uted to a lack of knowledge about federal opportunities. Only 8 percent of Stanford juniors and seniors say they are extremely or very knowledgeable, compared to 13 percent of the overall pilot school sample.

The barriers to federal recruitment at Stanford include student perceptions of government. Almost three-quarters of juniors and seniors at Stanford (73 percent) report that “too much bureaucracy” is a major reason why they are reluctant to consider a career with the federal government. In addition, some Stanford juniors and seniors view the government as a work environment that is *not* fun or interesting (42 percent), a place where their personal politics differ from those in power (41 percent), and where they cannot make a real difference (29 percent).

Despite these negative perceptions, 60 percent of Stanford juniors and seniors do agree there

*Below is a list of positive reasons that some people might have for wanting to work for the federal government. Indicate for each if it is a major reason you would want to work for the federal government, a minor reason, or not really a reason. Percent Stanford juniors and seniors saying a major reason. (N=291)*



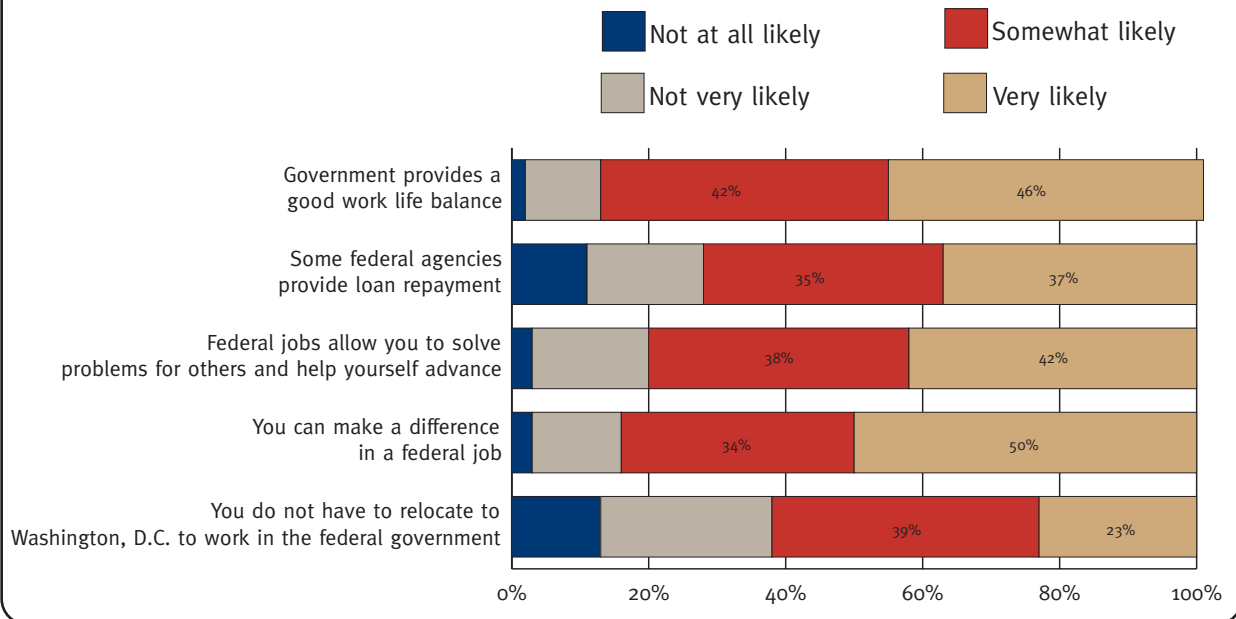
are good jobs in the federal government for people like them. In communicating with students, it is important to emphasize the interesting issues federal employees work on and how they can make a difference. Stanford juniors and seniors say that working on issues that interest them is the major reason why they would want to work for the federal government (84 percent). They also want the opportunity to make a difference (76 percent) and help people (73 percent).

Stanford undergraduate and graduate engineers are also most interested in working on issues that interest them (81 percent say it is a major reason to work in the federal government) and want a job where they can make a difference (70 percent). However, more engineering students regard a good work life balance as a major reason for considering jobs in the federal govern-

ment (66 percent engineers v. 51 percent juniors and seniors). In addition, engineers also value good benefits (64 percent engineers v. 58 percent juniors and seniors). Engineers also indicate that low salaries are a major reason why they would not want to work for the federal government (47 percent engineers v. 42 percent juniors and seniors). As a result, it is important to emphasize to Stanford engineers the most innovative federal opportunities, a good work life balance and health/retirement/vacation benefits associated with federal employment.

Word of mouth about federal job opportunities is also very important at Stanford as these juniors and seniors are more likely to turn to their peers for career advice (71 percent extremely or very likely to go to peers when looking for an internship or job) as well as persons of authority (only 65 percent go to parents, 57 percent to

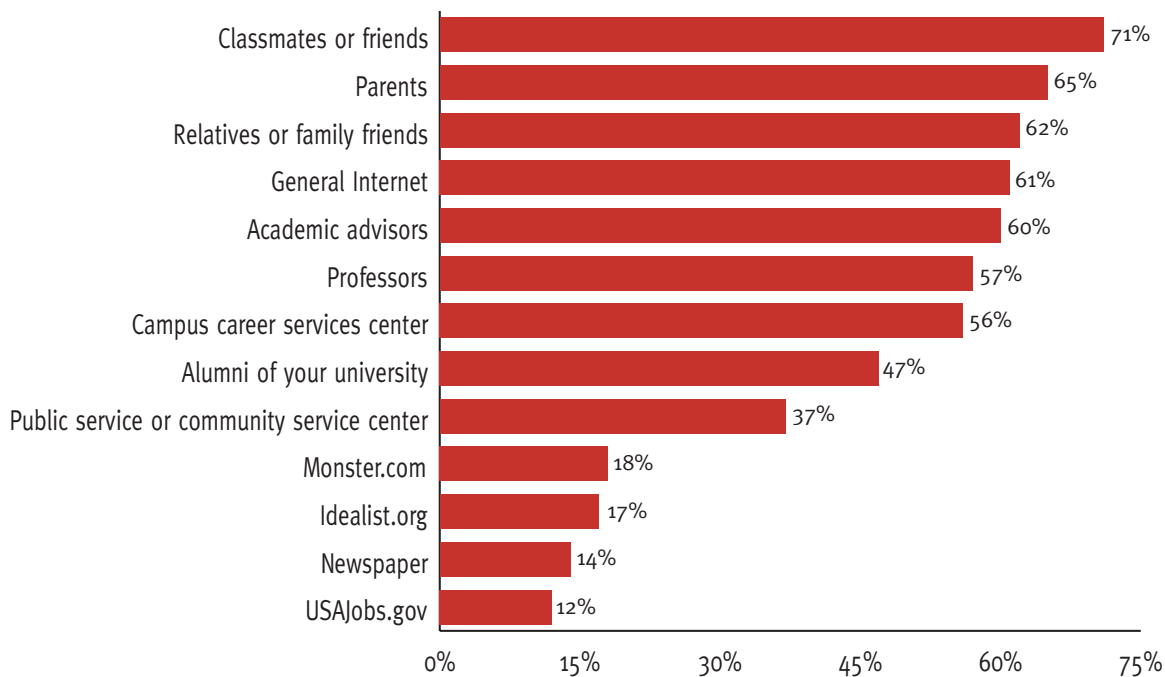
*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent Stanford juniors and seniors. (N=291)*



professors). Outreach to Stanford engineers also needs to take the form of “personal touch” since these students tend to seek advice primarily from classmates and friends (76 percent), professors (74 percent), and academic advisors (66 percent). It will be important to provide professors and advisors the resources to inform students about challenging federal opportunities.

The messaging statements that Stanford juniors and seniors consider most likely to encourage federal employment are those that address the opportunity to make a difference (50 percent very likely) and issues of work life balance (46 percent very likely). The message that students do not have to move to Washington, D.C., for a federal job has the least impact (23 percent very likely).

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent Stanford juniors and seniors saying ‘extremely’ or ‘very likely’ to go to that source. (N=291)*



**APPENDIX VII: UNIVERSITY OF NEW MEXICO**

Founded in 1889, the University of New Mexico (UNM) is a Hispanic-Serving Institution with a student body that is 35 percent Hispanic. The University lies in the heart of Albuquerque and enrolls students from a wide cross-section of cultures and backgrounds.

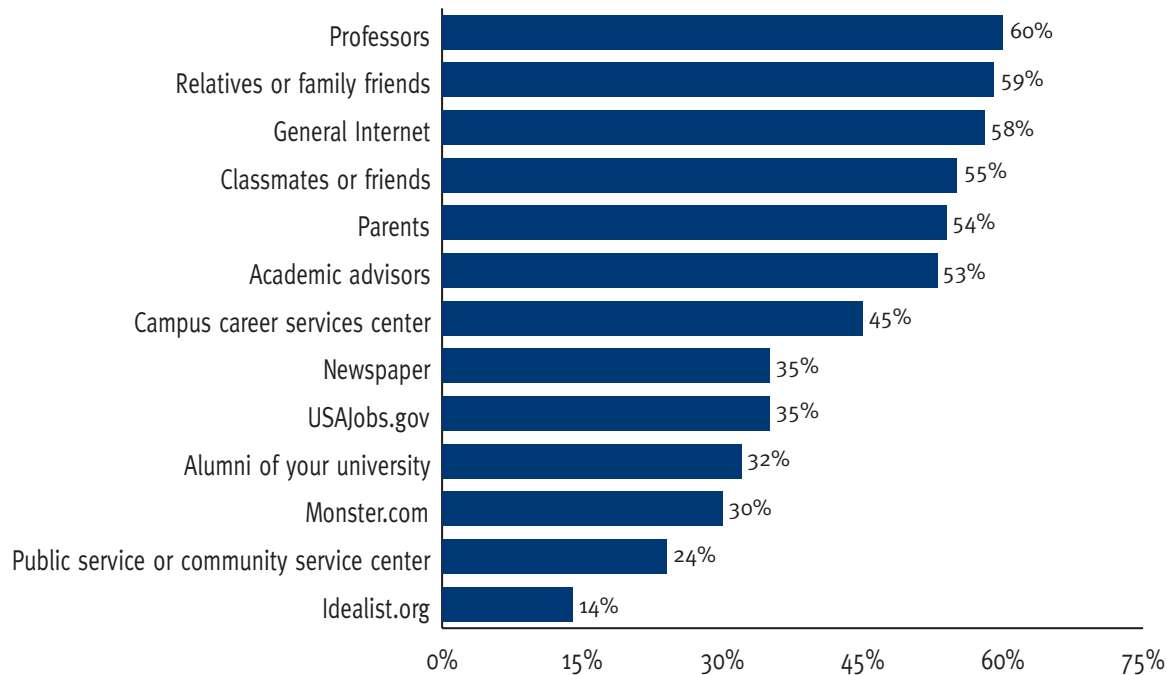
UNM students need information about federal careers, rather than persuasion about these opportunities. Juniors and seniors on this campus have a great deal of interest in federal employment (47 percent extremely or very interested) and are open to the idea of federal careers. In fact, the federal government is more competitive with the private sector (42 percent extremely or very interested), possibly because of the size of the federal presence in Albuquerque. UNM

juniors and seniors think they are well-matched to federal careers; two-thirds agree that there are good jobs for people like them in the federal government. However, a serious knowledge gap exists. Only 11 percent feel extremely or very knowledgeable about the opportunities within the federal government.

As with other pilot schools, the perception of stifling federal bureaucracy persists at UNM. Half of UNM juniors and seniors (53 percent) say it is a major reason they would not want to work for the federal government.

The *Call to Serve Recruitment Initiative* has several opportunities to increase the knowledge level of UNM students. It is important to emphasize both the good salary (72 percent of

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent UNM juniors and seniors saying 'extremely' or 'very likely' to go to that source. (N=583)*



juniors and seniors indicate that this is a major reason to consider working in the federal government) and benefits (82 percent) that come with federal employment. In addition, UNM juniors and seniors are particularly receptive to the idea of working on interesting issues (82 percent) and having a good work life balance (71 percent). Providing specific information in these areas should be the primary focus of recruiting efforts.

The notion that this specific information will encourage students to pursue federal government careers is supported by their responses to messages. Sixty-five percent of UNM juniors and seniors found a statement about the good work life balance very likely to encourage them to pursue federal job and internship opportunities. They also responded positively to informa-

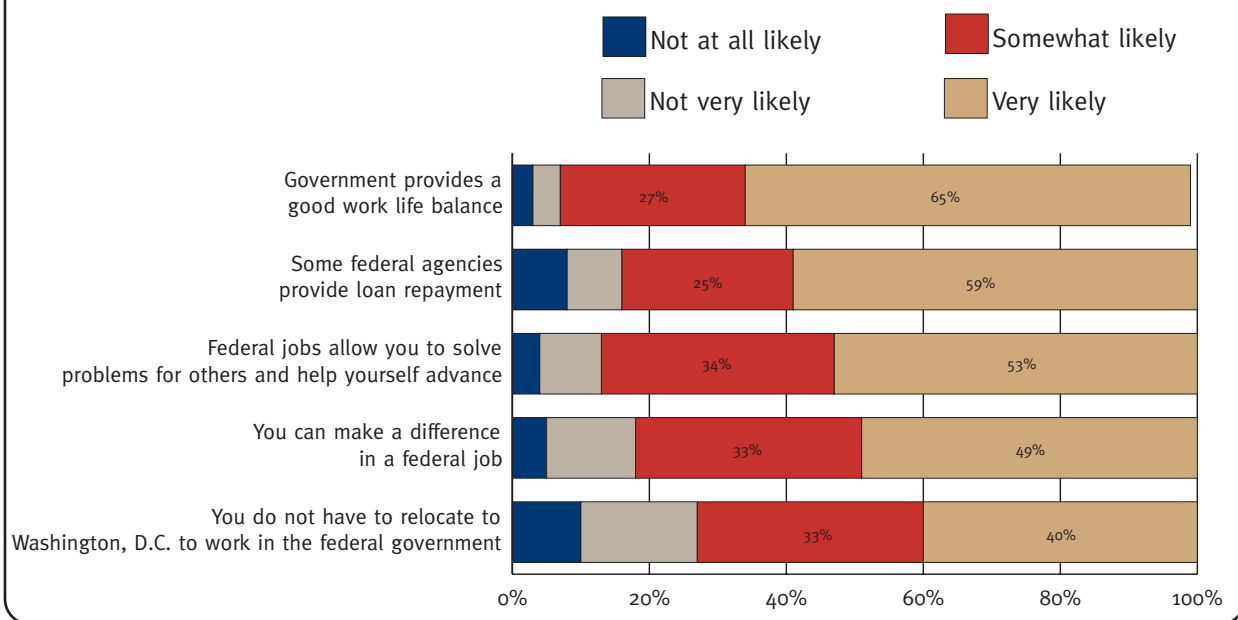
tion about student loan repayment programs (59 percent very likely to be encouraged) and problem solving and advancement opportunities (53 percent very likely to be encouraged).

It is particularly important to educate professors at the UNM campus as six out of ten juniors and seniors approach professors for career guidance. Moreover, UNM juniors and seniors want these sources to have specific information and contacts.

*"I would love to work for the federal government. I am interested in environmental education, but am sometimes intimidated by the lack of appropriate jobs available. I am hoping to find more contacts within the Park [sic] Forest service, but am having a hard time with direct contacts."*

– UNM student

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent UNM juniors and seniors. (N=583)*



**APPENDIX VIII: HISPANICS**

Hispanic students are a key target for communications about federal opportunities. As a growing segment of the population, Hispanics are an under-tapped demographic. They have a high interest in federal government career opportunities – more interest than any other racial group.

However, Hispanic juniors and seniors are the least knowledgeable about federal job opportunities. Although 51 percent are extremely or very interested in working for the federal government, 62 percent do not feel knowledgeable. This disparity signals that Hispanics are a good target for recruitment because encouragement and information, rather than persuasion, is needed.

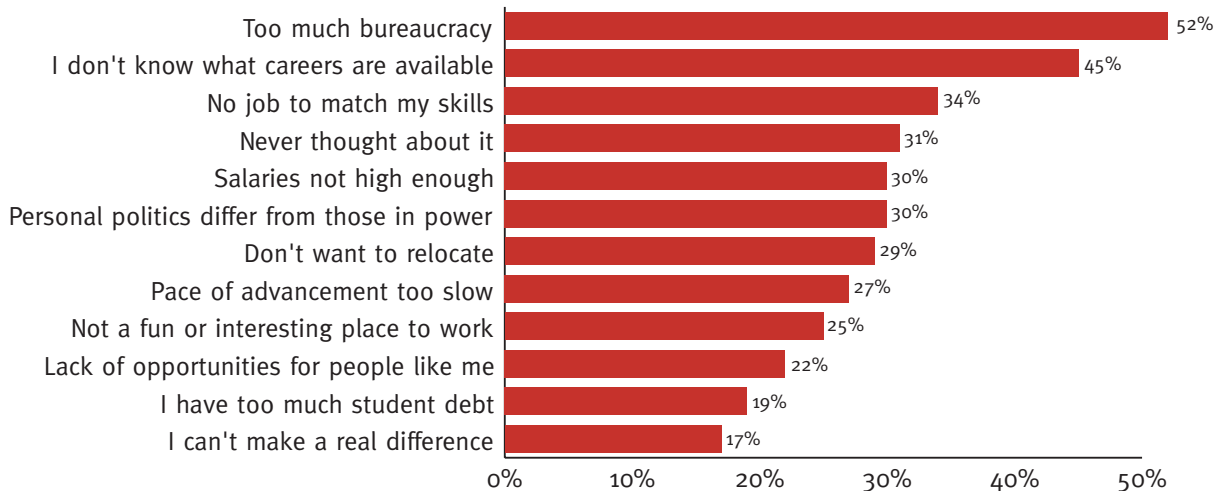
Even though they indicate strong interest in fed-

eral career opportunities and 65 percent agree that there are jobs for people like them, Hispanic juniors and seniors are discouraged from federal government service by the perceived bureaucracy (52 percent) and by their own lack of knowledge about the types of careers available (45 percent).

At the same time, Hispanics find good benefits (80 percent consider it a major reason) like healthcare and retirement as well as the opportunity to work on interesting issues (80 percent) important drivers when considering government jobs. These high numbers bode well for government making its case to Hispanics.

Authority figures will be key communications channels for this audience. Hispanics tend to get their information about career options from academic advisors (61 percent), professors (61 per-

*Below is a list of reasons that some people might have for not wanting to work for the federal government. Indicate for each if it is a major reason you would not want to work for the federal government, a minor reason, or not really a reason. Percent pilot school Hispanic juniors and seniors saying a major reason. (N=254)*



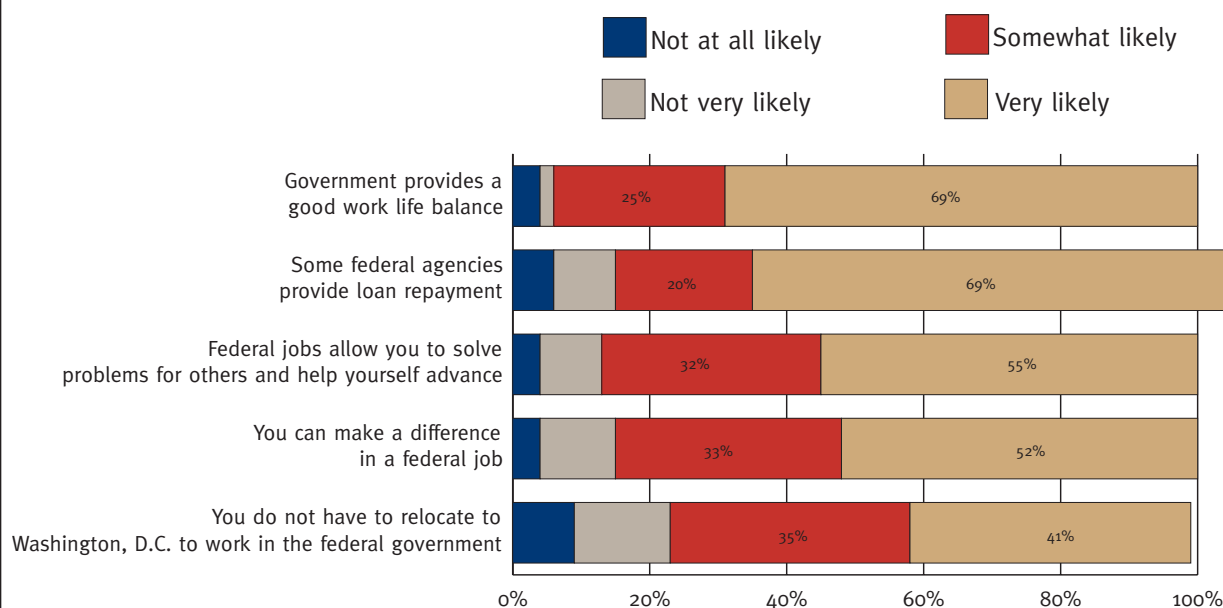


cent), relatives or family friends (60 percent) and classmates or friends (59 percent).

The messaging statements that Hispanic juniors and seniors consider most likely to encourage federal employment are those that address practical matters like work and life balance and stu-

dent loan repayment (69 percent say very likely to encourage them to pursue federal career options). Hispanic juniors and seniors also consider the ability to solve problems (55 percent) and make a difference (52 percent) very compelling.

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent pilot school Hispanic juniors and seniors. (N=254)*



**APPENDIX IX: AFRICAN-AMERICANS**

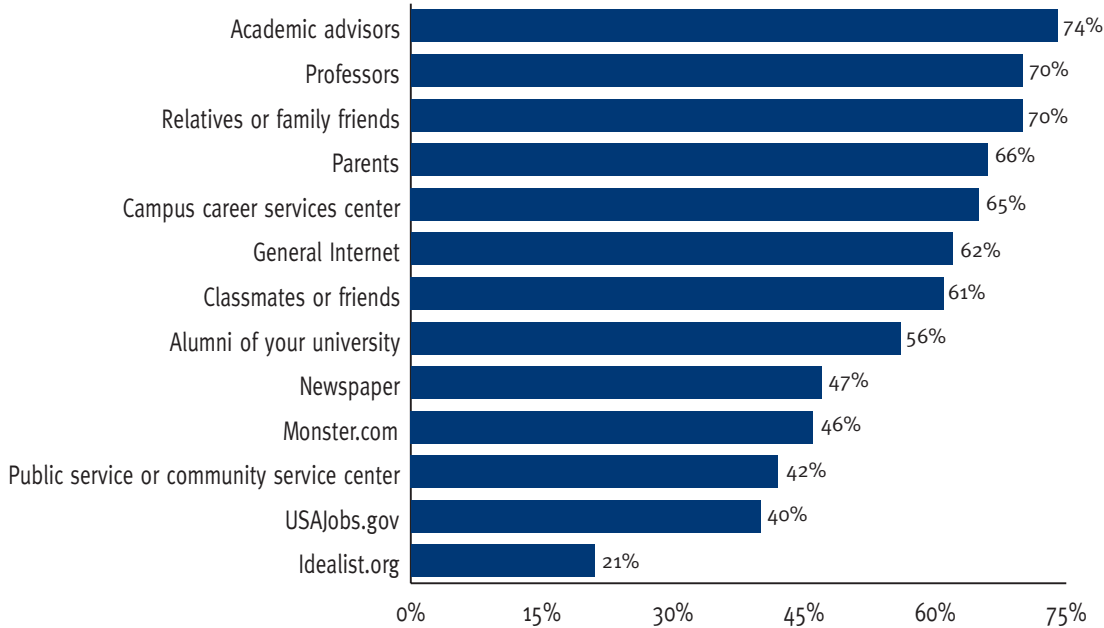
While African-American juniors and seniors have an average amount of knowledge of (13 percent knowledgeable) and interest in (41 percent extremely or very interested) federal employment, a relatively higher number of individuals are not interested in federal opportunities than those in any other racial group (31 percent not interested). This indicates that fewer African-Americans are somewhat interested, and most have formed an opinion of federal service one way or the other. This audience will need to be educated and persuaded in order to reduce its disinterest in federal careers; those with high interest still need more information.

While 62 percent of African-American juniors and seniors feel there are good federal jobs for people like them, a relatively low number have

sought information about federal employment. More so than for other racial groups, salary is a crucial factor for African-Americans. Eighty-four percent of African-American juniors and seniors say good pay is one of the most compelling reasons to work for the federal government. At the same time, 45 percent say low salaries in the federal government are the greatest deterrent. This seeming contradiction reflects the importance of salary to this group.

In addition, African-American juniors and seniors are not clear as to how they would fit into the federal government. They worry that there are no jobs to match their skills or goals (41 percent) and admit they do not know what careers are available to them (44 percent). Similar to other minority groups, the lack of opportunities for people like me (42 percent) stands out as a reason not to enter the federal workforce.

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent pilot school African-American juniors and seniors saying 'extremely' or 'very likely' to go to that source. (N=312)*



*“I have heard that entry level positions do not receive a high salary but can easily work their way up the ladder to get the desired salary.”*

– Clark Atlanta African-American student

*“It’s not hard to tell. Looking across the board African Americans are definitely a minority in government. ... That’s a problem.”*

– Clark Atlanta student

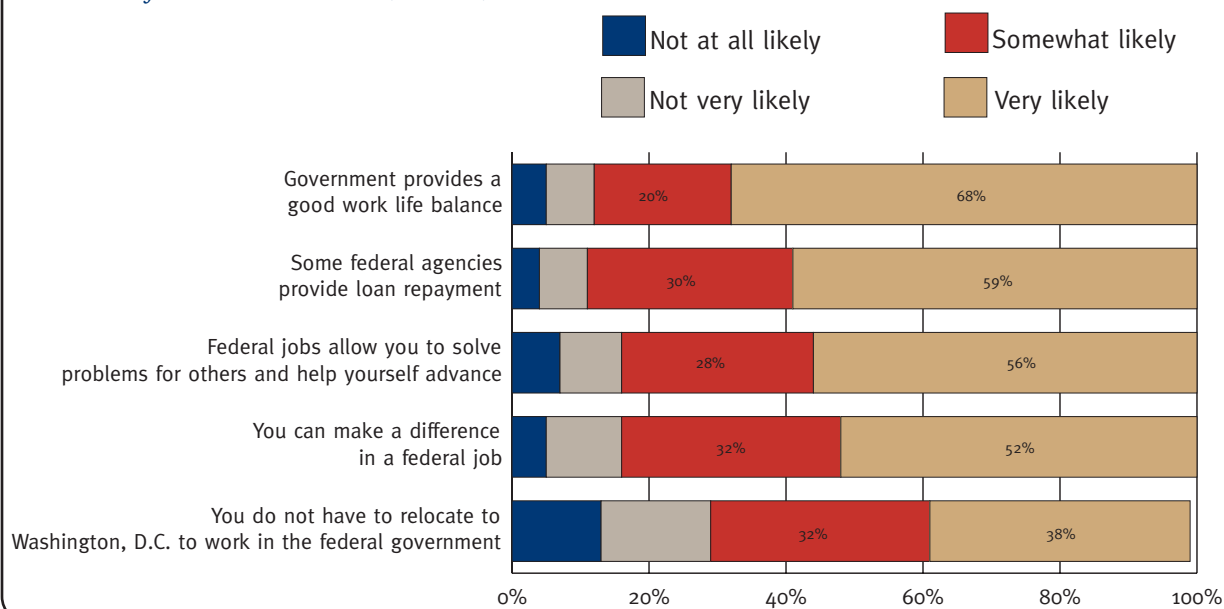
Key drivers for federal careers for this audience include good benefits (85 percent); good pay (84 percent); ability to work on interesting issues (83 percent); and advancement opportunities (82 percent). These are messages that can best be delivered by university figures. African-American students rely on their professors (70 percent) and academic advisors (74 percent) for career guidance, and the campaign should leverage personal relationships to communicate more effectively with this audience.

African-Americans consider student loan repayment as the one message far more likely to encourage them to pursue federal employment than any others. Sixty-eight percent of African-American juniors and seniors say it is very likely to encourage them, with the next most compelling message (good work life balance) at 59 percent.

*Comparison with Clark Atlanta*

For the most part, Clark Atlanta students (64 percent of African-Americans in our survey) are similar to African-American students at other pilot schools. However, Clark Atlanta juniors and seniors are more knowledgeable about federal opportunities than the entire African-American sample. Clark Atlanta students are also more likely to believe there are good federal jobs for them. In addition, Hurricane Katrina and its aftermath had a greater impact on opinions at Clark Atlanta.

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent pilot school African American juniors and seniors. (N=312)*



**APPENDIX X: ENGINEERS**

Engineers are at the technical forefront of many diverse critical projects across America, and they are a key group to attract to the federal government. However, engineers tend to be more interested in private sector employment options rather than federal careers.

*"I'm not very interested in a career with the federal government."*

– OSU engineering student

*"I am not that politically minded. I have a technical type brain."*

– LSU engineering student

There is slightly less interest in federal careers for engineers than most other groups, and a lack of knowledge. Indeed, only four in 10 engineer-

ing students (39 percent) say they are extremely or very interested in federal job opportunities and only 13 percent feel extremely or very knowledgeable about federal careers. While this is commensurate with other pilot school populations, engineers are less inclined to take the next step and seek out information regarding federal careers. Only a quarter (27 percent) have actually sought out information regarding federal employment.

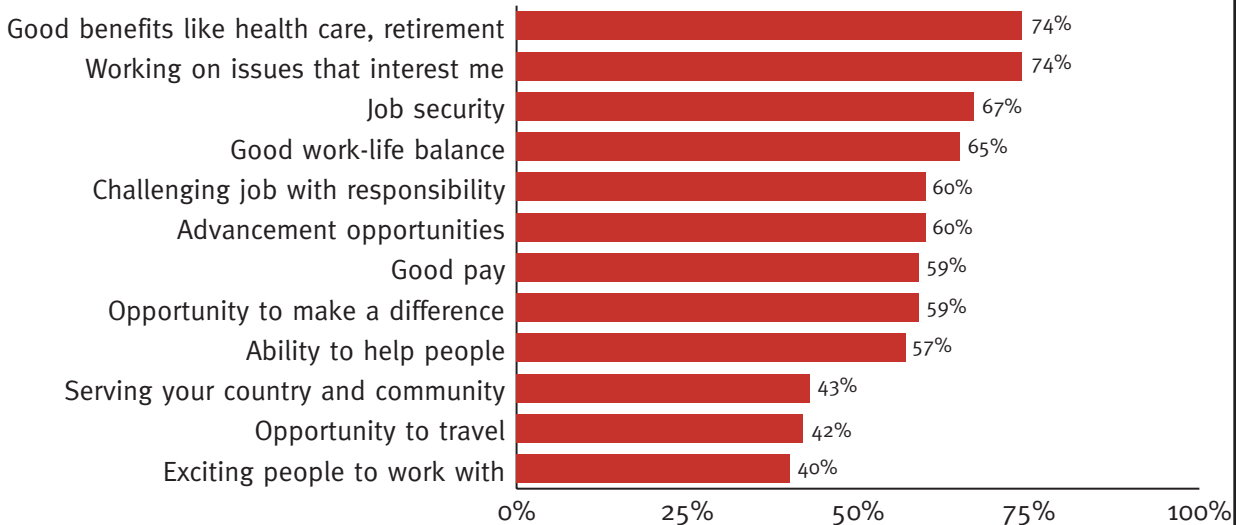
*"I have been inactive on campus being in the engineering department. I am too immersed in studies to see more that the career services sitem [sic] [offers]."*

– OSU engineering student

*"I need more information about specific jobs in my field of study."*

– UNM engineering student

*Below is a list of positive reasons that some people might have for wanting to work for the federal government. Indicate for each if it is a major reason you would want to work for the federal government, a minor reason, or not really a reason. Percent pilot school engineering students saying a major reason. (N=1,001)*



Engineers are sensitive to perceptions that the government is mired in too much bureaucracy (59 percent indicate that it is a major reason to not work in the federal government) and often have misperceptions about salary differences (43 percent salaries not high enough). These two areas are the largest barriers for engineers entering the federal workforce.

*“GS pay scale isn't attractive particularly when compared to private sector engineering.”*

– UNM engineering student

*“I would like to advance quickly in a private company and have more opportunity for higher raises.”*

– OSU engineering student

*“I'm just not interested in a government job all that much; the essential reason is the lack of competition in the jobs. i*

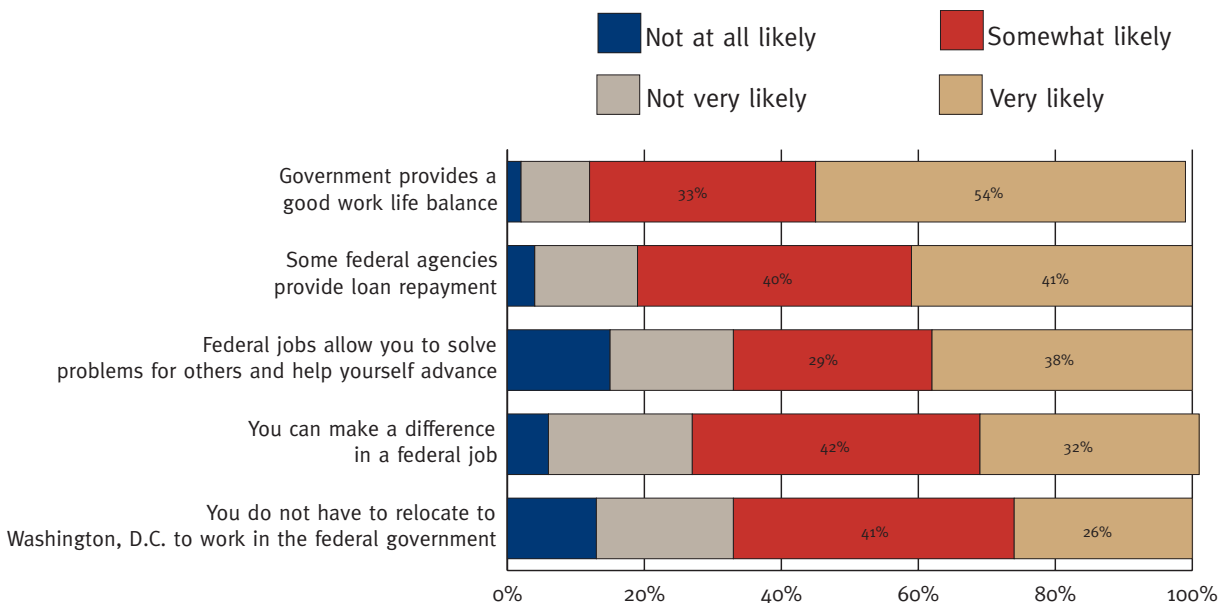
*enjoy the natural tendency towards great efficiency and production offered in the private sector that government can't offer.”*

– OSU engineering student

However, there are some opportunities with this audience. Despite their lack of incentive to seek federal employment, most engineers (63 percent) agree that are good jobs for people like them in the federal government. Messaging focusing on the solid career benefits can be key in attracting engineers to government employment (and away from private industry). Any targeted communications should emphasize the tangible – not emotional – benefits of federal careers.

Engineering students are generally less interested in emotional benefits such as serving your country and community (43 percent cite this as a

*Here are some statements that people have made about the federal government. For each statement, please tell me if it is very likely, somewhat likely, not very likely, or not at all likely to encourage you to consider career or internship opportunities in the federal government. Percent pilot school engineering students. (N=1,001)*



Back to School

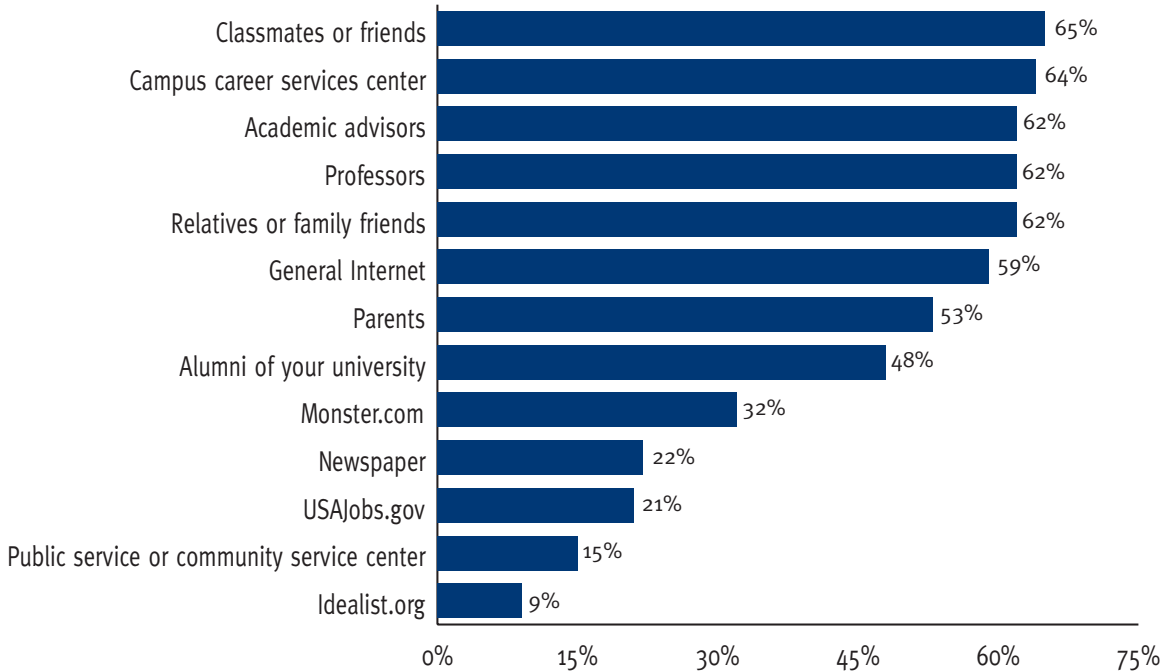
major reason to consider a career in the federal government), however, it is important to note that when communicating with this audience, the details about the job should be mentioned prominently. For engineering students, the most important reasons to consider government jobs are good benefits (74 percent), interesting issues (74 percent) and job security (67 percent).

Messaging to these students should rely on both word of mouth and channels of authority.

Friends and classmates are a key source of information (65 percent), but so are career services centers (64 percent) and professors and academic advisors (62 percent each).

In terms of types of messages, the most effective messages for engineers focused on maintaining a good work life balance (54 percent very likely to encourage) and the ability to use the problem solving skills acquired through their study of engineering (41 percent).

*Below are a number of different sources that people could use when considering their career options or when searching for an internship or job. For each of the sources below, please indicate how likely you personally would be to use that source for career guidance or opportunities. Percent pilot school engineering students saying 'extremely' or 'very likely' to go to that source. (N=1,001)*



*Endnotes*

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