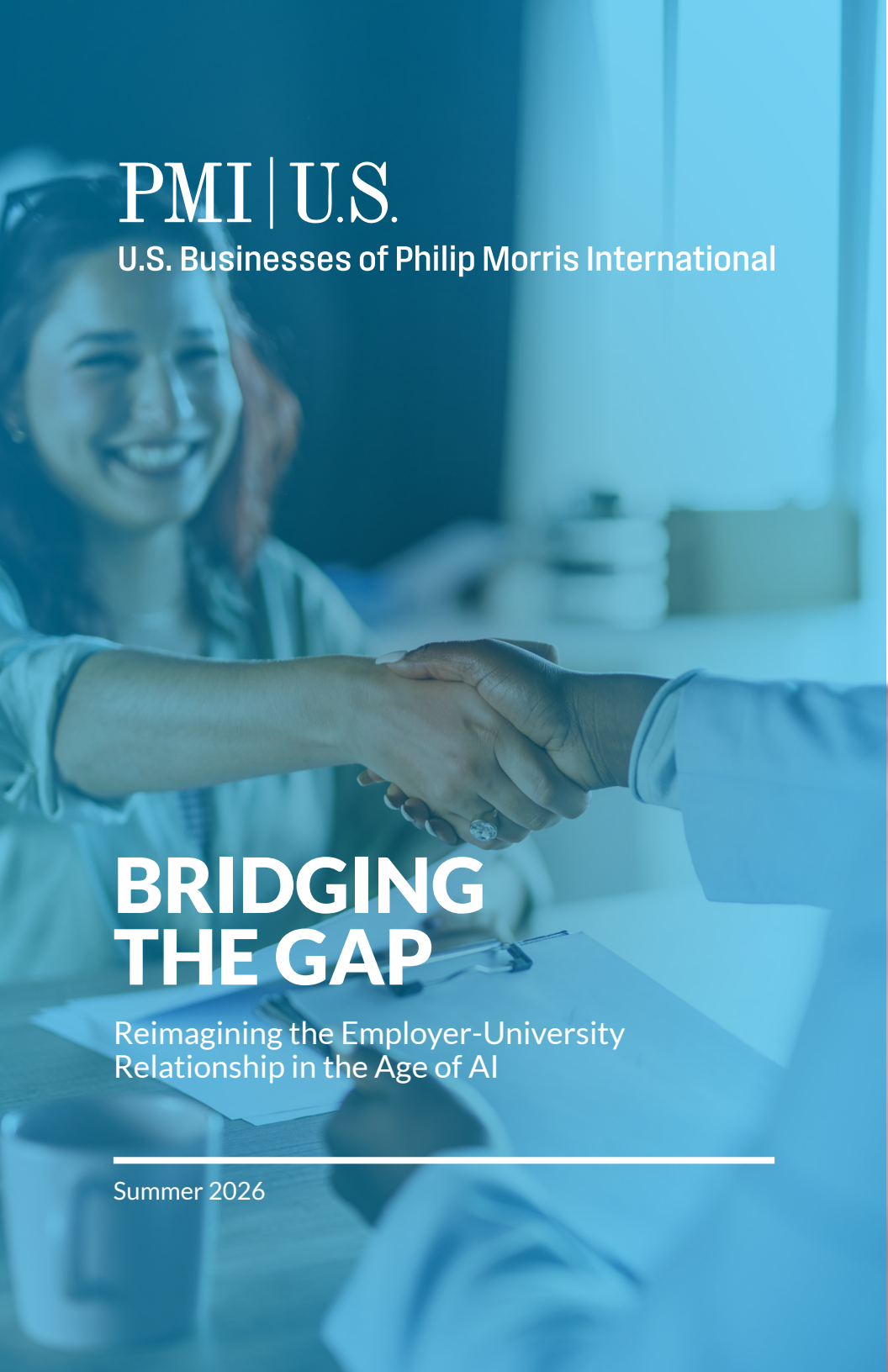




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BRIDGING THE GAP

Reimagining the Employer-University
Relationship in the Age of AI

Summer 2026

Informed by the PMI U.S. Salon Roundtable

April 15, 2026 · Washington, D.C.

and the PMI U.S. National Online Forum on Career Readiness

May 14, 2026 · Convened virtually, on background

*Moderated by Steve Clemons, Editor at Large,
The National Interest*

BRIDGING THE GAP



Table of Contents

Executive Summary	6
The State of the Relationship: What We Know	9
A Shifting Topography	13
A Path Forward	25
Recommended Framework: The Five Shifts	35
Conclusion: Rehumanizing the Talent Pipeline	36
Appendices	38

Executive Summary

The employer-university relationship has reached an inflection point. A widening structural disconnect—between how institutions prepare students and how companies recruit and onboard early-career talent—has been made more urgent by the rapid acceleration of artificial intelligence (AI), the social disruptions of a post-COVID generation, and a labor market oscillating between record application volumes and hiring rates below pre-pandemic norms.

This white paper is organized around three central questions drawn from a candid, cross-sector roundtable convened by Philip Morris International's U.S. businesses (PMI U.S.) in April 2026, which brought together university deans, career services directors, veterans' workforce leaders, and employers:

1. What do we know about the current state of recruiting on university campuses?
2. What is changing—and what forces are accelerating that change?
3. What concrete actions can employers and universities take to improve the system?

One month later, the conversation widened. A follow-up national online forum, convened by PMI U.S. in May 2026, brought together career services directors, deans, and workforce leaders from more than a dozen

institutions across the country—from a 1,500-student liberal arts college in rural Washington State to a community college system serving 75,000 students in Virginia. That conversation, held on background to encourage candor, confirmed and sharpened the roundtable's central findings.

The stakes are real. Employers have jobs to fill. Universities have talent they want to place. What's missing is a common language, shared practices, and a genuine, mutually accountable partnership.



The State of the Relationship: What We Know

The U.S. Hiring Landscape Is Under Structural Strain

The numbers tell a story of accelerating pressure. Internship opportunities [dropped](#) by 15 percent between 2023 and 2025, while applications per posting more than doubled. The overall hiring rate [fell](#) to 3.2 percent in early 2025—the lowest since April 2020. At the extreme end, Goldman Sachs' intern program has an [acceptance rate](#) of less than 1 percent, making it more selective than Harvard University.

The strain is sharpest at new graduates' point of entry. One large public university described a regional paradox at the May forum: plenty of open positions in AI and cybersecurity—almost none of them entry-level. Employers increasingly expect graduates to arrive with skills they once would have learned on the job while offering fewer internships in the fields where they say talent is scarcest.

At the same time, the screening infrastructure has distorted the process. AI-driven systems now filter for surface-level credential matches—degree, keywords, GPA—rather than for the adaptive, human-centered skills employers say they need. The result is a system that consistently fails to surface the right people.

The Skills Gap Is Real, But Poorly Defined

The World Economic Forum [identifies](#) the top workforce skills of the future as critical thinking, flexibility, resilience, leadership, and motivation. None of these tends to come through cleanly on a resume. None typically survives an automated screening filter.

Employers report a jarring disconnect: They have open positions, but candidates often cannot articulate what they want to do or how their skills apply. This is not a motivation problem; it is a translation problem. Students have been trained to acquire credentials, not to articulate capability. Military veterans and nontraditional students face an even steeper barrier: They often possess the high-value core skills employers claim to want, but current evaluation tools are not designed to recognize them outside of in-person interaction. And too few applicants reach that stage.

Career Services Has Historically Operated as a Support Function, Not a Growth Engine

Many campus career offices still operate with a “credential factory” mindset—positioning the degree as the end product rather than the launchpad. Many are staffed by academics rather than business practitioners, which limits their employer-facing orientation and ability to build the proprietary relationships that move hiring outcomes.

First-generation students, international students, and nontraditional learners are disproportionately underserved. These populations often lack the inherited “professional vocabulary”—the storytelling fluency, network density, and institutional familiarity—that their peers from managerial families arrive with. Career services offices that do not explicitly compensate for this gap are, in effect, amplifying it.

The Employer-Institution Relationship Has Eroded

Post-COVID organizational restructuring gutted early-career roles on the employer side. Relationship managers who had spent years building a genuine campus presence were replaced by transactional coordinators—often recent graduates—who interact with institutions through job portals rather than partnerships.

The result: Employers and institutions are working to solve the same talent problem in parallel, with minimal shared intelligence. Institutions that do not “pop up on the list” of a company’s feeder schools are functionally invisible—regardless of the quality of their students. Employers, meanwhile, are paying the back-end costs of this misalignment through longer time-to-fill, higher attrition, and weaker early-career performance.



A Shifting Topography

AI Is Restructuring Both Sides of the Hiring Equation

Artificial intelligence is now embedded in the application and evaluation processes, creating unintended consequences.

On the candidate side, students are using AI to generate resumes, write cover letters, and, in some documented cases, answer interview questions in real time by reading AI-generated responses during live conversations. This creates a performance layer that can mask underlying capability—and that employers are just beginning to develop the tools to detect.

On the employer side, AI-driven applicant tracking system (ATS) filters are narrowing the candidate pool based on credential proxies that may have little correlation with actual job performance. The irony is sharp: Employers say they want human skills, but their screening systems are optimized to filter them out.

Career leaders at the May forum described where this is heading in blunt terms: an AI-versus-AI arms race. Students use AI to tailor and mass-produce applications. Employers use AI to manage the resulting flood of applications. The machines are, in effect, talking to each other—and qualified people are booted from

the system before a human ever has a chance to review their application.

Meanwhile, AI fluency has quietly become table stakes. One Big Four firm told a university career center that it now expects employees to use its internal AI tools to streamline their work—and tracks whether they do. The expectation is no longer that a new hire might use AI. It is that they will, and that they can explain how.

Accordingly, some employers are placing AI at the center of the interview process. An MBA career services professional recounted an employer who asked a candidate to use AI to answer an interview question—while sharing their screen and narrating every step. Career leaders have started calling these “process interviews.” The question is no longer “What’s the answer?” It is “Show me how you think and operate.”

The deeper question—raised explicitly at the roundtable—is not whether to teach students AI, but how to teach them to use it with professional judgment and ethical responsibility. One accounting firm executive put it plainly: Her firm will teach new hires its proprietary AI systems. What she cannot teach is the ability to take AI-generated output and then sit across from a client and have a human conversation about it. That is the skill she needs universities to produce.

The Definition of a “Qualified Candidate” Is Shifting

Technical skills have a shorter half-life than at any prior point in modern economic history. Career leaders at the May forum now put that half-life at roughly two and a half years—down from five a decade ago. The computer science student graduating today with specific coding competencies may find that those capabilities are partially or fully automated before their first promotion.

Employers are responding by prizing range. Deans report that generalist candidates—students with a second major, a cross-disciplinary certificate, or an emphasis that cuts across domains—are drawing noticeably more attention in the market than narrow specialists. Leading consulting firms now [cite](#) qualities such as aspiration, judgment, and creativity among the traits they hire for.

What does not atrophy—and what the evidence suggests will become increasingly scarce and therefore increasingly valuable—is the capacity for ethical judgment, contextual interpretation, adaptive communication, and the management of human relationships. These are not soft skills. They are the core skills of an AI-augmented economy.

One career leader at the forum summarized the new evaluative standard in a single sentence: “You solved this problem using AI—great. Now talk me through how

you did it.” PMI U.S.’s Chief People & Culture Officer, Kaleen Love, offered a timeless word to express the same idea: *wisdom*. The ability to judge well in a world flooded with machine-generated output—and to judge in community, by leveraging other people’s thinking—may turn out to be the most coveted skill of all.

“You solved this problem using AI—great. Now talk me through how you did it.”

The risk is that institutions and employers, in different ways, are allowing these capacities to atrophy. Students who have never had to navigate an ambiguous social or professional situation—who have used AI as a proxy for judgment rather than a tool for efficiency—arrive in the workforce unable to “read a room,” manage uncertainty, or effectively advocate for themselves and their ideas.

Experiential Learning Has Become the Differentiator

Across every institution represented at the roundtable, the programs delivering the strongest results—in placement rates, salary levels, and candidate confidence—were those built around direct, structured experiential exposure.

The data on [SkillBridge](#), the Department of Defense’s pre-transition internship program, are instructive:



Compared with peers who did not complete the program, SkillBridge fellows are 10 times more likely to be employed within six months of transition, and their salaries are 75 percent higher. The mechanism is not mysterious: Experiential bridges give candidates the language, context, and proof points to translate their capabilities into terms an employer can evaluate.

Marymount University's [Teamship](#) course, Catholic University's [Sales Practicum](#), George Mason's [stackable-credentials](#) Master of Science program, Northern Virginia Community College's [utility-sector advisory partnerships](#), and similar programs demonstrate that this is not a resource problem. It is a design and prioritization problem. Institutions that embed experiential learning into the structural requirements of a degree—rather than treating it as an elective add-on—produce better outcomes.

The May forum surfaced creative variations on the same theme. Micro-internships and short-term, project-based work are becoming more common in academia and the workplace. One regional utility has built an onboarding program that mirrors a formal apprenticeship—classroom instruction paired with paid, hands-on field experience—without the administrative apparatus that makes many employers shy away from registered apprenticeships. And, given that many students work while they study—one large public university estimated that 75 percent of its students hold jobs—employer projects embedded directly in the classroom are not a nice-to-have; they are the only experiential bridge many students can afford to cross.

The Nonlinear Career Path Is the New Normal— and Institutions Aren’t Preparing Students for It

The assumption that a degree leads to a particular job and then to a predetermined career is increasingly fictional. The modern career is peripatetic: multidirectional, iterative, and defined by continuous reskilling rather than a single credentialing moment. PMI U.S. has begun framing the shift in a single word swap: from *employment* to *employability*—building the portable, success-enabling skills and experiences that travel with a person across a career, rather than preparing them for a single destination.

Universities have historically optimized for first-job placement—in part because rankings measure it and anxious students and their families demand it. But this short-term orientation produces students who are well-prepared for a destination that may not exist by the time they graduate while being underprepared for the navigation required to find the right fit.

Career leaders at the May forum were candid about the measurement gap behind this disconnect. Most institutions have no systematic way to assess where students are when they arrive on campus—and therefore no way to demonstrate how far their educational experience moves the needle. Outcomes data often rest on self-reported exit surveys with weak response rates. And first-job metrics can actively mislead: Humanities graduates, for instance, often start at salaries far below where they land 10 years out. In

the absence of better measures, the metrics that exist—placement rates and starting salary—have become proxies for educational worth. As one forum participant put it, education is increasingly treated as a commodity rather than an opportunity, with first-job ROI standing in for value.

Some institutions are starting to build a modern alternative: embedding competency assessments into required first-year courses, measuring growth before and after internships, and pairing self-reported data with course-embedded outcomes. The longitudinal question—which institutions produce citizens who are most productive at year 10 or 20 of their careers?—is seldom asked. It should be. The skills most predictive of long-term success and contribution—intellectual curiosity, ethical judgment, resilience, adaptive communication—are precisely the ones that are hardest to measure at graduation and most important to cultivate over the course of a student's education.

The Pendulum Is Swinging Back Toward Human Contact

Here is the twist almost no one predicted two years ago: The more AI floods the hiring process, the more employers want to meet people in person.

Career leaders across the country confirmed this pattern at the May forum. Buried in applications they can no longer tell apart, employers are pulling back





from automated screening and camera-off virtual interviews and returning to campus visits, live events, and face-to-face evaluation—because, as one leader put it, they are simply having a better time evaluating candidates in person. A community college career officer described “an absolute resurgence” of interest in live events featuring employers and alumni. Students are responding in kind: This generation, several participants observed, craves the real—the chance to get their hands dirty and to learn from practitioners who have done the work.

Nor are students marching toward AI in lockstep. Forum participants described a wide spectrum—some students all in; others wary or openly resistant, particularly in creative fields where AI is experienced as a threat rather than a tool. Entire industries, including entertainment and defense, sharply restrict its use. Preparing students for the age of AI, therefore, means equipping them to make informed decisions about when, where, and whether to use these tools.

When forum participants were asked what the Class of 2026 will remember about its first years in the workforce, the answers were nearly unanimous—and none mentioned technology. Adjusting to a physical workplace. Forming relationships. Building community. “We may be close to the high-water mark of virtual life,” one participant offered. For a generation whose formative years were defined by COVID-era disconnection and rising political polarization, the ability to create community and navigate relationships is not a supplementary skill. It may be the defining skill—the thing this generation will be hired for, promoted for, and remembered by.



A Path Forward

Reframe Career Services as a Sales and Partnership Function

The most effective campus career offices represented at the roundtable share a common orientation: They operate less as advising centers and more as business development units. They hire account managers and practitioners with industry backgrounds. They build proprietary relationships with employers outside of job portal ecosystems. They think about density of engagement—how many meaningful touchpoints between employers and students can be engineered over four years—rather than just job fair participation.

This is as much a mindset shift as a structural one. Career services leadership that comes from sales, marketing, or business development brings a fundamentally different frame to the question of how to move talent into opportunity. The University of Maryland’s newest model—hiring a former executive of a leading research and advisory firm to run career services with an explicit “go-to-market” mandate—is instructive.

Recommendation: *Develop a framework defining what a high-functioning career services “go-to-market” model looks like, with specific metrics for employer relationship depth, not just placement rates.*

Embed Human-Centric Skills Development into the Core Curriculum

Professional communication hygiene, intentional networking, and the ethical and professional use of AI should be part of the core curriculum—not elective offerings, not supplementary workshops, but mandatory courses with measurable learning outcomes.

The data on why this matters are unambiguous: Research [cited](#) at the roundtable indicates that applying for a job online with no connection yields an approximately 3 percent chance of an interview. A single meaningful connection at a company [raises](#) that probability to ~40 percent. Teaching students to build and maintain professional relationships is among the highest-return investments a university can make in student outcomes. Treating networking as a “soft” add-on is a choice with measurable consequences.

Models worth studying include American University’s two required [communication courses](#) integrated across all four undergraduate years, the Busch School of Business at Catholic University’s four required [career development courses](#), and the University of Maryland’s credit-bearing online course “[The Psychology of Getting Hired](#).”

Participants at the May forum added a complementary move: translation work. Career offices are partnering

with academic departments to map course learning outcomes to the competency language employers actually use—so a student who took a research seminar can tell an interviewer what they learned to do, not just what they studied. The University of Tampa has gone further: Through its “[Spartan Ready](#)” competency framework, it has defined a named set of skills employers recognize, worked with faculty to align coursework to those competencies, and dedicated a staff role to helping students translate this into capabilities an interviewer can evaluate—a direct answer to the translation problem identified in Section I.

Recommendation: *Develop cross-institutional benchmarks for human-skill curriculum integration, with particular attention paid to outcomes for first-generation and nontraditional students, who may not arrive with inherited professional fluency.*

BRIDGING THE GAP



Scale Experiential Bridges—and Design Them for Equity

Experiential learning works. The challenge is that it is concentrated in well-resourced business schools and accessible primarily to students who already have the social and financial capital to navigate unpaid internships or competitive selection processes. Expanding the experiential bridge means designing it for the full range of students, not just those who arrive with advantages. This includes structuring internships as a graduation requirement (as Marymount has done), creating on-campus simulations and embedded employer projects that provide equivalent exposure for students who cannot access unpaid or geographically distant opportunities—including the large share who work while studying—and building employer engagement directly into classroom settings.

PMI U.S.'s Owensboro, Kentucky model—in which it partnered with a local technical school to create a reskilling pathway that adds measurable wage premiums for workers who complete it—illustrates what is possible when an employer and an institution align on a specific, outcomes-oriented partnership rather than a general “we support education” posture.

Recommendation: *Create a replicable public-private template for local industry-institution reskilling partnerships, with a particular focus on community colleges and technical schools serving populations underrepresented in traditional feeder-school pipelines.*

Redesign How Employers Evaluate Talent

The burden of closing the gap between employers and educational institutions must not fall solely on universities. Employers must also examine how their screening and evaluation infrastructure excludes the candidates they say they want.

Credential filters in applicant tracking systems that require specific degrees that are not genuinely predictive of performance are screening out military veterans, career changers, community college graduates, and first-generation students at scale. Employers' stated commitment to skills-based hiring must be operationalized in the systems that process applications.

Interview practices deserve equal scrutiny. Military veterans and other nontraditional candidates often struggle in interview environments that reward polished self-presentation over demonstrated capability. Moving toward structured behavioral interviews, case-based assessment, experiential evaluation—including “process interviews” in which candidates use AI live and explain their reasoning—and training hiring managers to ask textured, open-ended questions that surface transferable skills can substantially improve early-career hiring decisions.

As one roundtable participant noted, rather than thanking a veteran for their service, ask them what



they did in service. The difference between a ritualized acknowledgment and a genuine inquiry into capability and experience is the difference between performative inclusion and merit-based hiring.

Recommendation: *Develop a shared “skills validation” playbook for early-career hiring that provides practical tools for evaluating core competencies—critical thinking, resilience, leadership, communication—outside of credential proxies and in-person networking.*

Build the Infrastructure for Sustained Public-Private Partnership

Many of the most productive insights from the roundtable came not from formal presentations but from employers and educators comparing notes on problems they had attempted to solve in isolation. The May forum reinforced that lesson: Leaders from institutions stretching from Florida to Washington State, many of whom had never met, discovered they were running parallel experiments on the same problems—and left with each other’s contact information. Such unscripted exchanges should not be left to happenstance. They should be a structural feature of how the talent ecosystem operates.



This means moving beyond job fairs and the campus recruiting season as the primary modes of employer-institution interaction and instead building sustained, curriculum-integrated, relationship-oriented partnerships that allow both sides to co-develop solutions rather than transact around them. It means investing in longitudinal research—e.g., to determine which institutions are producing the best long-term outcomes for students, employers, and communities.

It also means employers taking ownership of their side of the onboarding equation. Several roundtable participants noted that even when universities produce well-prepared graduates, inadequate onboarding on the employer side squanders the investment. Professional communication standards, cultural integration, and explicit expectation-setting in the first 90 days are the employer's responsibility.

Recommendation: *Establish regional employer-institution councils with structured, quarterly touchpoints focused on curriculum co-development, skills taxonomy alignment, and shared outcome measurement—not just recruiting logistics.*

BRIDGING THE GAP



Recommended Framework: The Five Shifts

Based on the roundtable and forum discussions, the following five shifts represent the most actionable near-term priorities for employers and academic institutions.

- 1. From credential factory to talent developer:** Measure success by 10-year outcomes, not first-job placement rates.
- 2. From passive advising to proactive sales:** Career services offices must operate with the urgency and methodology of a business development function.
- 3. From elective enrichment to required curriculum:** Human-centric skills—communication, networking, ethical AI use—must be structural, not supplementary.
- 4. From portal-dependent to relationship-driven:** Both sides must invest in the human relationships that enable talent and opportunity to find each other outside of automated systems.
- 5. From transactional to longitudinal:** The most important partnership metric is not annual placement rate; it is the quality of the talent ecosystem that both sides build together over time.

Conclusion: Rehumanizing the Talent Pipeline

The school-to-jobs ecosystem has scaled in ways that have made it more efficient on the surface but less humane—and less effective—at its core. Automated filters, AI-generated applications, virtual interviews with cameras off, and graduates who have never been required to shake someone's hand and make a case for themselves are symptoms of a system optimized for volume, not for fit—and certainly not for the long-term benefit of the human beings moving through it.

The good news is that the academic institutions and employers who participated in the PMI U.S. roundtable and career readiness forum recognized that they are not adversaries. They are co-architects of the employment pipeline, grappling with the same fundamental question: In a world where machines are taking over the transactional work, what does it mean to develop and deploy genuinely human capability?

The answer will not be found in any single program, credential, or technology platform. It will be found in the quality of the relationships between the people and institutions responsible for building the next generation of talent. The forums were themselves a proof of concept: When employers and educators sit together, without the intermediation of portals, rankings, and sterile application processes, they find that they have far more in common than many had assumed. Or, as one

participant put it: We acquire wisdom when we judge in community.

The opportunity is real.

The jobs exist. The talent exists. What remains is the work of building—together, with urgency and a shared commitment to a stronger, more productive future for all parties.



Appendices

Salon Roundtable Participants (April 15, 2026)

1. Becca Banzuelo, Director of Experiential Learning, **Marymount University**
2. Kelley Bishop, Associate Vice Provost for Career Services, **George Washington University**
3. Janice Chopra, Director of Commercial Capability Development, **PMI U.S.**
4. Dan Curtin, Director, Career Strategy and Development, **The Catholic University of America**
5. John Deadwyler, Program Director, Workforce Development and Continuing Education, **Prince George's Community College**
6. Kim Rice DeGross, Assistant Dean, Strategic Relations and Head of Career Services, **University of Maryland's Robert H. Smith School of Business**
7. Eric Eversole, President, **Hiring Our Heroes**; Vice President, **U.S. Chamber of Commerce**
8. Eleanor Jones, Director of Business Engagement and Career Services, **Northern Virginia Community College**
9. Kaleen Love, Chief People & Culture Officer, **PMI U.S.**
10. Michael McKenzie, Assistant Dean for Global Careers, **Johns Hopkins University School of Advanced International Studies (SAIS)**

11. Alanna Peykar, General Management Fellow, **PMI U.S.**
12. Ray Ruiz, Director of Industry Engagement, **American University**
13. Marian Salzman, Senior Vice President, Corporate Development & Senior Advisor to the U.S. CEO, **PMI U.S.**
14. Henry Stoevers, CEO, **Dog Tag Bakery**
15. Kerry Willigan, Assistant Dean of Career Services, **George Mason University's Costello College of Business**

Moderator: Steve Clemmons, Editor at Large, The National Interest

Appendices

National Online Forum on Career Readiness Participants (May 14, 2026)

1. Monika Alesnik, PhD, Coordinator of Leadership & Competency Development, **University of Tampa**
2. Addye Buckley-Burnell, PhD, Associate Vice President / Executive Director of the Center for Career & Professional Development, **University of South Florida**
3. Jessica Campbell, Executive Director, Career Development Office, **Rice University Jones Graduate School of Business**
4. Andrea Carpenter, Assistant Dean of Career Services, Kogod School of Business, **American University**
5. Amanda Chamberlain, Associate Director, MMS Career Services, Fuqua School of Business, **Duke University**
6. Santanu Chatterjee, Dean, Terry College of Business, and Dr. Harold A. Black Distinguished Professor of Economics, **University of Georgia**
7. Teri de Leon, Executive Director and Assistant Dean, Career Management, Fuqua School of Business, **Duke University**
8. Peter Harries, Dean, Graduate School, **North Carolina State University**
9. Casey Jenkerson, Director, Employer Engagement, Center for Career Engagement, **Washington University in St. Louis**

10. Chris Jones, Founder & Managing Partner, **CapitolWorks** & Career and Talent Development Consultant, **Texas McCombs School of Business**
11. Dr. Sandeep Krishnamurthy, Singelyn Family Dean, College of Business Administration, **Cal Poly Pomona**
12. Kaleen Love, Chief People & Culture Officer, **PMI U.S.**
13. Steve Misuraca, Associate Dean–Daytime MBA, MMS, and Accelerated MBA, Fuqua School of Business, **Duke University**
14. Alanna Peykar, General Management Fellow, **PMI U.S.**
15. Kimberly Rolfe, Director, Career and Community Engagement Center, **Whitman College**
16. Marian Salzman, Senior Vice President, Corporate Development & Senior Advisor to the U.S. CEO, **PMI U.S.**
17. William Schmidt, Manager, Business Engagement & Industry Initiatives, Business Engagement and Career Services, **Northern Virginia Community College**
18. Andrea Straccia, Director, Career and Professional Development, **Chapman University**

Moderator: Steve Clemons, Editor at Large, The National Interest

Appendices

Data Snapshot

- **Internship vs. Application Volume:** Internship opportunities [decreased](#) 15 percent between 2023 and 2025, while applications per posting more than doubled.
- **Hiring Rate:** The U.S. hiring rate reached 3.1 percent in early 2025, the [lowest level](#) since April 2020.
- **Technical Skill Half-Life:** Career services leaders at the May 2026 forum estimate the half-life of technical skills at roughly 2.5 years, down from approximately 5 years a decade ago.
- **SkillBridge Outcomes:** Penn State [clearinghouse data](#): SkillBridge fellows are 10x more likely to be employed within six months of transition; salaries are 75 percent higher than those of nonparticipant peers.
- **Application-to-Interview Ratios:** ~40% of [referred candidates](#) receive interviews, compared with only ~3% of [applicants](#) overall.
- **Working Students:** At one large public university represented at the May forum, an estimated 75 percent of students work while enrolled. In general, [roughly half](#) of enrolled college students in the U.S. are in the labor force.

- **Goldman Sachs Intern Class:** The firm's 2025 summer internship program accepted just [0.7%](#) of applicants (2,600 interns selected from more than 360,000 applicants).
- **Bank of America:** 200,000 [applications](#) for 2,000 entry-level roles.

Appendices

Model Programs Referenced

- **SkillBridge (DOD):** 12-week pre-transition internship program for service members; managed by organizations such as Hiring Our Heroes; documented 10x employment and 75 percent salary premium outcomes
- **Teamship (Marymount University):** On-campus course bridging soft skills development and real-world experiential learning, with an internship as a graduation prerequisite
- **Sales Practicum (Catholic University, Busch School):** Major-specific required career course featuring live cold-call practice and employer engagement; being expanded to finance, accounting, and marketing
- **Stackable Credentials MS in Management (George Mason University):** Flexible graduate program allowing students to build their own curriculum across disciplines; designed as a model for the future of credential design
- **Owensboro, KY Public-Private Reskilling Partnership (PMI U.S.):** Regional partnership with local technical school providing hands-on manufacturing skills training tied to direct wage premiums at PMI facilities

- **“The Psychology of Getting Hired” (University of Maryland):** Credit-bearing online course
- **Dog Tag Bakery Fellowship:** Program for military veterans with service-connected disabilities, military spouses, and caregivers; 100 percent of graduates either start a business or secure a new, improved position
- **Spartan Ready (University of Tampa):** Framework for career readiness that develops students’ professional competencies—e.g., communication, critical thinking, professionalism, leadership, teamwork—through curricular experiences; designed to prepare them for the workplace and life beyond graduation
- **Employer-Mirrored Apprenticeships (Northern Virginia Community College):** Utility-sector onboarding programs combining classroom instruction with paid field experience, modeled on registered apprenticeships without the administrative barriers

PMI | U.S. AMERICA 250

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