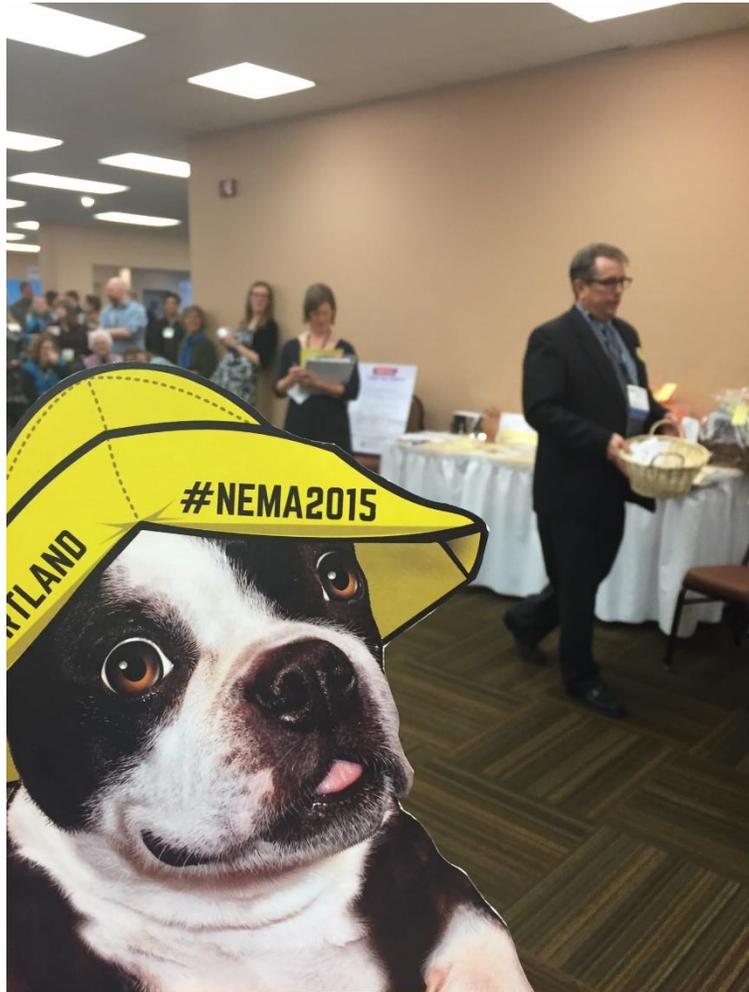


The Internship Revisited



November 9, 2016

NEMA Conference, Mystic CT

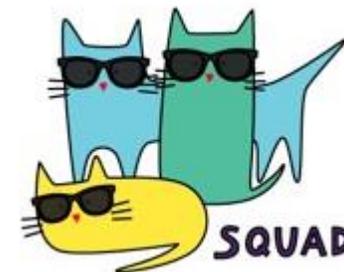
Facilitated by Monika Bernotas & Alli Rico

With Laura Roberts, Emily Robertson,
Laurie Lamarre, and Michelle Moon





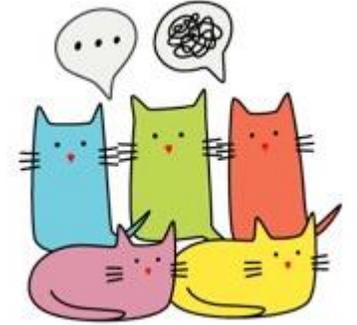
Session Agenda



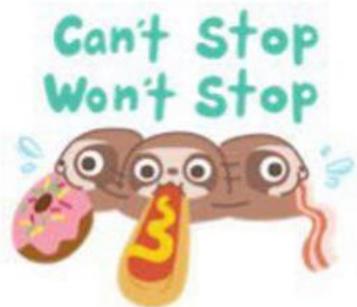
- Large group **brainstorm** & discussion
 - What did you take away from last year's session?
 - How did that session impact your work with/as interns over the past year?
- Recap of Our Process Last Year
- Case Study: **Mystic Seaport**
- Case Study: **Institute for American Indian Studies**
- Overview: **University Programs & Internships**
- Small Group / **Think Tank** Discussions
- Report Back



Recap



- NEMA 2015 session
 - **Challenges** facing interns and institutions
 - How could we meet those challenges with **creative solutions**?
 - Focus on **program-based internships** (versus project-based and “vol-interns”)
- Strategies for Redefining the Internship
 - 3 levels: individual, institutional, and field-wide strategies
 - “Big Idea” scenarios to change how we define internships



Challenges in Internships



- **Money**
- **Diversity**
- **Legality/Social Justice**
- Free Labor
- Definition
- Managing expectations
- Goal setting
- Support
- Housing and Logistics
- Over-qualification'
- Emotional Attachment
- Academic vs. Hands-on
- Maintaining Relationships
- Evaluations
- Organizational Weakness
- College Credit
- Nepotism
- Timing
- Transparency
- "Indiana-Jonesification"

Three Types of Internships



- **Project-Based** – short-term opportunities for students or professionals to conduct a project in an institution where they are not fully employed.
- **“Volinterns”** – students or emerging professionals who are interested in building their resumes through unpaid work – we should avoid calling these “internships.”



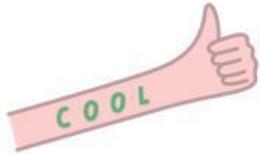
Program-based Internships – designed for students in the cultural nonprofit field to provide comprehensive, short-term employment experience.



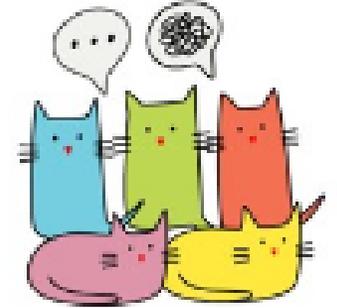
The redefined “internship”



- completed by an **individual who identifies as an emerging museum professional and is in the process of attaining an educational degree**
- considered **employment and paid as such**, though there should be no expectation of a job offer at the end of the internship period.
- an opportunity **to learn both practical museum and basic professional skills** (how their host institution functions, on both programmatic and administrative levels)
- **goal-oriented** (leave with a sense of accomplishment)
- **contribute to a project with tangible results**, and was an educational experience that allowed the intern to put theory into practice



Small Group Discussion

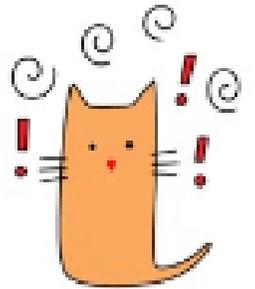


Purpose: **Explore proposed strategies** from “Redefining the Internship” and **offer ways to refine those strategies.**



Questions

- How do/did your own **experiences as YEPs/EMPs** affect your interest in and understanding of internship programs at your institution?
- What is the **biggest challenge** for you in exploring new internship program options?
- Are there any **solutions in the white paper that stand out** to you as important or relevant, in reaction to the work you’ve done at your institution?

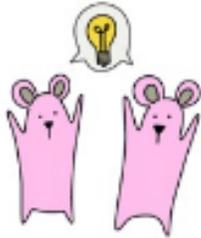


Discussion Groups – By Strategies



- **Big Ideas / Field-wide Strategies with Laura**

- *“Big ideas” that could potentially be implemented in the world of museum internship programs.*



- **Institutional Strategies for Small Institutions with Laurie**

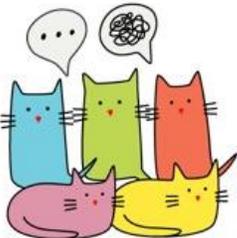
- *What can small museums do to improve their internship programs, so that they are attractive to candidates and also helpful to the organization?*

- **Institutional Strategies for Large Institutions with Michelle**

- *What can large museums do to improve their internship programs, so that they are serving candidates and the organization, and also showing leadership in the field?*

- **Individual Strategies with Emily**

- *Taking personal responsibility for the success of your internship is part of making or breaking the internship experience.*

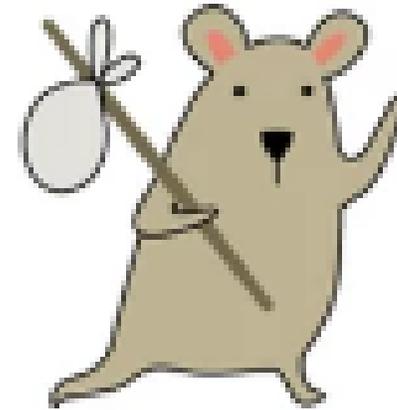
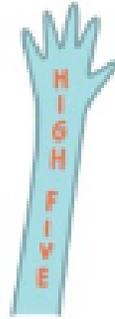


- **University and Institutional Partnerships with Monika and Alli**

- *Dreaming about a more cooperative relationship between museums and museum-studies programs.*



Thank You!



BYEEE

