INTERNS 4 U

ARE YOU READY?

Lin Nelson-Mayson, Director

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Our chief concerns are to help people in these ways:

- to get *pleasure* from their surroundings
- to appreciate the *beauty* all around them
- to have *tolerance* toward new ideas and other people's points of view
- and to *look for what is good* - not what is poor - in design.

- From an 1941 *Time* interview
GMD’S OBJECT-BASED LEARNING: ART IN EVERYDAY LIFE

• Minnesota’s design museum
• Exhibitions in McNeal and Rapson Halls
• Collection in McNeal Hall – approx. 34,000 objects
• Over 32,000 online records and photos
What is an internship?
• Address project-based work with an end date
• Supervised by staff member; may have a contract
• Compensated with academic credit or stipend
• Can be seen as applied professional experience

What is a volunteer position?
• All about solutions to a need
• Contribution of time, effort, and talent
• No compensation (academic or monetary) expected
• Can be seen as community mobilization
DEVELOP AN INTERN PROGRAM IN 5 STEPS:

1. WHO WILL BE THE INTERN’S SITE SUPERVISOR?

   - The site supervisor is the person responsible for overseeing the intern’s experience.
   - Does the site supervisor have a clear understanding of the intern’s expectations and the expectations of the institution?
   - Can the site supervisor maintain an ongoing relationship with the intern during the project with the goal of helping her/him learn during the experience?
   - If required by the intern’s college or university, will the site supervisor agree to write an evaluation of the intern at the end of the project?
DEVELOP AN INTERN PROGRAM IN 5 STEPS:

2. WHAT EXACTLY IS THE INTERNSHIP PROJECT?

- Is the project clearly defined? Is it meaningful enough for the intern to learn and the institution to benefit from her/his work?
- Does the project require specialized training? If so, can it be provided?
- Does the project require specialized tools or equipment? If so, can it be provided?
- Must the project be completed during a specific time of year or day?
- Can the institution guarantee that it will provide sufficient funds for the project during the internship?
- If the project is large and ongoing, can the specific internship project be defined to make progress that can be celebrated?
DEVELOP AN INTERN PROGRAM IN 5 STEPS:

3. HOW WILL THE INTERN DO THE WORK?

• Does the project require that the intern have a desk? Computer? Vehicle? Phone? Carts? Gloves? Specialized clothing? Bug repellant?

• Does the project require code/key/card access? If so, can it be provided?
DEVELOP AN INTERN PROGRAM IN 5 STEPS:

4. HOW WILL THE INTERN BE SUPERVISED?

- Who will do the intern’s orientation to the project? To the institution?
- How often will the intern and site supervisor check in on the progress of the project?
- Who does the intern call if unable to come to work or if s/he needs to leave early?
- How will the intern and site supervisor debrief at the end of the project?
DEVELOP AN INTERN PROGRAM IN 5 STEPS:

5. HOW WILL YOU DEAL WITH PROBLEMS?

- If the site supervisor leaves the institution before the internship is completed, who will take on that role?
- If the intern is not doing the work assigned or doing a poor job, how does the site supervisor work with the intern in a constructive way?
RECRUITING INTERNS

• Get organized!
• Be clear about what type of experiences and compensation you have to offer (academic credit is a type of compensation)
• Post your opportunity everywhere! On your website, social media, professional organizations, job boards, etc.
• Contact faculty at colleges and universities to discover opportunities for students to gain academic credit for an internship. Promote to these students.
• Consider promoting the opportunity to students in programs other than your museum’s primary focus (for example, instead of only history majors, also look for students in communication, literature, education, heritage studies, costume studies, etc.)
THANK YOU!