Internship Description Packet

Master of Arts in Arts Administration
The School of the Art Institute of Chicago

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Internship

Introduction

The MAAA program encourages students to gain a breadth of understanding with respect to administrative skills and types of organizations. This is based on the belief that wide experience contributes to flexibility and potential for contributions as an arts administrator.

One internship is to be completed as part of the work toward the Master of Arts in Arts Administration (MAAA). The internship requires a minimum of 225 hours of work with the host organization, with a weekly minimum of 15 hours.

The Internship Agreement is a contract between the student, the Site Supervisor and the Internship Advisor. The internship may be suggested by organizations willing and able to provide substantial internship opportunities, or designed by the student in conjunction with an organization and the Internship Advisor.

A written and an oral final report on the internship are required, as well as a satisfactory final evaluation, for credit to be granted.

Description

The internship should be of benefit to both the student and the host organization, matching the student’s abilities and educational interests to the needs of the organization. It should consist of work which substantially advances the student’s skills and understanding of arts administration.

Internships can provide students with full or partial responsibility for a project or projects at their internship site; other internships may be more general in their focus. In all cases, a clear set of objectives should be established at the start of the internship (which will be included within the Internship Agreement), which can subsequently be evaluated during and at the end of the internship; and the student should receive an appropriate level of support and supervision from the internship site and in particular
their Site Supervisor.

If the student elects to perform an additional internship, each internship will be hosted by a different organization, and in different areas of administration. An internship may be with an arts organization at which the student is or has been employed, provided that the work done is of a substantially different nature than that undertaken there as regular employment.

Students should contact the Internship Advisor for ideas of suitable organizations and projects. Paper files on current/recent internship announcements are kept by the Department and located in the Arts Administration Conference room #63 and posted on the bulletin board outside the program office on the fourth floor of the Champlain Building. Students can also consult SAIC’s Co-Op office as a resource for ideas (7th floor Champlain Building). Additionally, students can consult the Departmental database for prior MAAA internships and host organizations. This database is installed on all MAAA student-use computers. The Art Institute also offers an internship program; interested students should consult with the Internship Advisor for more information regarding this. Students can also research and initiate internships at other sites – however, you should inform the Internship Advisor about your research.

The information sheet “General Guidelines for Employers” (available from the Internship Advisor) should be given to your (potential) Site Supervisor when planning all internships.

It is understood that the Intern may occasionally be asked to perform tasks not explicitly outlined in the Internship Agreement, but it is also expected that time spent in this way will be kept to a minimum. Flexibility, on the part of both the student and the host organization, will be important to the Internship’s overall success.

**Internships outside Chicago**

It is expected that many internships will be arranged within the Chicago area; where appropriate, however, internships outside Chicago are encouraged (especially in the summer, when students are not taking other classes). The benefits to experiencing internship work elsewhere in the US or interna-
tionally can be valuable. In those cases, the ability of the Internship Advisor to visit the internship site will, of course, be limited or impossible, and phone, fax or e-mail communications between the student, Internship Advisor and Site Supervisor will be required during the internship. The internship classes, which are usually attended concurrently with the internship, would be done in the semester following the internship.

Please note that other countries may have different structures and expectations regarding internships - and, in some cases, may not have had interns before. Therefore, when researching possible internship sites, please be sure that you clearly articulate your needs. Internships outside Chicago invariably require a much longer time period to be researched and initiated - please start your internship research early.

**Second Internship - optional**

**The second internship should be viewed as a progression from the first, as follows:**

- The work should develop the student’s administrative skills more rigorously, and a higher level of responsibility is expected.
- The second internship should include a closer mentor/mentee relationship between the internship Site Supervisor and the student, allowing for closer observation and a wider perspective on the administrative issues in the internship organization.
- Where appropriate, students should attend at least one board meeting of the internship organization. Prior to the meeting, the student should have an opportunity to acquaint themselves with the agenda being discussed at that board meeting.
- Some (but not all) students will plan their second internship to include work experience that can be subsequently developed in their thesis; students should discuss this with their Internship AND Thesis Advisors before commencing work on the internship.

The final evaluation of the second internship will reflect these criteria.
Pay

Many institutions offer paid internships. Students for whom this is a priority must communicate this with the Internship Advisor when planning the internship.

Many sites also participate in the Federal Work Study Program. Through this Program, students are able to earn an hourly rate of pay. The employer meets 35% of the cost of the wages. If an MAAA student does not have earning eligibility through the Financial Aid Office, it may be possible for earning eligibility to be awarded for the specific dollar amount of the internship. Students should consult with Victoria Engonopoulos in SAIC’s Co-Op Office about further eligibility requirements and work study.

All paid internships are administered through the Co-Op office, however departmental documentation and supervisory requirements must still be met.

Scheduling

The internship work may be spread out over the course of a semester, or concentrated in a shorter period of time. The scheduling of work should reflect the nature and demands of the project being undertaken. Regardless of the duration, a minimum of 15 hours per week is required, in order to ensure that substantial contact and interaction between the Intern and the host organization is established.

Please view 15 hours per week as the minimum. However, working 3, 4 or 5 days per week at the Internship site may provide better continuity on certain work duties, and result in a better understanding of the organization.

Because participation in the workplace culture is an important aspect of what internships offer the student, students who have full time work commitments during the day should look into Internships which are available at times when they are free. Possibilities are presented, for example, by the many arts organizations which offer weekend and evening programming and by the many small organizations which do much of their administrative work in the evenings because the directors or others involved are running the
organizations while also holding other jobs.

**The Process**

This Packet contains the forms you will need completed at different stages of the Internship.

**a. prior to commencement of internship**

The Internship project is designed by the student, in consultation with the Internship Advisor and the Site Supervisor. To assist in this process, the student should submit the "Information to Assist in Internship Placement" form, along with a current resume, to the Internship Advisor, at least 2 months prior to the start of the Internship. The completion of this form is optional.

Informational interviews with potential host organizations are also helpful; student preparation for these interviews generally includes providing a resume and initial outline of interest, as well as undertaking research into the organization regarding its mission, history, organizational structure, programming, etc. Students are encouraged to discuss their internship ideas and goals with the Internship Advisor during the process of preparing for the interview - the Internship Advisor would not attend the interview.

Please note that all contact regarding internships at the Museum of the Art Institute of Chicago must be made through the faculty Internship Advisor. Students should then contact the Co-op Office for an AIC Internship application form, and for listings of available positions.

Internships should always be defined in advance of the work commencing. Committing yourself to an Internship without first establishing a job description may result in a poor experience, as well as not receiving SAIC credit for the internship.

Once the internship has been secured, the basic elements (including a description of the work responsibilities, a list of the student’s goals and the host organization’s goals, timeline, and the procedure to be used for evaluating the Internship experience) are then formalized in the Internship Agreement. The Internship Agreement should be drafted, and then reviewed.
by the Student, Site Supervisor and Internship Advisor. Once all three parties have agreed to this draft, they should meet to sign the Agreement. Students should also complete the MAAA Departmental Internship Record form and submit it to the Internship Advisor at the beginning of the internship.

Additional procedures may be required with regard to Coop:

1. Using Coop Listings:
   If a MAAA student is uncertain as to the type of placement they are searching for, the Co-op office can assist that student in an effort to secure a position with a desired organization, using their listings of internships sites/positions. To initiate this process, students must fill out a Co-op application and submit a copy of their resume to the Co-op office one month prior to the semester they will be seeking a Co-op/Internship position. They should make an appointment with Victoria Engonopoulos in SAIC’s Co-op Office (7th floor Champlain Building – Room 707).

   Following acceptance of a Co-op/Internship position by a MAAA student, Victoria will then sign the registration form for the Internship - i.e. students using Co-op listings must meet again with Victoria before registering for the Internship Class.

   Critical Dates: Make Co-op appointments –

   One month prior to the start of each semester:
   - August for Fall Internships
   - December for Spring Internships
   - April for Summer Internships

2. Financial assistance through Federal Work Study program:

   All MAAA students working with employers participating in the Federal Work Study Program are required to attend the FWS meeting coordinated by the Co-op office, to receive an authorization for payment and paperwork relevant to understanding the student payroll system. These meetings are announced and posted on the Co-op bulletin board: on the 7th floor of the Champlain Building.
In addition, if the internship involves FWS, students should meet with Victoria, as outlined in 1 above.

All employers that have hired a MAAA student and are participating in the FWS program will be mailed a contract acknowledging their charge of 35% of the authorized amount the student is eligible to earn.

3. Other students:

If the internship was not found through Coop listings AND does not involve FWS, students do not have to meet with Victoria in the Coop Office. The Internship Advisor will provide all necessary forms for registration and completion of the internship.

b. during the internship

The Internship Advisor will meet with the Student and Site Supervisor (usually at the Internship site) at the start of the internship, when the Agreement is signed. The Internship Advisor will separately contact the Student and Site Supervisor during the internship for an update on the internship.

Additional contact and meetings with the Internship Advisor can be requested by the student where appropriate – the Internship Advisor should also be contacted at any time if the student has any questions or concerns regarding the internship.

It is essential that the intern will also be in regular and close contact with the Site Supervisor, both through informal interactions and through at least four scheduled meetings.

c. after the internship - Evaluation

An evaluation procedure will be agreed upon as part of the Internship Agreement. This must include, at a minimum, the following elements:

* An exit interview between the Intern and the Site Supervisor;

* Completed copy of the “Intern Evaluation” form by the Site Supervisor,
submitted to the MAAA program office no more than 2 weeks after the conclusion of the Internship;

* A reflective essay written by the Intern, approximately 2,000 words length, which provides at least the following:
  An overall description of the project, and of the work performed
  Analysis of how the Internship did and did not follow according to the original plan
  Analysis of successful aspects, and the reasons for them
  Analysis of unsuccessful aspects, and the reasons for them
  Analysis of what has been gained from the experience
  Evaluation of the project
  Evaluation of the Intern’s strengths/weaknesses, as relevant to the Internship experience
  Evaluation of the host organization’s contribution to the internship experience

The essay must also be submitted to the MAAA program office no more than 2 weeks after the conclusion of the Internship.

The Evaluation form and essay should both reflect whether the student had completed their first or second internship - a greater level of depth and focus will be expected with the latter.

The Co-op Office is not involved in the Evaluation procedures at the end of the internship. Co-op will however send a survey to the internship site to determine whether or not the student will be staying for another semester or if the site has an opening for another student for the next semester. All evaluation for the MAAA student will be the sole responsibility of the MAAA program, as designated in the Internship Agreement and Intern Evaluation forms provided by the MAAA Program and Internship Advisor.
Arts Administration Program
Information to Assist in Internship Placement

Note: the completion of this form is optional

Name of Student:
Date:
Semester Seeking Internship:

Please answer the following questions with as much information as seems relevant to help in defining and finding the best match of an internship for you. Attach additional sheets if necessary. Turn your completed form in to the faculty Internship Advisor at least 2 months before you plan to start the internship.

Please also attach your updated resume so that your background of education, experience, and interests is readily available to the Internship Advisor; this will help in advising and also in describing to others what you have to offer through an internship.

1. What are your professional goals upon graduation from the MAAA Program?

2. What do you see as your administrative strengths and weaknesses at the present time?

3. What abilities do you most enjoy using?

4. In what areas are you interested in developing more expertise?

5. What are potential goals for your next internship, and for your thesis?

6. Give some characteristics of the kind of organization with which you would like to have an internship (size of organization, arts medium, etc)

7. Do you have a specific internship arrangement already in mind? If yes, please explain.

8. With regard to Q7, what skills do you possess that might be relevant here?
SAIC - Intern Evaluation

Name of Intern:

Dates of Internship:

Internship Site/Organization:

On Site Supervisor:

Please indicate your best assessment of how well the Intern met the goals and objectives of the contract, as outlined below – attach your evaluation to this signed form

Briefly describe your relationship with the Intern, for example, the number of hours you spent with her/him, the frequency with which you met, the nature of the information conveyed, etc.

Quality of work performed

Knowledge and skills developed

Professional areas for future development

Assessment of administrative competence

Assessment of Internship in relation to Intern’s overall professional goal and vision

Please indicate your assessment of the following:

What impact did the Intern have on your organization? Were the goals of your organization with respect to the internship successfully achieved?

Would you consider another Intern in the future?

Do you have recommendations for improving the experience?

Additional comments

Signature (Site Supervisor): ________________________________
**Arts Administration Program - The Internship Agreement**

Name of Intern:

Internship site/Host organization:

Site Supervisor:

SAIC Faculty Advisor:

Dates of Internship:

Average Number of Hours per week of Internship Work:

Attach an additional sheet (or sheets) with the following information:

- Description of Internship site
- Summary of Internship Project
- List of anticipated tasks and responsibilities with Timeline
- Major learning/personal goals for the intern
- Organizational goals (Major goals to be accomplished by the intern for the organization); description of final anticipated products of the Internship
- Method of assessment/evaluation of Internship to be used

This cover sheet, with attachments, constitutes a formal agreement between the Intern, the Site Supervisor and the Faculty Advisor, when signed by all parties.

Intern  Date

Site Supervisor  Date

Faculty Advisor  Date
MAAA Departmental Internship Record

In order for our department to keep a record of your internship please complete this form and return it to the program office. It will be entered into the database and the original placed in your file.

Organization:

Address:

Site Supervisor:

Title:

Phone:

Fax:

Intern:

Internship Title:

Academic Semester:

Academic Year:

Internship Description:
INTERNSHIPS:
LESSONS LEARNED & BEST PRACTICES

INTRODUCTION

Focus on planned structures to minimize subsequent complications, and enhance the benefits of your internships.

Some of what follows may seem obvious, but you will be surprised by how often well-intentioned structures can go awry – and for completely innocent reasons…

NEED FOR ORIENTATION

Some interns are already familiar with their organization – this can benefit greatly, but if that background doesn’t exist, how do we nurture this?

Intern also needs to research what the organization does: mission, program, strategy.

Orient to Organization – immersion at start, but should remain a constant presence throughout the internship.

Orient organization’s staff to intern AND internship:
OTHER STAFF NEED TO UNDERSTAND WHAT AN “INTERN” IS – TERM MAY BE CONFUSING – TAKE TIME TO ORIENT OTHER STAFF TO WHAT IS HAPPENING.

Internship is one-to-one on one level, but intern also needs to navigate working relationships with other members of staff. Supervisor to assist in setting this context as effectively as possible. Intern to be sensitive to situations where they are filling a new role within an organization – and to the fact that all staff within the organization should be learning.

Sometimes the intern might be seen as getting very favorable treatment – eg moving between departments, observing, gaining access to people and information not available to everyone else – catch the potential for resentments growing among staff by proper orientation for all staff – all staff should understand the structure and process of the internship. Avoid misunderstanding about what the intern will be doing AND expecting of others within the organization.

Supervisor’s need to be non-protective about their role/information/insight – need for sharing.

JOB DESCRIPTION: STRUCTURE/PROCESS

ESSENTIAL: (a) job description which has very specific objectives.
(b) Ongoing self-evaluations of the process.
   Eg comparing the task list with the agreed-upon job description.

JOB DESCRIPTION:
To include duties/responsibilities, but also define time for general orientation/observation. This is one time to define boundaries: eg, will the intern be able to sit in on Board Meetings, upper management meetings etc.?
Discuss the draft job description: through this process should find the appropriate level of responsibility for the intern – without this open dialogue, a risk of false assumptions on one or both sides. This process is doubly important if neither the intern nor the supervisor have previously been involved in an internship.

NEED FOR INITIAL DEFINITION, BUT FLEXIBILITY AND RESPONSIVENESS ALSO IMPORTANT
It is understood that the intern may occasionally be asked to perform tasks not explicitly outlined in their job description, but it is also expected that time spent in this way will be kept to a minimum. Flexibility, on the part of both the intern and the host organization, will be important to the internship’s overall success.

YOU WILL BE ASKED TO DO ROUTINE TASKS – IMPORTANT TO DO THIS, BUT ALSO ENSURE THAT THIS DOES NOT BECOME EXPECTED – THIS IS NOT THE REASON FOR THE INTERNSHIP.

At SAIC, we encourage students to gain a breadth of understanding with respect to administrative skills and types of organizations. This is based on the belief that wide experience contributes to flexibility and potential for contributions as an arts administrator.

You may wish to include opportunities to experiment – to be allowed to suggest and implement new initiatives.

DEFINING JOB DESCRIPTION FOR THE INTERNSHIPS - ALSO EFFECTIVELY ADDS SUPERVISORY DUTIES TO JOB DESCRIPTION OF SUPERVISOR

INTERNERSHIP AGREEMENT/JOB DESCRIPTION TO INCLUDE:

1. Summary of internship Project
2. List of anticipated tasks and responsibilities with Timeline (SUBJECT TO REVISION)
3. Major learning/personal goals for the intern
4. Organizational goals (Major goals to be accomplished by the intern for the organization); description of final anticipated products of the internship
5. Methods of ongoing/final assessment/evaluation of Internship to be used

1&2 are regular elements of a job description; 3-5 are important to add for internships.

Under 1&2, consider whether there are projects which can be given wholly or partly to the intern – to initiate and see through.

Does the intern have any expertise (eg technological) unique to the department/organization? – this may be extremely beneficial to the organization.

WHEN DEVELOPING THE JOB DESCRIPTION, ASK YOURSELF CERTAIN QUESTIONS:

What are your professional goals DURING & AFTER COMPLETING THE INTERNSHIP? Where do you see yourself in five years time? – how can you use the internship towards those objectives?
What abilities do you most enjoy using?
What do you see as your administrative strengths and weaknesses at the present time? – use your strengths within the internship, but don’t forget about opportunities to work through your weaknesses also.
In what areas are you interested in developing more expertise? – incorporate this into the internship if
you can.

Identify areas in which you have the least experience and most apprehension – eg budgeting. IS IT POSSIBLE TO WORK IN THESE DEPARTMENTS FOR SHORT PERIODS, OR x DAYS/WEEK? – TAKE ADVANTAGE OF LEARNING ABOUT THE OPERATIONS OF THE WHOLE ORGANIZATION. But remember to orient the other department to the needs and requirements of the internship: make sure it is appropriate experience.

As part of the orientation, have an Informational interview in the other Dept?

OR

If a smaller organization without separate departments, address to how to integrate these needed skills/expertise within the intern’s role.

Supervisor to ensure that structure of intern’s work in other areas of the organization is appropriate, and not assume that someone else will take care of the intern’s supervision.

Benefits of working with others: new approaches to observe, new opportunities to develop.

ALSO: Where appropriate, attend board meetings of the organization. Prior to the meetings, take the opportunity to acquaint yourself with the agenda being discussed at that board meeting – eg have strategy conversations about the meeting before it happens, and also get feedback after the meeting. In addition, can you meet with individual board members and executive management?

Supervisors and interns to have regular meetings – to allow both to report on their respective work. Supervisors need to share information about their job, which at times might be confidential or subjective. Need to assess boundaries/limits, and what is appropriate to cover. Sometimes a level of trust will take time to develop, and through this the dynamic of the internship will change over time.

Intern will have much to learn from observing their supervisor, and listening to what they have to say about their job and the wider arts context.

ONGOING EVALUATION:

INTERNS NEED TO INSIST ON THIS – THERE MAY NOT FEEL LIKE A NEED FOR REGULAR MEETINGS, BUT IT IS ESSENTIAL.

PREPARE FOR EVALUATIONS!

KEEP JOURNAL RECORD OF YOUR WORK.

WHAT TO ADDRESS AT REGULAR CHECK-INS:
(MUCH OF WHICH IS ALSO ADDRESSED AT THE END OF THE INTERNSHIP – BUT THESE QUESTIONS SHOULD ALSO BE BEING ASKED THROUGHOUT THE INTERNSHIP)

1. THE AMOUNT OF TIME INTERN AND SUPERVISOR SPENT TOGETHER - the frequency with which you met, the nature of the information conveyed, etc. ASSESS BOTH THE QUANTITY AND THE QUALITY OF THE INTERACTION – IS THERE A NEED TO ADJUST HOW THESE MEETINGS ARE STRUCTURED? ALSO: WHERE DO YOU MEET, HOW DO YOU MEET? – DO YOU NEED TO BE IN A NEUTRAL SPACE, WITHOUT WORK INTERRUPTIONS?

2. Quality of work performed
3. Knowledge and skills developed

4. Professional areas for future development – PLAN; REVISED PLANS – WHAT HAS CHANGED WHICH NEEDS TO BE REFLECTED IN FUTURE PLANS FOR THE INTERNSHIP?

5. Assessment of administrative competence. TIME MANAGEMENT: is there an effective prioritization of tasks; short, medium and long term goals.

6. Assessment of internship in relation to intern’s overall professional goals and vision – ie refer to original job description.

AND

1. What impact is the intern having on your organization? Are the goals of your organization with respect to the internship being successfully achieved?

Benefits to evaluation: developing the quality of self-evaluation carried out by the intern, and the quality of the supervisor’s evaluative skills.

Questions to ask:
SUPERVISOR: is the intern being challenged?
Does the intern have the time and opportunity for wider development? – eg visits to other arts organizations, conferences, trainings.
INTERN: am I changing?
What am I learning?
What is my development as individual; arts administrator; manager?

DANGER of not taking time out for evaluations/ reflection and getting wider perspective on the work.

You MUST communicate with your supervisor – situations which are not going according to plan must be understood by everyone, otherwise resentments can appear. You will add to the problems by not communicating your concerns. This means that the relationship between supervisor and intern must be open to allow for frankness, responsiveness.

MISCELLANEOUS POINTS:

1. Fulfilling a variety of roles – different expectations in different contexts – how to plan for this, and navigate it?

2. NETWORK WITH OTHER INTERNS: WHAT IS THEIR EXPERIENCE?

3. What happens when the working relationship changes? There is always the possibility that the jobs of some of the supervisors will change – for example, moving to a new job, but also taking on more responsibility or being promoted. What does this mean for the Internship? How do you plan for this adequately? Does it make sense to continue being the supervisor, or does someone else within the organization need to take over?

Eg – will the supervisor now be too overworked to adequately work with the intern?
4. What if things go wrong?

The personalities and management styles will vary – but… you should ask:

Can it be sorted out between supervisor and intern?
OR Does someone else in the organization need to get involved?

Select a good time and place to talk about problems – be positive – focus on how to move forward. Supervisors need to be aware of issues facing interns, and respond with practical support, and/or personal support/understanding.

Problems can happen – but learn from the bad experiences, which may be your most valuable lessons. As intern, be aware of the issues/problems you are facing: these may be what YOUR staff will face when you’re in the position of being a mentor/supervisor/manager in future.

Include this in your journal.

Supervisors may not have had formal training on conflict management and/or much opportunity to deal with such situations in the past – this can be a learning experience for the supervisors also.

5. Is your supervisor a friend as well as boss? – how to negotiate that kind of territory is delicate and sensitive, but strengthening a working relationship can be a valuable objective for the internship. Indeed, a good supervisor/intern relationship may be the essential component to this being a positive and beneficial experience.

6. Differences in learning styles between supervisor and intern:

SUPERVISOR TO FIND OUT FROM THE INTERN WHAT IS A USEFUL WAY FOR THEM TO LEARN. Intern may not learn in the same way that their supervisor does.

7. Differences in communication styles between supervisor and intern – both parties to be aware of how to navigate this terrain.

FINAL EVALUATION:

Final evaluation can follow similar structure to that outlined above regarding on-going evaluations.

INTERNS TO LEARN FROM THEIR EXPERIENCE; CARRY FORWARD WHAT THEY HAVE LEARNT TO THEIR FUTURE WORK

SUPERVISORS: LEARN ABOUT THEIR ORGANIZATION, HOW IT MIGHT BE IMPROVED, HOW THEY MIGHT IMPROVE WORKING WITH AND SUPERVISING THEIR STAFF.

FINAL EVALUATIONS SHOULDN’T THROW UP ANY SURPRISES!