

ACRA INTERNSHIP PROGRAM GUIDELINES

GOALS AND OBJECTIVES

The development of future professionals in our industry is dependent on a multi-pronged approach involving cooperation between industry, universities, professional organizations, and government agencies. No one group can train these future professionals alone. Collaboration is key and ACRA, as the trade association for the Cultural Resources Management industry, should take a leadership role in promoting internship programs that develop professionals who understand our industry and who will be the next generation of leaders. It is good business for each firm to promote the education of future professionals, for that intern may eventually be a manager within your own organization. There are numerous success stories among ACRA members already; some are the result of informal relationships with local university programs, while others have developed more formal relationships. Either approach is acceptable if it supports the career goals of aspiring CRM professionals. When academic institutions and industry professionals work together, the graduates can take the valuable knowledge learned in their coursework and then apply it in a hands-on way, providing a winning outcome for the student, the university, and the industry.

The role of ACRA in this process is to provide guidelines, best practices, and resources for internship programs. Although many ACRA member firms have been involved with interns, this approach to developing professional positions within our industry has not been consistently utilized. Neither has there been any consistency in the internship programs administered by member firms. These guidelines provide best practices for such programs. In the future, ACRA plans to develop a library of internship resources that will be available to member firms. These will include templates and examples of internship contracts, as well as lists of useful websites and resources. The following presents the goals and objectives of these guidelines:

Goal: To develop the next generation of professionals through active engagement and mentoring in the CRM industry.

Objective: Through outreach, educate undergraduate students on the possible career opportunities in CRM if they pursue degrees in history, anthropology, public history, historic preservation, or a related field.

Objective: Generate excitement and expound upon the possibilities of CRM as a career, by providing meaningful internship opportunities that facilitate earning credits when possible for undergraduate internships.

Objective: Provide graduate students with internship opportunities to apply what they have learned in their coursework, explore the diversity of projects completed in CRM, and learn practical skills such as CRM-specific writing, proposals, fieldwork, working as part of an interdisciplinary team, and managing budgets and project schedules.

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Objective: Through purposeful engagement, seek to provide internship opportunities to an ethnically, culturally, and economically diverse group of students of all genders, religions, backgrounds, and ages.

GOAL: To provide support and guidance for the CRM industry in developing and implementing effective internship programs.

Objective: Inspire firms to think proactively about what they need from an internship program and to establish their program goals at the outset.

Objective: Provide guidance for firms to consider what types of job experience they are able to provide for interns, including applicable project work, staff supervisors/mentor and information on best practices and available resources

Objective: Promote the development of relationships with appropriate university programs and departments so that academic and experiential learning are complementary and provide future graduates with all the tools they need to start a career in CRM.

ACRA recommends that if a firm does not already have a formal internship program in place, then they consider brainstorming internally, using the following topics as a starting place for discussion:

WHAT ARE YOU HOPING TO ACCOMPLISH FOR YOUR ACRA FIRM WITH YOUR INTERNSHIP PROGRAM?

- What are the goals of the firm's program?
- What universities may make for appropriate partners?
- When would you like to have interns and how often?
- How will interns be chosen and how formal will the program be? Will the firm advertise for interns on a regular basis on public platforms and have a consistent, formal recruitment process? Or will the firm develop relationships with specific universities and programs and informally gain interns through these relationships?
- How will interns be compensated for their work? Will there be housing assistance for interns in the summer or from institutions that are not near the firm?
- What types of projects do you hope to have interns work on for the firm?
- Do you have adequate staff supervision for interns? Will the firm designate an individual or individuals to oversee the program or will it utilize a team approach?
- Will your internship offerings be in person or virtual?
- Can your firm facilitate the evaluation process that may be necessary for an intern to receive college credits?

WHAT BENEFITS AND EXPERIENCES DOES YOUR FIRM OFFER TO INTERNS?

- What types of project work can your firm have interns assist with? Examples include phase I archaeology surveys, historical architectural surveys, oral history studies and community outreach, museum studies, archaeological testing/data recovery, architectural building descriptions, and

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national register nominations.

- Interactions with professionals who have the skills to create student contracts, oversee work, and provide meaningful evaluations at the conclusion of the project, as well as to teach, mentor, and inspire the next generation of professionals. How would you seek to offer this to students?

STARTING AN INTERNSHIP PROGRAM

How does one initiate an internship program? It is not a difficult process, but it requires planning and commitment on the part of the firm. In most cases, you should advertise internships at least a full semester, 4-6 months, prior to your expected start date. This will allow sufficient time to screen and select appropriate candidates. This process is facilitated by an ongoing relationship with a local university or college. A formal relationship with the university or college that allows the student to achieve credit for the internship will involve more planning, time, and effort. Nevertheless, even an informal relationship requires establishing a relationship between your firm and one or more professors who may encourage students to consider an internship either for credit or experience, or both.

If you need assistance, contact the career center at one of the private colleges, community colleges, or universities in your area. Career centers can also assist with:

- Internship job descriptions
- Guidelines for posting internship positions on their website
- Internship agreements with the educational institution
- Assistance in developing a job offer for the intern
- Assistance in evaluating the intern's work

Internship information provided by the National Association of Colleges and Employers (NACE) can be found on their website at <https://www.nacweb.org/career-readiness/internships/> . Additional material can be found at <https://www.nacweb.org/about-us/advocacy/position-statements/position-statement-us-internships/#sthash.feL0j8oS.dpuf> .

ESTABLISHING A TARGET AUDIENCE

The target audience for an internship role in your firm can vary greatly. Undergraduate students may face uncertainty about a career choice as they approach graduation. The graduate student, however, is likely interested in an internship as a means of gaining practical experience and possibly gaining an entry-level position or positioning themselves to compete successfully for a limited number of potential positions. While ACRA realizes that firms may be approached by high school students desiring internships, these guidelines focus on the graduate and undergraduate intern experience and suggest that high school student internships, due to an increased need to be highly specific to the individual and the firm, be handled separately. ACRA encourages all member firms to engage in community outreach to younger aspiring historians and archaeologists at career days, social study and science fairs, and directed outreach to local schools.

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Undergraduate students

The undergraduate student may be seeking to understand what career options present for a specific major or degree, or they may have made a career choice and are intent on gaining valuable experience. For these internships, the ACRA firm's primary benefit will be inspiring undergraduates in general to pursue graduate studies in CRM. In general, the greatest challenge in establishing meaningful programs for undergraduates is exposing them to the widest array of project types and work a firm completes so that they understand what a potential career in that field might look like, while simultaneously having appropriate supervision, mentorship opportunities, and tasks available for the interns. What does the day-to-day job of someone in the field look like? What can they expect to earn as a starting professional and after 10 years of experience? This is a good time for an undergraduate intern to realize that professional archaeologists do as much writing as digging, architectural historians have to interact with the public in the field, and that following a chain of title or a line of newspaper research can be addictive! An undergraduate internship program should help an undergraduate to determine if this is a field they want to pursue for graduate studies and an eventual career.

The initial interviews with undergraduate candidates should be designed to reveal the needs and sophistication of the candidate. In the end, if you accept a candidate, then you will need to develop a program relevant to that individual and outline specific, mutually agreed upon learning objectives. Often, since an undergraduate likely has had no experience with CRM, they may not yet know enough to ask the right questions or to tell you what they are looking for in an internship. It may be appropriate to ask the student to consult with a faculty member in their program to help identify objectives. As the firm, you can also help ask the right questions to help you get there. These questions should be couched in more general terms. Do you like to write? What's your favorite thing you have ever written? What research have you enjoyed the most in college? Do you like photography, old buildings, or museums? Do you like interacting with the public or would you prefer more independent work? How do you feel about working outside when it is hot or cold? What do you think you would like to do once you graduate? Are you able to travel or do you have family/work obligations? Answers to these questions should allow you to follow up with more specific questions related to whether they enjoy laboratory analysis, fieldwork, or writing. If they are an anthropology/archaeology student, have they already completed their field school or have other related field or laboratory experience? After determining what they are seeking, do they match your firm's needs?

Graduate students

Graduate students will likely enter the internship program with a focus on preparing themselves for a future position. They wish to gain hands-on experience that will increase their competitive stance within the workplace. Your program for such students may be focused on a particular research topic that is relevant to the student, or it may focus on a more broad-based experience designed to acquaint the student with all aspects of being a professional within our industry. Research, management, and budgeting skills are likely important to such candidates, as is exposure to different types of project work within a more defined focus. Skills such as chain of title research, background/archival research, reading and understanding scopes of work, as well as writing appropriate materials such as basic archaeological site descriptions, architectural resource descriptions, or methods sections.

In addition to seeking practical, hands-on experience, many graduate (and some undergraduates) students may be trying to complete a required internship or practicum for their degree program. Sometimes this is

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in lieu of a thesis, and sometimes it is in addition to a thesis or capstone project. Some students may be looking for subject matter for thesis research and are hoping to collect data while doing an internship or even to use data already collected in a previous project by the firm. In each of these instances, the graduate student must report on the projects in which they are involved during the internship. Documentation on the part of the intern and the firm is essential for such programs. Additionally, these instances require more upfront planning to ensure the intern, firm, and university all have the same expectations.

SPECIFIC TYPES OF CRM TRAINING OR JOB EXPERIENCES

The focus of the training or experience needs to be developed in concert with the candidate so that the internship experience is of value to the candidate and to your firm. In the earlier brainstorming, your firm has already determined what they need in an internship program and what specific training they can provide to interns. The training may involve technical skills, management skills, exposure to multiple disciplines, or very specialized research. Whatever the decision, the experience must be meaningful for the candidate and your firm. Gone are the days of using interns as simple “go-fers.” Students have many talents and traits that benefit employers: enthusiasm, dedication to learning, and an eagerness to work and do a good job. They are seeking opportunities that will stimulate them and provide practical experience. A good internship program will ensure the assignment of challenging projects and tasks. Effective assignments are coupled with adequate supervision to provide an information resource and ensure interns are engaged. While there are many aspects to establishing a successful work-learning experience, the work assignment is a key element in the planning process.

Here are some general tips for creating a successful work assignment:

- Review current job descriptions of employees and determine what types of work can be expanded or augmented. Develop a student assignment from that information and provide a thorough job description.
- Assign a manager or supervisor for the task that not only knows the material but has skills in helping actively guide others in learning.
- Involve the manager who will be responsible for supervising the student in the development process.
- Provide written steps or guidelines for completing the task successfully in both written and verbal forms. Assign someone to act a point person to address questions or confusion
- Develop positions that will challenge students. Don't underestimate their abilities.
- Remember that students learn quickly and want to contribute meaningful work to your organization.
- Ensure that infrastructure is in place to support the intern(s). Sufficient workspace (desk, computer workstation, access to phone and fax, company email if necessary, etc.) is necessary.
- Be prepared to discuss "learning objectives" with your student workers. Many students will need to develop clear objectives for the learning they want to achieve while working in an experiential

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learning position. Ideally, this should involve an internship agreement that discusses learning objectives, supervisor contact, expectations, etc. between all parties before the work begins so everyone is on the same page.

- For writing assignments, be prepared to provide examples at the outset of what you are looking for in the finished product as well as detailed comments and constructive feedback on their work. The intern should be provided in advance with your firm's style guide, and a discussion should be had in advance on intellectual property, crediting others, and the appropriate referencing of sources.

SELECTION OF INTERN CANDIDATES

The students you hire for internships should be chosen as carefully as other employees. These are individuals in whom your organization is making a significant investment. They may well be your future permanent employees. To recruit students successfully, consider the following points:

- Determine in which academic majors you will find students with the course work, interests, and career goals that fit well with your organization's experiential learning assignments.
- Identify a plan to diversify your search, for example, clearly outline how you will attract and recruit minoritized or underrepresented candidates. Is your language inclusive? Should you post to social media sites that serve minoritized or underrepresented candidates (like Society of Black Archaeologists or Coalition of Indigenous Archaeologists, etc.)?
- Contact those academic departments at universities you have relationships with, or you would like to develop a relationship with. Faculty members may advertise to current students, or even reach out to alumni
- Contact the career services department at private colleges, community colleges, or universities for assistance in developing and advertising your positions.
- Determine if other methods of advertising for interns, such as trade websites or firm websites may be more appropriate for your internship.
- Once you have received resumes from interested students, interview them in person at your organization, if possible, so that they can meet potential co-workers and see the actual work environment. If in-person interviews are not possible or practical, virtual interviews can be substituted, possibly with additional staff members so that interviewees have exposure to more than one member of your firm. If you are working directly with a faculty member or department of a local university, consider an interview day on their campus where the firm travels, and the faculty assists in setting up blocks of interview times on campus.
- Try to elicit information from students about their immediate work interests and career goals to develop a good match between the student and your work assignment.

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ROLE OF INTERN WITHIN AN ACRA FIRM AND COMPENSATION

In the past, a major question for most firms was whether or not an intern should be paid. Traditionally, many types of industries considered job experience to be adequate compensation for the work of a student or emerging professional. Views on this have changed. Today, many industries and fields are recognizing that unpaid internships are a barrier to diversity in the workplace. Many minoritized and/or marginalized students cannot do unpaid internships further polarizing or marginalizing those students. In fact, due to the cost of college these days, many students must work to support themselves (or even a family). In addition to not getting paid for their time, they are unable in many cases to do other paid work during the internship period and are often paying for credits at their university and double paying for housing during their internship. This, combined with significantly increased student debt for many graduates, prevents well-qualified students from entering the field. As an industry, ACRA is committed to diversifying the workforce in CRM and to helping ensure that those from underrepresented and marginalized communities have the opportunities to join the fields of CRM and play a critical role in telling the complete stories of our nation. Entry to our field begins in college and ACRA firms have the ability to help ensure that all individuals have access to learning on the job by providing an hourly salary to acknowledge and pay for the labor that the intern provides to the firm.

According to the Department of Labor (<https://www.dol.gov/agencies/whd/fact-sheets/71-flsa-internships>), the following seven criteria must be applied when making a determination if an intern is required to be paid, which is to say they are considered an employee. The below is quoted from the Department of Labor website.

In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test (Department of Labor 2018):

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted

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without entitlement to a paid job at the conclusion of the internship.”

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Most ACRA firms provide consulting services to governmental or commercial clients. Unless an intern is specifically assigned to an independent research topic that is of no direct benefit to the firm, it is extremely unlikely that the intern’s efforts would be of no benefit to the firm in relation to ongoing contractual obligations. ACRA firms are encouraged to make an appropriate determination concerning compensation for interns. Contact your legal counsel or your Human Resources department for more detailed information. Additionally, the Department of Labor provides more information on their website - <http://www.dol.gov/agencies/whd> and/or call their toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

DIVERSIFYING CRM

Why is it important to diversify practitioners of CRM? The lack of diversity is especially problematic in archaeology because archaeologists help shape our understanding of the past. Who archaeologists are—our backgrounds, experiences, and mental models—can shape which questions we ask and how we interpret archaeological evidence. White archaeologists may ask quite different questions, and interpret data differently, than people of other groups, including Black, Latinx or Hispanic, Asian American, or Indigenous. Women-identified archaeologists have questioned assumptions about gender roles in the past allowing archaeologists to have a better understanding of how societies actually functioned and what roles individuals played within those societies in the past. Structural barriers to education and training coupled with the colonial foundations of the discipline have created a lack of diversity in the profession that needs to be addressed. As a profession we can start to address this lack of diversity by revisiting and revising EOE statements, recruitment strategies, compensation models, and hiring practices for interns.

RELATIONSHIP WITH UNIVERSITY OR COLLEGE

If you are regularly working with a university or college to identify interns, your firm may consider establishing a relationship with that institution. The relationship of your firm with the college or university may be as formal or informal as you and the college or university decide. A formal relationship would likely result in credit for the intern and documentation on the part of the firm concerning the program and the intern’s performance. Each college or university will have specific documentation and reporting requirements for internships in which credit is earned. An informal relationship would be based on a cooperative effort between selected faculty and your firm in providing internships for interested students. Assessment of candidates and their potential is conducted in one-on-one sessions with the candidate and with the supporting faculty member.

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RESPONSIBILITIES OF AN ACRA FIRM

An ACRA firm has the responsibility to provide a meaningful learning experience for an intern. That responsibility requires a commitment to the program. This commitment involves the following:

Statement of Expectations (Firm, Intern, University [if formal relationship])

It is advisable that an employer and intern *execute a formal statement of expectations which includes mutually agreed upon learning objectives, the internship period, and standards for evaluating performance.* Documentation is very important for effective learning to take place, whether there is a formal or informal relationship with the college or university. It is strongly advisable that an employer and intern create mutually agreed upon learning objectives. Well-documented learning objectives provide clear direction and targeted goals for the intern. This ensures both parties envision the same experience and reduces the possibility of misunderstanding and disappointment. Effective learning objectives are concise and measurable.

Equally important is an expectation of the period of performance and performance standards for both parties. Given the schedules of students, some flexibility on the part of the employer will be necessary. For those working for credit, part-time hours during the school year may be feasible. Those not gaining credit may prefer a period of performance during the summer or between semesters. Expectations regarding performance and evaluation must be established prior to the initiation of the internship. Formalization of these expectations provides critical guidelines that ensure a successful internship.

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Provision of Supervisor or Mentor

Students seek supervisors who are available, can answer questions, and treat them professionally and respectfully. Supervisors should be selected carefully and have the ability to communicate and relate to students.

Providing quality supervision is an essential element in establishing a successful learning opportunity. A considerable time investment will be needed, especially on the front end, to plan for and implement necessary training. It is also recommended that the supervisor plan ongoing weekly meetings to stay up-to-date with the intern's progress. Use care in identifying a seasoned staff member who understands the value of an internship program. Consider the following points:

- Place interns with carefully selected supervisors.
- Be sure that supervisors provide interns with detailed information about the work they will be doing.
- Have interns and supervisors meet at least weekly to address students' questions and provide them with feedback on their performance.
- Provide an orientation to your organization (by the supervisor or student program coordinator) so that interns will learn about policies, benefits, the facility, etc.
- If possible, have supervisors encourage interns to participate in your organization's training programs as well as cross-department assignments.
- Involve supervisors and interns in a formal evaluation process. Be sure that interns know how and when their performance will be evaluated.
- Introduce interns to all staff within a firm, or an office, as appropriate.
- Include interns in company events, training, networking opportunities, and social activities. While working in the internship, they should be treated as a member of the team.

Evaluation of Program

Evaluation of a firm's internship program should take place regularly, particularly following the completion of an intern's program. The evaluation should be conducted by the firm, the intern, and any associated college or university. Such an evaluation provides critical feedback for continued improvement of the program. Evaluations are essential for those programs in which a student has chosen an internship track rather than producing a thesis. In the future, ACRA plans to add templates for these as a resource.