

To and From the Smithsonian

Results from the
1999 Smithsonian Intern Career Study

INSTITUTIONAL STUDIES



Smithsonian
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1999 Smithsonian Intern Career Study**

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Abstract

This report presents the results of the 1999 Smithsonian Intern Career Study. Nearly 1,800 former United States SI interns, out of 5,351 who were at SI between 1990 and 1997, responded to a mail survey (47%). We also heard from 86 foreign interns, out of 504 (17%). They were asked about their education at the time of the internship and currently, the decision to apply for an internship, current activities, as well as for their opinions and reflections about their Smithsonian experience.

In retrospect, these respondents view their Smithsonian internships as valuable experiences, primarily because of the association with a prestigious institution and the opportunity to explore career options in their disciplines of interest. In addition, it appears that many of them move steadily toward museum-related careers.

Preface

The Smithsonian Intern Career Study was initiated by the Office of the Provost. The purpose of this report is to share the results with the staffs of museums and offices who host interns. The information will be used as part of an on-going effort to improve the experience of interns and the benefits to them and their hosting organizations.

The study reflects the efforts of many people over the past year. J. Dennis O'Connor, Provost, initiated the study. We appreciate his interest in a scientific study of former interns. The comments of Mary R. Tanner, Executive Officer for Administration, and Barbara K. Schneider, Executive Officer for Programs, Office of the Provost, Ann Bay, Director, Smithsonian Office of Education, Roberta W. Rubinoff, Director, and Pamela E. Hudson, Academic Programs Specialist, Office of Fellowships and Grants, on the initial questionnaire were helpful. Special thanks are due Bruce Craig, Director, and Elena Mayberry, Experiential Learning Program Manager, Center for Museum Studies, for providing us with the intern files they maintain. Elena's assistance in resolving data issues was especially helpful.

Franklin's, under the careful supervision of Julie Storey, was responsible for printing and assembling all the materials for mailing. Kam Ling Lee, an Institutional Studies Office (ISO) intern, assumed major responsibility for handling questionnaire returns and address changes. Eric Conrad, a former ISO intern, helped prepare the data for processing. We certainly appreciate their efforts.

In the Institutional Studies Office, Kerry R. DiGiacomo oversaw the questionnaire development, coordinated all aspects of the survey and undertook primary responsibility for the analyses. Steven J Smith managed the data files and was responsible for creating the database of former interns interested in Smithsonian employment. Andrew J. Pekarik wrote the Summary, and with Sabrina Bindocci, reviewed the report and made many helpful suggestions.

We would especially like to acknowledge the 1,871 former interns who responded to our questions and wrote additional comments and letters. Without their participation, the study could not have been conducted.

Errors in interpretation are the responsibility of the authors.

Zahava D. Doering, Director
Institutional Studies Office

Summary

In Summer 1999, we sent survey questionnaires to former Smithsonian interns asking about their intern experience and their current activities. About 1,800 (47%) responded. This summary discusses only United States interns; the few (86) foreign interns are discussed in the report.

THE INTERNS

The respondents are predominantly women (76%), and range in age from 18 to 73, with a median age of 26.5. One quarter of them are members of racial/ethnic minorities. They are now living throughout the country, with 31% in the South, 22% in the Northeast, 18% in the West, 15% in the Washington Metro Area, and 14% in the Midwest.

THE INTERNSHIP

The respondents completed their internships between 1990 and 1997. Most respondents (71%) were between the ages of 18 and 23 when they were interns. At the time, half of them were still completing undergraduate coursework and 22% had a Bachelor's degree. The two leading disciplines they studied were history (21%) and art history (15%). Most of the internships (81%) lasted three or four months. One-third of the interns who responded (34%) received neither credit nor stipend; 32% received credit only and 34% received a stipend only.

In general, interns in science-related organizations were more likely to have stipends, while interns in arts and humanities organizations were more likely to receive neither credit nor stipends. About half of all interns were placed at the three largest museums: 29% worked at NMAH, 13% at NMNH and 7% at NASM. Interns were heavily involved in research (19% arts and humanities research, 13% science research). Other major areas of activity included collections management (14%), exhibition design or production (12%) and educational programming (12%).

WHY DID THEY COME AND WHAT DID THEY GET OUT OF IT

The three major factors in their decision to accept their internship were:

- its relationship to their discipline of study,
- the opportunity to explore career options, and
- the reputation of the Smithsonian.

When asked to rate the usefulness of ten possible benefits, the two that had the highest ratings were:

- the reputation of the Smithsonian, and
- exploring career options

These responses imply that these internships met the expectations of the respondents. On a separate question, nearly all of them (97%) said that the experience was worthwhile, and 90% of those who made comments wrote exclusively positive remarks. As a most positive response to the internships, four out of five respondents were interested in receiving information about job and career opportunities at SI.

THE FORMER INTERNS' PRESENT WORK

Nearly two out of three respondents (64%) are currently employed full time, 28% are still in school and the rest are working part-time or are looking for work. Half of all respondents (49%) are presently working in disciplines similar to those they had pursued at the time of their internship. A substantial percentage report that their current activities or work setting is similar to those of their internship – 33% are working in a museum, historical site, science center, or zoo. Another 15% are working in a college or university and 8% in a firm contracted by museums.

In selecting their present positions they were particularly sensitive to the type of work (77%), career advancement (54%), location (47%), employer's reputation (43%) and salary (43%). The percentage of respondents who work in museums increases with age (from 12% to 27%) and the percentage working in universities decreases with age (from 24% to 11%).

CONCLUSION

In the view of these respondents, their Smithsonian internship was a valuable experience, primarily because of the association with a prestigious institution and because of the opportunity to explore career options in their disciplines of interest. In addition, it appears that many of them move steadily toward museum-related careers.

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Introduction

My Smithsonian internship and fellowship were the most rewarding and interesting experiences of my life. They changed my life.

ID 91080, Age 43, Employed Full-time, Looking for work, Management Related, NMNH Intern, 1991

In Summer 1999, we received completed questionnaires from nearly 1,800 women and men living throughout the United States and in 34 countries worldwide. All had been interns at the Smithsonian Institution in the preceding decade. The oldest is 73 years old; the youngest is 18 years old. In the questionnaire, we asked them about their education at the time of the internship and now, the decision to accept an internship, and current activities, as well as opinions about and reflections on their Smithsonian experience.

In presenting and interpreting the survey results, we address more than one audience: staff seeking information upon which they can make changes in current intern programs, and museum professionals – in the Smithsonian and elsewhere – who are interested in the experience of interns.

In the first section of the report, we say a few words about the respondents and their internship experience. In the second, we describe the activities and occupations of respondents in 1999 and report their reflections on their experiences.

Most of the internships occur at a pivotal point in the lives of young women and men. The majority are undergraduates exploring career options and opportunities. Those who were at the Smithsonian most recently are still either in school or in entry level career positions. Those who were here a decade ago are well into career paths. Thus, to describe their current activities in the aggregate could be misleading. We have elected, in some cases, to describe them in terms of the distance between their internship and the present. These five distance intervals are in two year increments.¹

Before proceeding, we want to emphasize that these results may not be representative of the experience of all interns at the Smithsonian who were surveyed. While every effort was made to reach former interns and encourage them to respond, only four out of every ten (47%) American interns, 1785 individuals, returned completed questionnaires. We know that local interns, especially members of minority racial/ethnic groups, were less likely to respond.² Recent interns, interns who were at the Smithsonian during the summer, or those who received stipend were more likely to respond. Our experience in contacting foreign interns was discouraging. Eighty-six foreign former interns, out of 504 (17%) replied to the survey. Consequently, we have focused the analysis on responses from U.S. interns; it is likely that the experiences of those who responded were different from those who did not. We urge the reader to use caution with these results.

¹ They are 0 to 2 years ago (recent), 2 to 4 years ago, 4 to 6 years ago, 6 to 8 years ago, and 8 to 10 years ago (distant).

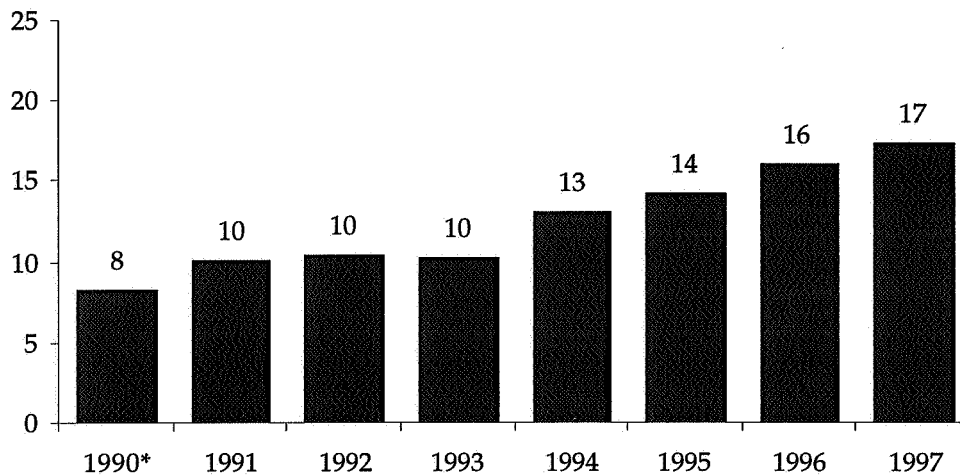
² See Appendix D, page 40.

I. United States Interns

Who Responded?

As noted above, women and men who had been interns more recently were more likely to respond than those who were at the Smithsonian Institution (SI) years ago. Figure 1 shows when the respondents were at the Smithsonian.

Figure 1
Year Smithsonian Internship Ended: Survey Respondents*
(In Percent)



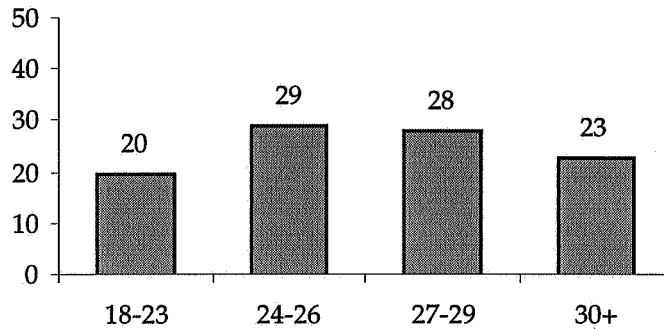
*Separation length is calculated from the interns' year of separation. Due to the fact that some interns had multiple internships, with at least one falling within the 1990-1997 period, we have responses for a few interns whose first experience was prior to 1990.

Source: Data on file at ISO.

Multiple Internships. Apparently, some individuals had an experience at the Smithsonian that was so rewarding that they decided to return. Fifty women and twenty men (4% of U.S. respondents) reported participating in more than one internship at the Smithsonian. In 1999, these repeat interns are twice as likely to have just graduated from college as single placement interns (20% vs. 10%). They are also twice as likely to be looking for work at the present time (16% vs. 8%).

Gender and Racial/Ethnic Identity. Our American respondents are overwhelmingly female (76% vs. 24% male). While over half are between 24 and 29, they range in age from 18 years to 73 years, with a median age of 26.5 years (see Figure 2).

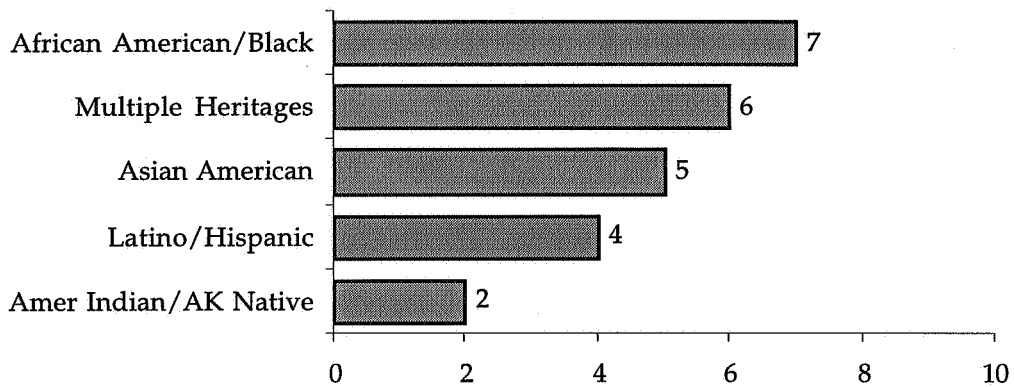
Figure 2
Age in 1999
(In Percent)



Source: Appendix C, Table C-3.

Almost one-quarter (24%) of the respondents are members of racial/ethnic minorities with all major United States minority groups represented (see Figure 3).

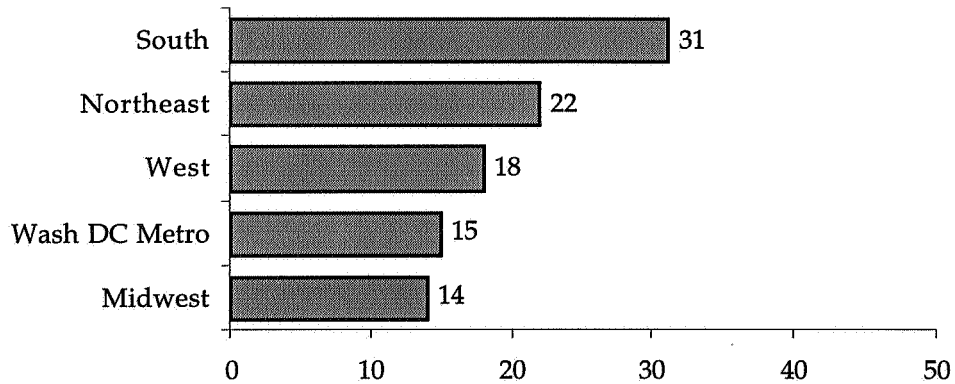
Figure 3
Racial/Ethnic Group Membership: 24% of US Interns
(In Percent)



Source: Data on file at ISO.

Current Residence. The geographic dispersal of the former interns is apparent from their current addresses (which may or may not be the same as their address when they applied for their internship). As Figure 4 shows, the largest groups, are from the South (31%) and the Northeast (22%). About one-third of the former interns now living in the Washington, DC Metropolitan area and the West are members of racial/ethnic minority groups, more than from any other region.

Figure 4
Current Residence
(In Percent)

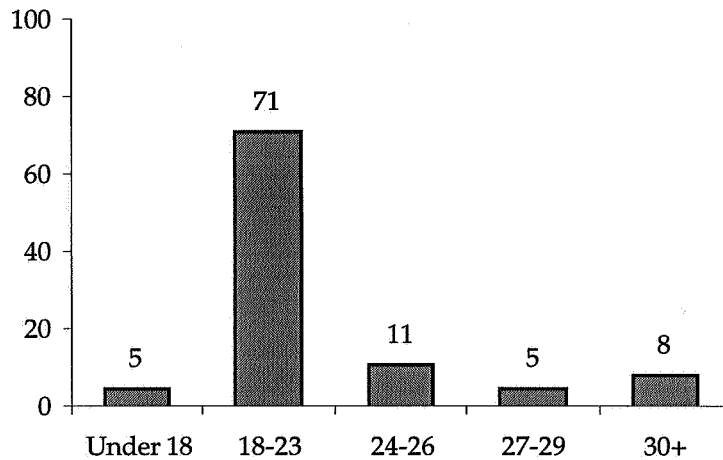


Source: Data on file at ISO.

Arriving at the Smithsonian as an Intern

Age. Since most interns come to the Smithsonian during their undergraduate years, many respondents were between the ages of 18 and 23 years old when they arrived (71%). The small percentage (5%) who were younger than 18 years were more likely to live in the DC Metro area or in the South compared to interns overall (65% vs. 46%). Two-fifths (42%) of these younger interns are racial/ethnic minorities, more than any other age group. Only the interns who were 30 years or older approached this level of cultural diversity (32% minorities).

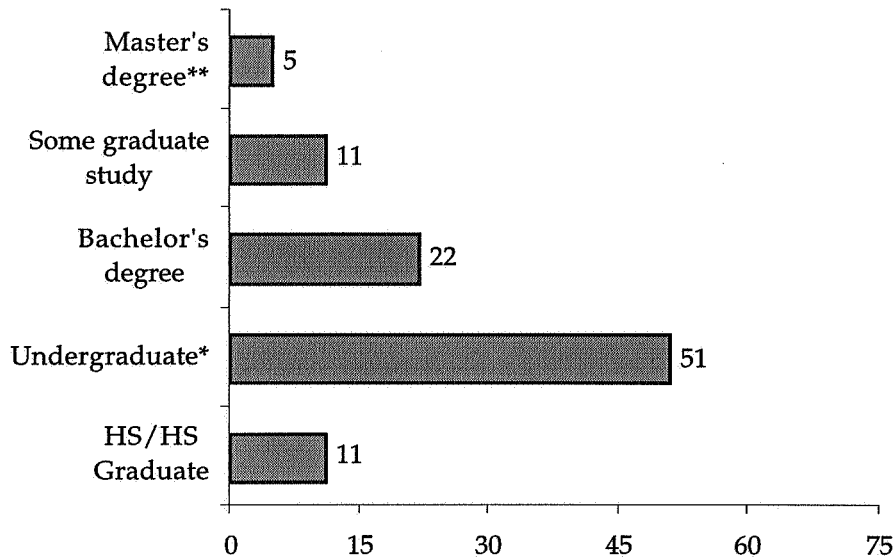
Figure 5
Age at Arrival
(In Percent)



Source: Data on file at ISO.

Education. Half (51%) of the interns were still completing undergraduate coursework when they applied for an internship and another quarter (22%) had a Bachelor's degree. The rest were either still in high school (or had a high school diploma) or had a graduate degree (see Figure 6).

Figure 6
Education Upon Arrival at SI
(In Percent)



*Includes a few with Associate/Technical degrees (n=7).

** Includes a few with Doctoral/Professional degrees (n=6).

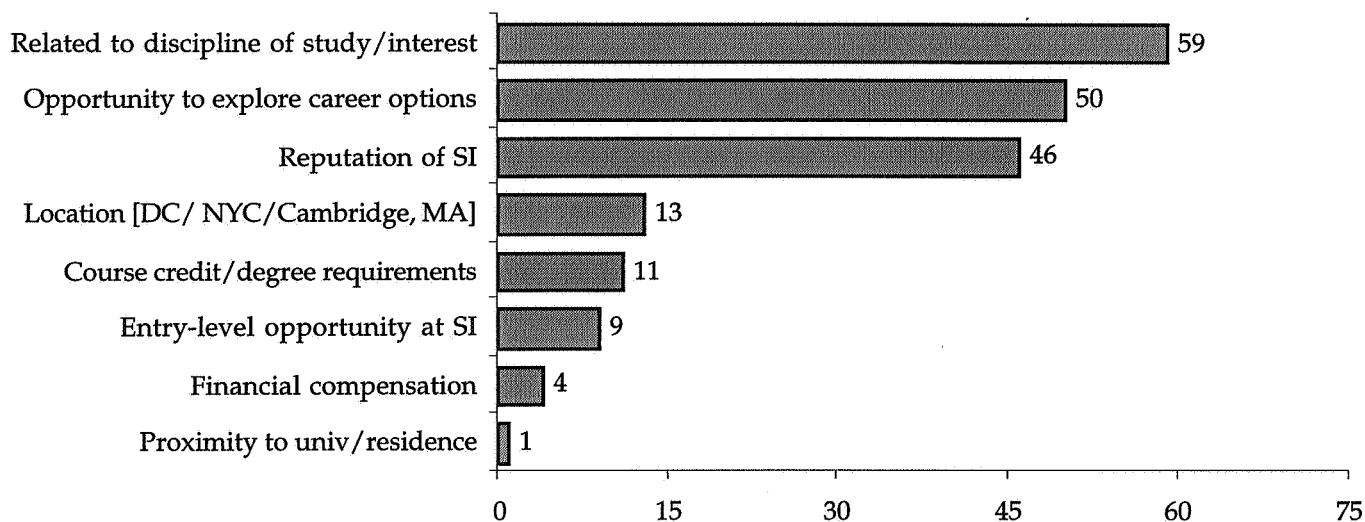
Source: Data on file at ISO.

The six interns who arrived with a doctoral or professional degree were all women; two of them were members of minority groups. Minority group members accounted for one-third (37%) of those attending or graduated from high school.

Activities. When the respondents applied for internships, the majority (88%) were full-time students. The rest were primarily part-time students, employed full- or part-time. A few were full-time homemakers. One out of twenty was looking for work at the time and one out of ten had just graduated. Of those working or studying part-time, more than one-third were looking for work, especially the older interns (aged 24 or older).

Decision Making. Why did these interns decide to accept an internship at the Smithsonian? Respondents chose, from a list of eight, the two factors that most influenced their decision. The most influential factor was that the internship was related to their discipline of interest or study (chosen by 59% of respondents). Half (50%) of the interns reported that it was an opportunity to explore career options. The reputation of the Smithsonian Institution was an influential factor for 46 percent (see Figure 7.)

Figure 7
Major Factors in Decision to Accept Internship at SI
(In Percent)*



*Total equals almost 200%, as former interns were asked to select two factors from the list.
Source: Data on file at ISO.

In looking at these factors, some important relationships surface. Over half of the interns looking for work (62%) or who had just graduated (57%) wanted to explore career options through their internship at the Smithsonian. Career exploration appears to have been more important to the women (53%) than men (42%). Over half of interns aged 18 to 23 looked to explore career options, a factor less important to older interns. These older interns may have already chosen a career path and thus may have been more interested in gaining experience than in exploring career options.

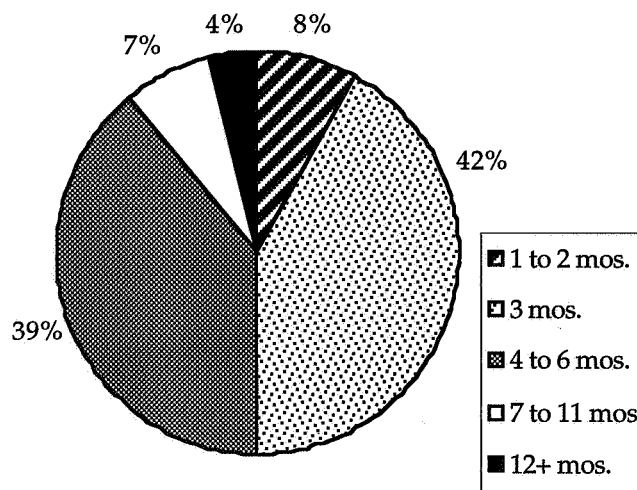
The further away from the DC Metro area an intern lived, the more likely the reputation of the Institution played a role in the decision making process (from a low of 36% for the DC Metro area to 56% for Midwest respondents).

Course credit was important to slightly older interns; of those who received credit for their internships, one-third (32%) said credit was an influential factor.

The Internships

Length of Internship. Interns, most of whom stay for a minimum of about 3 months (91%), make a major commitment of time to the Smithsonian. About the same number of interns came for 3 months (42%) as did 4 to 6 months (39%). One out of ten (11%) stayed longer (see Figure 8).

Figure 8
Length of Internships (Months)
(In Percent)



Source: Data on file at ISO.

Time of Internship. More than half (53%) of the interns had summer placements (i.e., beginning in either May or June and ending in either August or September of the same year). Part-time students and interns who were employed part-time were less likely than other interns to come to the Smithsonian for the summer (33% and 19%, respectively, compared to 46% overall).

Disciplines of Study. In the survey, we asked former interns to report their fields of study at the time of their internship. Only two disciplines were selected by more than ten percent of respondents. Twenty-one percent of respondents had studied History and 15 percent had studied Art History (see Table C-2).

The following analysis is limited to those disciplines chosen by more than 10 respondents:

Compared to women, men were over-represented in eight different disciplines. More than 30 percent of the interns who studied Biology /Life Sciences or Physical Sciences were male.

As was shown in Figure 8, eleven percent of all interns stayed for more than 6 months. Internships for students of museum conservation tended to be longer; 44 percent stayed for more than 6 months – 4 times the overall percentage. Interns who had studied Art History, Foreign Language or Literature, or Visual or Performing Arts also tended to stay longer (16-20%).

Interns with a background in Ethnic/Cultural Studies were twice as likely to be minority group members compared to disciplines overall (24%).

Academic Credit. Academic programs vary in the ways they award credit for internships. There are some undergraduate programs that require internships. Some interns may not have pursued the option of receiving credit from their institution or may not have been eligible for credit.

Because it helped me with me requirements for graduation; It opened me to new people and career opportunities; it is in a incomparable location; it has first-rate facilities and personnel; my work there was multi-faceted, dynamic, challenging, and enjoyable, it is in the middle of a vibrant, progressive city. I could go on, but let me conclude by stating that it was one of the greatest experience of my professional career and private life. I loved my supervisor, my co-workers and my associates. I don't have a single bad thing to say about it.

ID 94147, Age 30, Employed Full-time, Natural Science, Office Intern, 1994

One-third (32%) of the respondents received academic credit for their internship. Not surprisingly, most of the interns who received credit were full-time students (92%). The percentage of interns receiving academic credit increased with age, from 21 percent for those under 18 years to 49 percent for those 30 years or older. This may be a function of their education level and degree requirements as 58 percent of interns with some graduate school and 50 percent of interns with doctoral or professional degrees earned credit.

Minority group members were not as likely as non-minority members to receive credit (26% vs. 34%); this is undoubtedly a function of the younger age and the education of the former when coming to SI.

Interns studying certain academic disciplines were more likely than others to receive credit. More than 50 percent of interns with the following concentrations report receiving credit: Communications, Liberal Arts, Library Sciences/Archives, Multidisciplinary Studies, and Museum Conservation.³ Yet, less than 20 percent of interns with a concentration in Biology/Life Sciences or Physical Sciences received credit.

Of museums, research institutes, and offices with more than 10 intern respondents, none of those who had been at SAO or SOE reported receiving credit. In addition, fewer than 20 percent of interns at five locations (AHHP, Horticulture, IC, NMAfA, NMAI, and NZP⁴) received credit. More than 40 percent of interns at four locations (NMAH, NPM, OEC, and TSA) received credit.

Stipends. More common than credit, two out of five interns (34%) received a stipend or compensation of some type for their work as an intern. Stipends and other compensations originate from a variety of sources ranging from academic institutions and scholarship to payment for specific projects and Smithsonian-sponsored compensation. Half (51%) of the interns who had just graduated from college or graduate school received stipends compared to 39 percent of other interns who were still in school or had graduated much earlier. Interns who were employed full-time when they applied were most likely to have received a stipend (45%) while those employed part-time (23%) and part-time students (28%) were least likely to receive stipends.

³ Does not include disciplines studied by fewer than 10 intern respondents.

⁴ See Appendix C, Table C-1 for full names of abbreviated museums, research institutes, and offices.

The youngest group of interns, those younger than 18 years, were most likely to receive a stipend; in fact, more than half did (54%). Interns aged 18 to 23 years benefited least from stipends; only 39 percent received stipends.

The men who interned were more likely to receive stipends compared to the women (51% of male vs. 37% of female interns). The availability of stipend programs for members of racial/ethnic minority groups is reflected in these data. Minority group members were twice as likely to receive stipends compared to non-minority members (65% vs. 32%).

It is apparent that stipends are more available to interns studying certain academic disciplines. More than 50 percent of interns with the following concentrations received stipends: Biology/Life Sciences, Physical Sciences, Social Sciences, and Museum Conservation.⁵ Less than 20 percent of interns with a concentration in Communications, Foreign Language or Literature, History, Liberal Arts, and Psychology received stipends.

Stipends are also more available in some SI organizations, compared to others. Among museums, research institutes, and offices with more than 10 intern respondents, less than 20 percent of interns at five locations (CMS, NMAfA, NMAH, NPG, and OMD) received stipends. More than 60 percent of interns at nine locations (AHHP, CAL, Horticulture, NASM, NMAI, NZP, SAO, SERC, and SOE⁶) received stipends.

Museums, Research Institutes, and Offices. As is to be expected, the “Big Three” topped the list of locations where interns were placed. Almost one-third (29%) of interns worked at NMAH, one out of eight (13%) worked at NMNH, and one out of fourteen (7%) worked at NASM (see Table C-1).

Because responses were received from 10 interns or less at some locations, those locations are excluded in the discussion that follows:

While applications are received for internships from throughout the United States, some unexplainable regional differences are apparent. For example, interns at AAA and NMAI were less than half as likely to be from the DC Metro area as interns overall (15% overall). Those at AM/CAAHC and CAL were less than half as likely to be from the Midwest (14% overall). Those at Cooper-Hewitt and NMAI were least likely to be from the South (8% and 14% compared to 31% overall). Those at AM/CAAHC, OEC, SIA, and TSA were least likely to be from the West (less than 9% compared to 18% overall).

Minority group interns were disproportionately represented at AM/CAAHC (80%) and the Freer/Sackler (42%). At the same time, racial/ethnic minorities were under-represented at AAA, Horticulture, OMD, and SAO (less than 12% compared to 24% overall).

Gender differences are reflected in the over-representation of male interns at AHHP, NASM, and SAO (more than 36% male compared to 24% overall). At the same time,

⁵ Does not include disciplines studied by fewer than 10 intern respondents.

⁶ All 16 of the intern respondents from SAO received stipends as did more than 90% of respondents from Horticulture, SERC, and NZP.

male interns were under-represented at AAA, CAL, NPG, NPM, and TSA (less than 11% compared to 24% at locations overall).

Some locations provided primarily short internship experiences (lasting from 1-3 months); at least three-quarters of NMAI, SAO, and SOE's respondents had short internships. NMAA had the most respondents with long internships (lasting more than 6 months, 27% compared to 11% overall).⁷

Three locations were more than twice as likely as locations overall to host interns younger than 18: AM/CAAHC, Freer/Sackler, NPG, and NZP (12-18% vs. 5% overall).

The nature and complexity of the projects available to interns may well determine the type of interns that are recruited and/or accepted. The variation in the educational background of interns is apparent in the responses. Three locations, Horticulture, NZP, and SOE, had more than twice the overall percentage (11%) of high school level interns.⁸ Interns with some college made up 51 percent of all interns but comprised more than 60 percent of the interns at OPA, the Smithsonian Archives, TSA, and SAO. More than twice the overall percentage (22%) of interns with Bachelor's degrees were represented at AHHP, AAA, and NMAfA. The few interns with doctoral or professional degrees were present only at NMAI and NMAH.

Internship Projects.

My internship was a wonderful experience—I learned so much about primary source research—I use these methods (learned at the Smithsonian) to this day, although my field is not museum work. The critical thinking and judgement skills were also extremely beneficial. The entire experience, and the privilege to be able to work for such a great institution and learn about its inner workings and true value to this country, was priceless. Thank you.

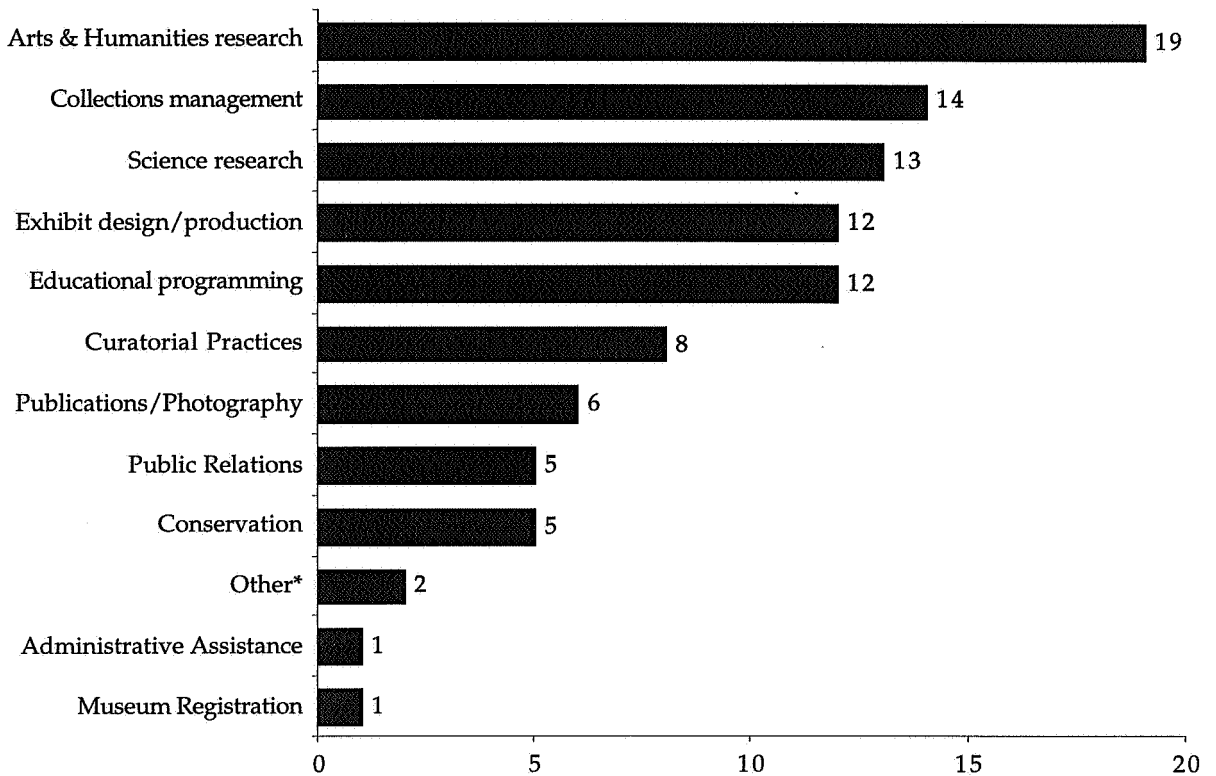
ID 94618, Age 25, Employed Full-time, Management Related, Office Intern, 1994

Respondents described the projects they were most involved with during their internships by choosing from a list of thirteen types. More interns were involved with arts and humanities research than with any other project (19%). Many interns were also involved with collections management (14%), science research (13%), exhibit design/production (12%), and educational programming (12%) (see Figure 9).

⁷ Out of the 25 interns who stayed for more than 6 months, 10 were graduate students. It is very likely that those 10 graduate students participated in The NMAA Advanced Program, which offers internships that are two semesters in length.

⁸ SOE sponsored a national high school internship program from 1980 to 1996.

Figure 9
Internship Projects
(In Percent)



*Other includes Information Technology.
Source: Data on file at ISO.

Science research appears to be more seasonal than other projects; 73 percent of science researchers were summer interns.

Male interns were twice as likely to have projects in scientific research than female interns (20% vs. 10%). The science research projects were most likely to yield stipends (83%) and minimally yielded academic credit (16%).

Female interns were twice as likely to have projects in educational programming (14% vs. 7%) and public relations (6% vs. 3%).

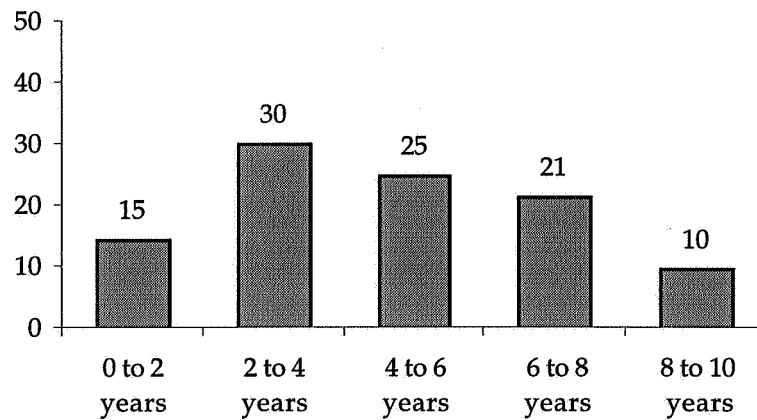
Interns working in collections management were most likely to receive academic credit (40% each vs. 32% overall). Stipends were not commonly associated with membership and development projects (16% received stipends).

Life Since the Smithsonian: Current Careers of Former Interns

Former SI interns are now at quite different points in their lives and careers from their days at the Smithsonian, especially since we have heard from those whose first experiences ended as recently as 1998 and as long ago as 1987. As Figure 10, based on Figure 1, shows, the largest group of respondents (30%) are 2 to 4 years removed from their internship experience, one out of four (25%) are 4 to 6 years removed, and one out

of five (21%) are 6 to 8 years removed. The most recent and most distant groups are the smallest.

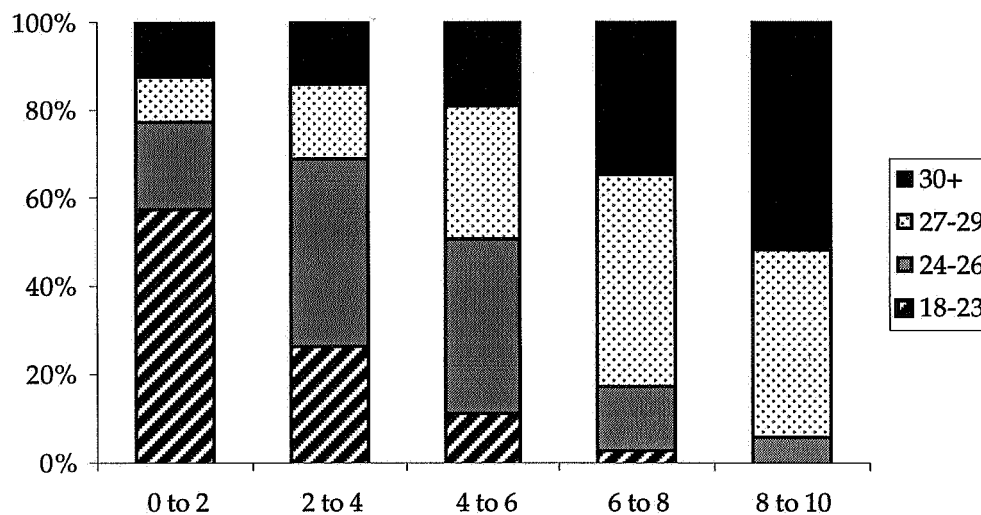
Figure 10
Time Elapsed Since Internship
(In Percent)



Source: Data on file at ISO.

Age. Figure 11 shows the current age of the respondents by the time elapsed since they interned here. The majority of respondents are still in their 20s (also see Figure 2 on page 3).

Figure 11
Current Age by Time Elapsed Since Internship
(In Percent)



Source: Appendix C, Table C-3.

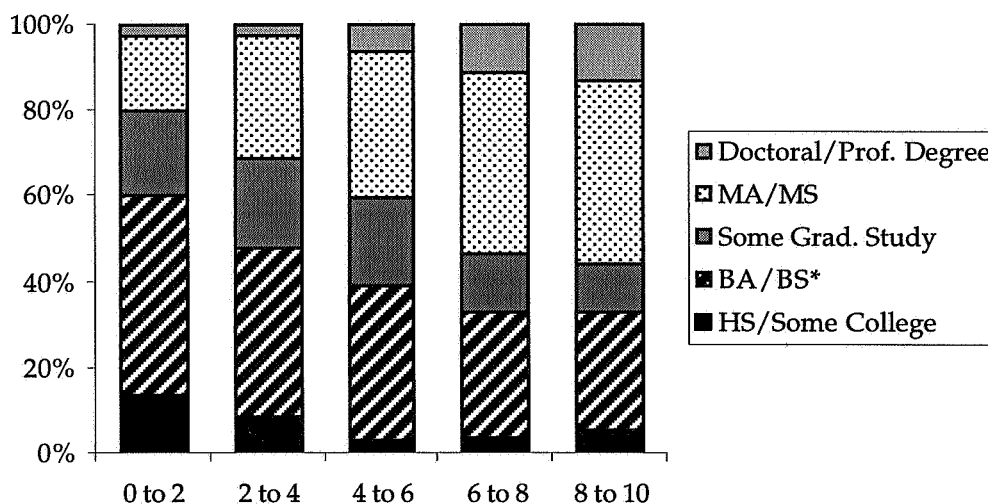
Current Activities. Today, many former interns are employed full-time (64%) and more than one-quarter continue to pursue their education (28%). The percentage who are employed full-time increases as the distance from their internship increases (from 55% to 73%) while the percentage who are full-time students decreases as distance increases (from 38% to 15%).

Who is currently on the job market? Respondents who are 18 to 23 years old, employed part-time, students part-time, living in the DC metro area, or are members of minority groups are most likely to be looking for work.⁹ More than 15 percent of respondents with the following recent disciplines are in the job market: architecture, ethnic/cultural studies, natural resources/conservation, liberal arts, psychology, visual/performing arts, and design/graphics. In what sectors of the workforce are these people currently working? Fifteen percent or more of respondents who are self-employed, working in agriculture/forestry/ horticulture or retail trade are looking for work. More than 15 percent of natural scientists and elementary/secondary teachers are also looking for work.

Education. These former interns have continued their education in the years since their internships. At the time of the survey, one-third (36%) have a Bachelor’s degree, another third (33%) have Master’s degrees, and about 110 (or 6%) are doctoral candidates or have doctoral (or other professional) degrees.

As would be expected, the percentage of respondents with a Bachelor’s or less tends to decrease as their distance from the internship increases and the percentage with a Master’s or higher degree increases as distance increases (see Figure 12).

Figure 12
Current Education by Time Elapsed Since Internship
(In Percent)



Source: Appendix C, Table C-3.

⁹ Former interns age 18 to 23 years are more likely than other age groups to be looking for work (18% vs. 5-7%). Respondents who are employed or are students part-time are more than twice as likely as other respondents to be looking for work (23-29% vs. 6-8%). Respondents in the DC Metro area are more than twice as likely to be looking for work than are those in other regions (11% vs. 3-4%). Minorities are more likely to be looking for work (15% vs. 19%).

Disciplines of Current Level of Education. Art History and History still top the list of former interns' most recent academic disciplines at ten percent and twelve percent, respectively. Multidisciplinary Studies followed closely in popularity, being the discipline of nine percent of the respondents.

Men were over-represented in several disciplines. More than 30 percent of the interns with the following disciplines were male: Biology/Life Sciences, Computers/Information Sciences, Engineering, Law and Legal Studies, Philosophy/Religion, and Physical Sciences. (Recall that 24% of the respondents were male).

Minority group members were well-represented in four disciplines. More than 36 percent of the respondents with these disciplines were minority group members: Ethnic/Cultural Studies, Engineering, Health Professions, and Social Sciences. Minority group members were under-represented (less than 12%) in Agricultural Sciences/Horticulture, Physical Sciences, and Parks/Recreation, Leisure/Fitness Studies, and Transportation.

Current Occupation. As part of the survey, respondents were asked to describe their current occupation. Aside from the one-fifth of respondents who are full-time students, 3 occupational categories (from a list of 27) were selected by ten percent or more of employed respondents: administrative support (15%), writer/artist/musician (11%), and management related (10%).

Because responses were received from 10 interns or less from some fields, those occupations are excluded in the discussion that follows:

All of the homemaker respondents (24) are women. There are equal numbers of men and women in three fields (engineer, natural sciences, and physical sciences); proportionately then, women are severely under-represented as there are three times as many men who hold such occupations. Women are three times more likely than men to be employed as administrative support (18% vs. 5% men), while men are two times as likely to be a college/university teacher or a social scientist.

Respondents from racial/ethnic minority groups are almost twice as likely to work as social workers/clergy, college/university teachers, elementary/secondary teachers, and social scientists as are non-minorities. They are under-represented in the following fields: architecture, physical sciences and sales (less than 16% compared to 24% of all employed respondents).

The percentage of unemployed former interns decreases as the distance from their internship increase (from 31% to 7%). Recent interns are over-represented in biological/life sciences (32% vs. 13% overall) and under-represented as engineers (5% vs. 13% overall). Distant interns (6-10 years separation) are over-represented as architects, health professionals, lawyers/judges, management related staff, and college/university teachers (more than 40% vs. 31% overall).

Similar effects can be observed with respondents' current age. Undoubtedly due to their short professional careers, employed former interns ages 18 to 23 are under-represented in the following occupational fields: curator, executive/management, lawyer/judge, management related, and natural sciences (less than 10% compared to 15% overall). They are over-represented in biological/life sciences (32% vs. 15%

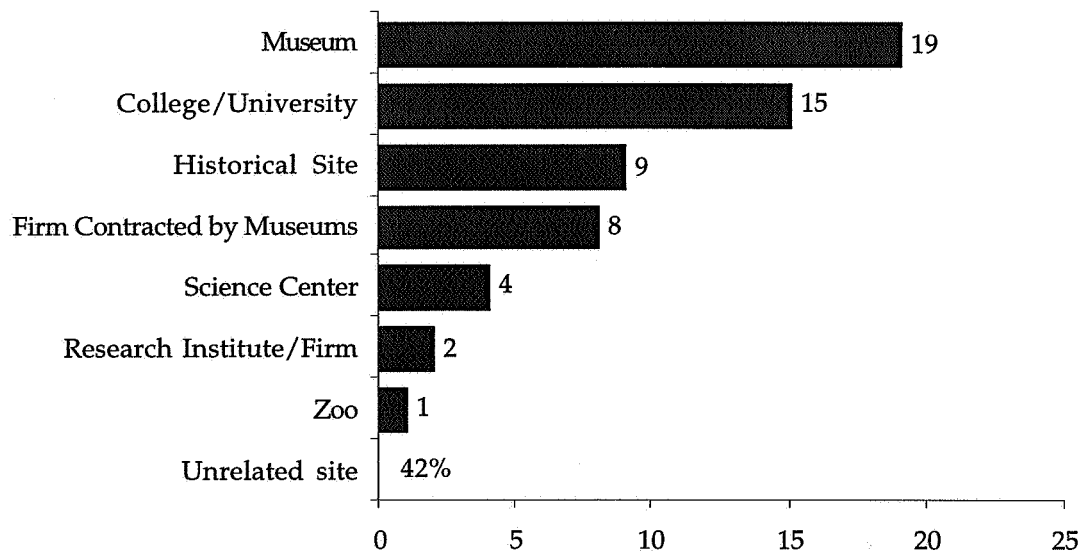
overall). Older respondents (30 years and older) were over-represented in these occupations: architect, librarian/archivist, and college/university teacher (more than 39% compared to 26% overall). They were under-represented in the fields of mathematics/statistics/computer science and sales (13% vs. 26% overall).

Sectors of the Economy. The former interns work in all sectors of the economy, but over half are concentrated in cultural institutions (museum/art gallery/zoo, 21%), educational services (20%), and professional services (11%).

As their age increases, respondents are more likely to be self-employed (from 4% to 8%) or to work in a museum, art gallery or zoo (from 12% to 30%).

Work Sites. We asked employed former interns at what kinds of sites they work. A number continue to work in museums (19%), while some work in related locations (see Figure 13). Respondents with these occupations are at least twice as likely as all employed respondents to work in a college or university: biological/life sciences, librarian/archivist, natural sciences, and social sciences (28-47% vs. 15% overall). The percentage of respondents who work in museums increases with age (from 12% to 27%) and the percentage working in universities decreases with age (from 24% to 11%).

Figure 13
Current Work Sites: Selected Locations
(In Percent)

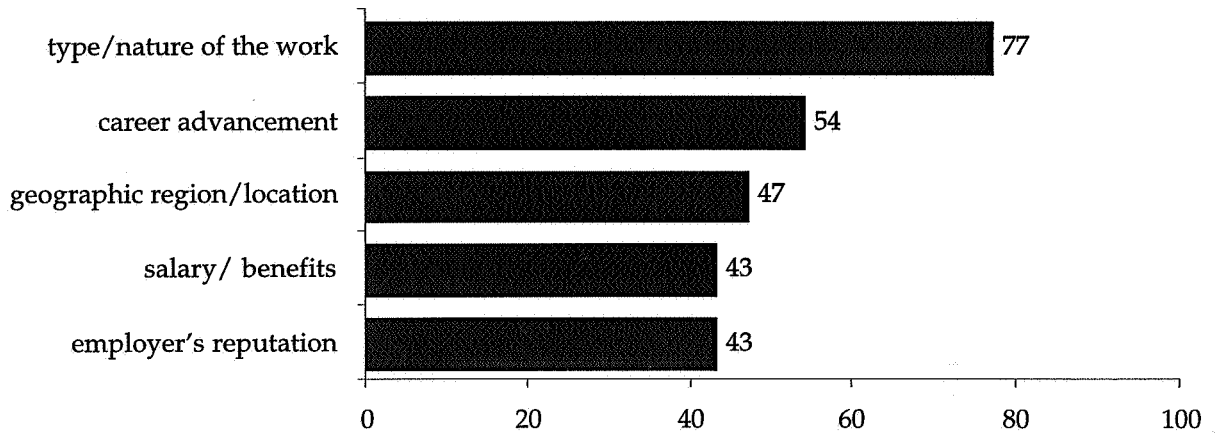


Source: Data on file at ISO.

The Smithsonian experience exposes interns to specific disciplines, activities (e.g., research) and settings (e.g., laboratory, library). We asked former interns to indicate how similar their present occupation is in discipline, daily activities or setting to their internship. For about half of the employed respondents (49%), there was a similarity in discipline. The frequency of discipline similarity increased with current age (from 41% to 62%), but it increased with the intern's age at the time of the internship (from 38% to 74%), demonstrating the special relevance of internships for older interns. Present activities and settings were found to be dissimilar by almost 7 out of 10.

Recognizing that individuals weigh many factors in selecting a job, we asked former interns to indicate all of the factors they considered when selecting their present jobs. Employed respondents were especially sensitive to five factors: type/nature of the work itself, career advancement, geographic region/location, employer's reputation, salary/benefits. The other factors on the list were selected by 22 percent or fewer employed respondents (see Questionnaire, Appendix E). Over half (60%) of those who chose career advancement as an influential factor were older respondents (27 years and older) compared to two out of five (40%) younger respondents.

Figure 14
Factors Deemed Important in Selecting Jobs
(In Percent)



Source: Data on file at ISO.

Reflections on Internships at the Smithsonian

My Smithsonian internship was a very worthwhile experience. It familiarized me with museum practices, research methods particular to the graphic arts, and facilitated professional contacts. I continue to apply all that I learned as an intern in my current dissertation research which involves the consultation of drawings and prints in a number of European print and drawings collections.

ID 92681, Age 32, Student Part-time, Art Museum Intern, 1994

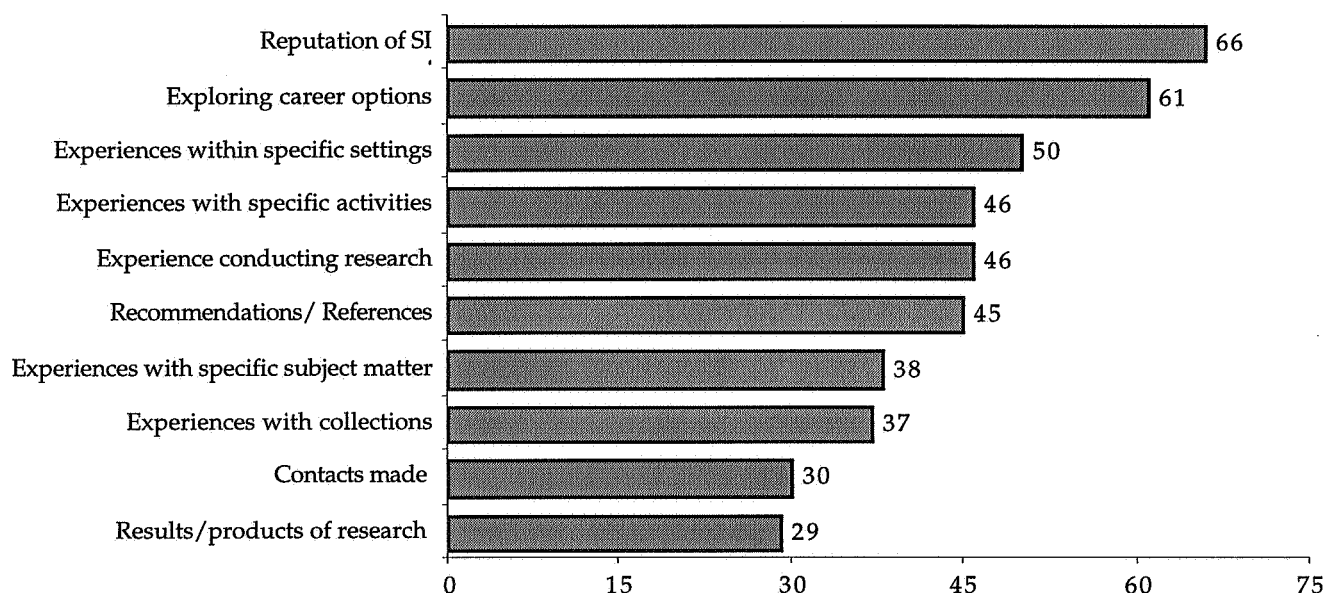
Internship Benefits. Looking back, how do the former interns assess their experience at the Smithsonian? The questionnaire included a list of ten possible benefits and respondents were asked to rate the usefulness of each.¹⁰ The "reputation of the Smithsonian Institution" and the "opportunity to explore career options" were rated as "very useful" by six of ten interns. These are followed by a cluster of factors, including specific experiences and recommendations by staff and supervisors (see Figure 15 below).

¹⁰ The scale provided 5 ratings: "very useful," "somewhat useful," "not very useful," "not at all useful," and "not applicable." For this discussion, "not applicable" has been excluded.

As we look at the responses in terms of the time that has elapsed since the internship, we find that the reputation of SI was rated less useful as time since the internship increased (from 73% to 61% very useful).

Contacts are rated more useful by recent interns than by distant interns (useful ratings decrease from 71% to 49%). One out of seven respondents from the DC metro area (70%) and from the Midwest (68%) rate the contacts they made at SI as very or somewhat useful. Respondents who were older when they had their internship were more likely to find contacts useful than were younger interns (76% vs. 48%). Over half (56%) of the recent interns rated these references as very useful; this percentage decreased to 32 percent as distance increased.

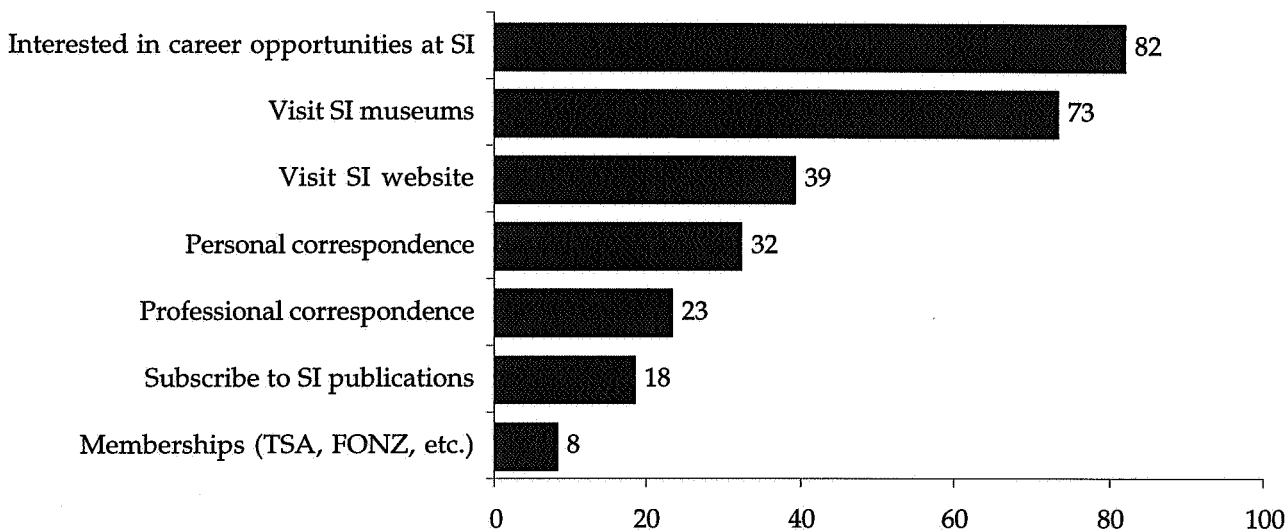
Figure 15
Internship Benefits: Factors rated "Very Useful"
(In Percent)



Source: Data on file at ISO.

Present Contact with the Smithsonian. To what extent have the former interns maintained contact with SI? In the survey, we asked about both direct and indirect contact and 86 percent reported some level of contact, on whom this analysis is based. A small group of respondents reported that they are currently employed by SI (75 individuals). Many maintain contact through visiting SI museums, visiting the SI Website, subscribing to SI publications, and through SI memberships (see Figure 16).

Figure 16
Contact with the Smithsonian: General Activities
(In Percent)



Source: Data on file at ISO.

Visits to museums increase as time passes; 65 percent of recent interns visit while 86 percent of distant interns visit. Proximity also plays a role in whether or not former interns continue to visit SI museums (e.g. 81% of respondents from the DC metro area, the Northeast, and the South continue to visit compared to five percent of those from the West and Midwest do. Three-quarters (75%) of female respondents continue to visit Smithsonian museums, but only two-thirds (67%) of male respondents do. Fewer than 55 percent of biological/life scientists, natural scientists, and respondents working in zoos continue to visit SI museums.

More than 40 percent of respondents from the following locations maintain personal correspondence with the unit: Architectural History, CAL, Cooper-Hewitt, Freer/Sackler, NMAfA, NMNH, and NPM. The higher an intern's educational level, the more likely they are to still be in personal contact with their unit; twenty percent of high school interns still keep in touch, but the percentage increases so that half (50%) of doctoral and professional interns are still in touch.

A group of interns reported maintaining either personal (32%) or professional (23%) correspondence with staff within their former internship office; some (13%) reported both. Personal correspondence tended to decrease over time from 48 percent of recent interns to 18 percent of distant interns. More than 40 percent of architects, curators and physical scientists maintain personal correspondence with their units; however, fewer than 20 percent of engineers and lawyers/judges do.

Was the SI Internship Worthwhile? Our experience with surveys of this type suggests that individuals who found their internships not worthwhile or disappointing probably elected not to respond. Thus, the overall assessment of the internships has to be viewed with some caution, especially given the response rate (47%). Those who responded clearly indicated that it was a worthwhile experience (97%) and most (82%) took the time to comment.

Of those 1455 individuals who wrote, 90 percent made positive remarks; a few (8%) expressed mixed reactions; a very, very few (22 people, 1.5%) wrote negative comments.

As an additional indication of a positive response to the internships, four out of five respondents were interested in receiving information about job and career opportunities and SI.

II. Foreign Interns

For the 571 foreign interns at the Smithsonian between 1990 and 1997, we had addresses for 504. Of these, 86 people (17%) responded. Due to the small percentage of responses from foreign interns, in comparison with their U.S. counterparts, our analysis is limited.

Overall, foreign interns come to the Smithsonian at a later stage in their careers than do U.S. interns; thus, they tend to be older and have higher educational attainment. A higher percentage applies for internships while employed rather than while they are students (23% compared to 9% for U.S. interns). For foreign interns, Smithsonian internships are opportunities for professional development rather than for career exploration. They tell us that they came to the Smithsonian because the internship was related to their discipline of interest or study. They view the greatest benefits of an internship at the Smithsonian as having worked at an institution with such a well-developed reputation while gaining the experience of conducting research.¹¹

As a [foreign] student the international working experience was worthwhile to me. At the time of my internship, I was an aerospace engineering student and being at the Air and Space Museum [taught] me a lot more about aviation and space history. I liked working on the design of one of the hands-on windtunnel exhibits. I learned a lot [about] technical working experience. I value my experience a lot and I hope the Smithsonian will keep on giving these internships! In the near future I hope to visit the NASM and see the gallery.

ID 93636, Age 27, Student Full-time, 1993, NASM Intern.

¹¹ Data on file at ISO. See Appendix A and Appendix C, Tables C-1 and C-2 for more information on foreign respondents.

Appendix A.

United States Interns

Smithsonian Intern Career Study

* Data reported here may differ from the text due to the analysis of subpopulations.

Remembering Your Internship

1. When were you a Smithsonian intern?

8.3%	1990	13.1%	1994
10.1%	1991	14.3%	1995
10.4%	1992	16.1%	1996
10.2%	1993	<u>18.0%</u>	1997
		100.5%	Total

2. When you APPLIED for the internship, were you... (Mark ALL that apply.)

5.3%	Employed full-time
3.5%	Employed part-time
4.8%	Looking for work
87.5%	Student full-time
3.5%	Student part-time
11.1%	Just graduated
<u>0.1%</u>	Homemaker full-time
115.8%	*Greater than 100% because some respondents gave more than one answer.

3. Smithsonian museum, research institute or office in which you interned (see Table C-1).

4. Which term BEST describes the type of project with which you were most involved during your internship? (Mark ONE.)

14.2%	Collections Management
5.1%	Conservation
7.5%	Curatorial Practices
12.2%	Educational Programming
11.6%	Exhibit Design/ Production
2.8%	Membership & Development
1.1%	Museum Registration
6.5%	Publications/ Photography
5.2%	Public Relations
18.5%	Research – Arts & Humanities
13.0%	Research – Science
0.9%	Administrative Assistance
<u>1.5%</u>	Other
100.1%	

5. 40.1% of respondents received a stipend for their work as an intern.

6. 31.9% of respondents received course credit for the internship.

7. Your HIGHEST level of education when your internship BEGAN and your PRESENT education level (see Table C-3).

8. Your major/discipline when you began your internship and your most recent major/discipline (see Table C-2).

9. Which TWO factors most influenced your decision to accept an internship at the Smithsonian Institution? (Mark TWO.)

10.5%	Course credit/Fulfillment of degree requirements
8.9%	Entry-level opportunity at the Smithsonian
3.9%	Financial compensation
12.7%	Location in Washington, DC Metro area/New York/Cambridge, MA
50.3%	Opportunity to explore career options
1.2%	Proximity to university/permanent residence
58.5%	Related to my discipline of interest/study
45.8%	Reputation of Smithsonian Institution
<u>1.2%</u>	None of the above
193.0%	*Almost 200% because respondents were asked to give two answers.

Your Career Today

10. Which of the following describes your current activities? Mark ALL that apply.

- 64.4% Employed full-time
- 5.4% Employed part-time
- 10.5% Looking for work
- 26.0% Student full-time
- 2.1% Student part-time
- 8.3% Just graduated
- 1.5% Homemaker full-time
- 0.7% Other

118.9% *Greater than 100% because respondents had the option to give more than one answer.

11. Mark the ONE category that you feel comes closest to your present occupation.

- | | | |
|----------------------------------|--|--|
| 4.9% Not Currently Employed | 2.0% Health Professional | 1.0% Social work/clergy |
| 1.3% Homemaker | 2.9% Lawyer/judge | 1.7% College/University Teacher |
| 19.4% Student | 4.9% Librarian/Archivist | 5.6% Elem/Secondary Teacher |
| 10.9% Administrative Support | 7.6% Management related | 5.2% Technical support (health/ engineering/sci/legal) |
| 0.8% Architect | 1.7% Math/Stat/Computer Sci | 7.8% Writer/artist/musician |
| 1.9% Biological/Life Sciences | 0.2% Mechanics/Repair | <u>0.1%</u> Other |
| 0.4% Construction | 0.4% Military | 99.8% |
| 0.3% Counselor (educ/vocational) | 1.3% Natural Science | |
| 4.4% Curator | 1.0% Physical Science | |
| 1.2% Engineer | 3.3% Sales | |
| 3.4% Executive/Management | 1.6% Service (protective/ food/personal) | |
| 0.6% Forestry/Horticulture | 2.0% Social Science | |

12. 51.3% Report that "my present occupation is similar in discipline to my internship."
 28.8% Report that "my present occupation is similar in daily activities to my internship."
 28.7% Report that "my present occupation is similar in setting to my internship."
 5.4% are not employed and not students.

13. Please describe the industry of your present employer by marking ONE of the following:

- | | | |
|-----------------------------------|------------------------------|-------------------------------|
| 26.0% Not Currently Employed | 3.9% Health services | 3.3% Retail trade |
| 3.4% Self-Employed | 3.4% Legal services | 2.0% Social services |
| 1.2% Agriculture/Forestry/Hortic. | 3.5% Manufacturing | 1.6% Transportation/Utilities |
| 1.3% Business/Repair services | 0.9% Military | 0.1% Wholesale trade |
| 0.7% Construction | 15.4% Museum/Art Gallery/Zoo | <u>0.3%</u> Other |
| 15.0% Educational services | 0.7% Personal services | 100.1% |
| 2.9% Entertainment/ Recreation | 8.4% Professional services | |
| 2.5% Finance/Insurance | 3.6% Public Administration | |

14. Percentage of respondents who presently work in a:

- 17.4% Museum
- 0.8% Zoo
- 4.3% Science Center
- 7.0% Historical Site
- 6.8% Firm contracted by museums or related settings
- 14.8% College or University (includes students)
- 2.2% Research Institute or Firm
- 5.4% N/A: I am not employed and not a student.

15. Mark ALL of the factors that you feel influenced your decision to accept a position with your present employer.

- | | | | |
|-------|--|--------------|---|
| 28.2% | Not Currently Employed | 38.7% | Career Advancement |
| 4.2% | Self-Employment | 30.5% | Employer's reputation |
| 5.7% | Private sector | 55.6% | Type/Nature of work |
| 5.9% | Public sector | 15.9% | Promotion Potential |
| 12.2% | Non-profit sector | <u>31.0%</u> | Salary/Benefits |
| 33.6% | Geographic Region/Location | 269.7% | *Greater than 100% because respondents had the option to give more than one answer. |
| 8.2% | Spouse's/Partner's/Children's location of employment/study | | |

16. Tell us how your internship may have benefited you by rating the usefulness of the following factors.

	very useful	somewhat useful	not very useful	not at all useful
Contacts made through staff/supervisor	29.6	32.9	19.0	18.5
Opportunity to explore career options	61.1	31.2	5.3	2.4
Recommendations/References given by staff/supervisor	45.3	30.7	12.1	11.8
Reputation of Smithsonian Institution	66.1	27.9	4.0	1.9
Results/product of your research as an intern	28.9	39.2	21.4	10.5
Experiences with specific subject matter	38.4	39.4	15.2	6.9
Experience conducting research	45.5	35.1	12.1	7.2
Experiences with specific activities	45.8	38.6	11.0	4.6
Experiences within specific settings (lab/library/museum)	49.6	34.9	10.5	5.0
Experiences with collections	36.8	35.2	17.5	10.5

Background Information

17. 76.4% of respondents are female; 23.6% are male.

18. Respondents range in age from 18 years to 73 years, with a median age of 26 years.

Age at time of response

- 0.0% under 18 years
- 19.8% 18 years to 23 years
- 29.1% 24 years to 26 years
- 28.3% 27 years to 29 years
- 22.7% over 30 years
- 99.9%

Age at time of internship

- 5.4% under 18 years
- 70.9% 18 years to 23 years
- 10.8% 24 years to 26 years
- 4.5% 27 years to 29 years
- 8.3% over 30 years
- 99.9%

19. With which of the following cultural/racial/ethnic groups do you identify? Mark ONE OR MORE.

- 6.6% African American/Black
- 1.6% American Indian or Alaskan Native
- 5.3% Asian
- 76.6% Caucasian/White
- 4.0% Latino/Hispanic
- 0.3% Native Hawaiian/Pacific Islander
- 5.5% Other
- 99.9%

20. How do you maintain contact with the Smithsonian Institution? Mark ALL that apply.

- 14.3% I do not maintain contact with the Smithsonian.
- 62.5% I continue to visit Smithsonian museums.
- 33.8% I visit the Smithsonian Home Page or other Smithsonian web pages on the Internet.
- 15.4% I subscribe to Smithsonian publications.
- 6.6% I am a member of a Smithsonian organization (e.g., Resident/National Associate, FONZ, etc.)
- 20.0% I maintain professional correspondence with staff within office of internship.
- 27.1% I maintain personal correspondence with staff within office of internship.
- 4.2% I am presently employed by the Smithsonian Institution.
- 79.4% I maintain an interest in career opportunities at the Smithsonian Institution.
- 263.3% *Greater than 100% because respondents had the option to give more than one answer.

21. 97.4% of respondents felt that their Smithsonian internship was a worthwhile experience.

21B. Why or why not?

81.5% of respondents (1737 individuals) explained why (or why not) their internship was a worthwhile experience. Of those 1737 individuals, 73.6% reported positively on their experience, 1.2% reported negatively on their experience and 6.7% gave mixed comments.

80.0% of respondents were interested in receiving information about job and career opportunities at the Smithsonian.

42.0% of respondents spent 3 months as an intern. 39.5% spent 4 to 6 months as an intern. 38.4% were summer interns.

How many years have elapsed since the respondents were at the Smithsonian?

- 14.5% Two years or less
- 30.0% Two to Four years
- 24.8% Four to Six years
- 21.2% Six to Eight years
- 9.5% Eight to Ten years

Where do respondents live?

- 15.1% Washington, DC Metro Area
- 21.8% North-East
- 30.9% South
- 14.1% Midwest
- 18.2% West

Smithsonian Intern Career Study

*Due to the number of foreign respondents, only data greater than 10% appears on this annotated questionnaire. Data reported here may differ from the text due to the analysis of subpopulations.

Remembering Your Internship

1. When were you a Smithsonian intern?

7.1%	1990	10.5%	1994
8.2%	1991	11.8%	1995
8.2%	1992	11.7%	1996
15.3%	1993	28.1%	1997
		100.9%	Total

2. When you APPLIED for the internship, were you... (Mark ALL that apply.)

- 19.0% Employed full-time
- Employed part-time
- Looking for work
- 67.1% Student full-time
- Student part-time
- Just graduated
- Homemaker full-time

3. Smithsonian museum, research institute or office in which you interned (see Table C-1).

4. Which term BEST describes the type of project with which you were most involved during your internship? (Mark ONE.)

- Collections Management
- Conservation
- 13.1% Curatorial Practices
- Educational Programming
- 16.7% Exhibit Design/ Production
- Membership & Development
- Museum Registration
- Publications/ Photography
- Public Relations
- 14.3% Research – Arts & Humanities
- 25.0% Research – Science
- Administrative Assistance
- Other

5. 50% of respondents received a stipend for their work as an intern.

6. 27.9% of respondents received course credit for the internship.

7. Your HIGHEST level of education when your internship BEGAN and your PRESENT education level (Data on file at ISO).

8. Your major/discipline when you began your internship and your most recent major/discipline (see Table C-2).

9. Which TWO factors most influenced your decision to accept an internship at the Smithsonian Institution? (Mark TWO.)

- Course credit/Fulfillment of degree requirements
- Entry-level opportunity at the Smithsonian
- Financial compensation
- Location in Washington, DC Metro area/New York/Cambridge, MA
- 43.0% Opportunity to explore career options
- Proximity to university/permanent residence
- 74.4% Related to my discipline of interest/study
- 52.3% Reputation of Smithsonian Institution
- None of the above

Your Career Today

10. Which of the following describes your current activities? Mark ALL that apply.

- 59.0% Employed full-time
- 12.0% Employed part-time
- Looking for work
- 22.9% Student full-time
- Student part-time
- Just graduated
- Homemaker full-time
- Other

11. Mark the ONE category that you feel comes closest to your present occupation.

- | | | | |
|-------|--------------------------|------------------------|------------------------|
| | Not Currently Employed | Health Professional | Social work/clergy |
| | Homemaker | Lawyer/judge | College/University |
| 17.4% | Student | Librarian/Archivist | Teacher |
| | Administrative Support | Management related | Elem/Secondary |
| | Architect | Math/Stat/Computer Sci | Teacher |
| | Biological/Life Sciences | Mechanics/Repair | Technical support |
| | Construction | Military | (health/ |
| | Counselor | Natural Science | engineering/sci/legal) |
| | (educ/vocational) | Physical Science | Writer/artist/musician |
| 12.8% | Curator | Sales | Other |
| | Engineer | Service (protective/ | |
| | Executive/Management | food/personal) | |
| | Forestry/Horticulture | Social Science | |

12. 69.1% Report that "my present occupation is similar in discipline to my internship."
 38.3% Report that "my present occupation is similar in daily activities to my internship."
 30.9% Report that "my present occupation is similar in setting to my internship."
 are not employed and not students.

13. Please describe the industry of your present employer by marking ONE of the following:

- | | | | |
|-------|------------------------------|-------------------------------|--------------------------|
| 23.5% | Not Currently Employed | Health services | Retail trade |
| | Self-Employed | Legal services | Social services |
| | Agriculture/Forestry/Hortic. | Manufacturing | Transportation/Utilities |
| | Business/Repair services | Military | Wholesale trade |
| | Construction | 22.4% Museum/ Art Gallery/Zoo | Other |
| 14.1% | Educational services | Personal services | |
| | Entertainment/ Recreation | Professional services | |
| | Finance/Insurance | Public Administration | |

14. Percentage of respondents who presently work in:

- 28.4% A Museum
- A Zoo
- 11.1% A Science Center
- A Historical Site
- 13.6% A Firm contracted by museums or related settings
- 35.8% A College or University (includes students)
- A Research Institute or Firm
- N/A: I am not employed and not a student.

15. Mark ALL of the factors that you feel influenced your decision to accept a position with your present employer.

- | | | | |
|-------|--|-------|-----------------------|
| 25.6% | Not Currently Employed | 40.7% | Career Advancement |
| | Self-Employment | 23.3% | Employer's reputation |
| | Private sector | 46.5% | Type/Nature of work |
| 14.0% | Public sector | 12.8% | Promotion Potential |
| | Non-profit sector | 25.6% | Salary/Benefits |
| 20.9% | Geographic Region/Location | | |
| | Spouse's/Partner's/Children's location of employment/study | | |

16. Tell us how your internship may have benefited you by rating the usefulness of the following factors.

	very useful	somewhat useful	not very useful	not at all useful
Contacts made through staff/supervisor	55.0	23.8	16.3	5.0
Opportunity to explore career options	63.8	25.0	7.5	3.8
Recommendations/References given by staff/supervisor	61.8	21.1	10.5	6.6
Reputation of Smithsonian Institution	71.1	22.9	3.6	2.4
Results/product of your research as an intern	55.6	28.4	12.3	3.7
Experiences with specific subject matter	60.5	29.6	6.2	3.7
Experience conducting research	66.2	27.3	5.2	1.3
Experiences with specific activities	60.8	29.1	8.9	1.3
Experiences within specific settings (lab/library/museum)	64.6	24.1	8.9	2.5
Experiences with collections	48.5	26.5	17.6	7.4

Background Information

17. 66.3% of respondents are female; 33.7% are male.

18. Respondents range in age from 18 years to 73 years, with a median age of 26 years.

Age at time of response

- 0.0% under 18 years
- 5.8% 18 years to 23 years
- 17.4% 24 years to 26 years
- 25.6% 27 years to 29 years
- 51.2% over 30 years
- 100%

Age at internship

- 3.5% under 18 years
- 43.0% 18 years to 23 years
- 17.4% 24 years to 26 years
- 15.1% 27 years to 29 years
- 20.9% over 30 years
- 99.9%

19. With which of the following cultural/racial/ethnic groups do you identify? Mark ONE OR MORE.

- African American/Black
- American Indian or Alaskan Native
- 12.9% Asian
- 54.1% Caucasian/White
- 21.2% Latino/Hispanic
- Native Hawaiian/Pacific Islander
- Other

20. How do you maintain contact with the Smithsonian Institution? Mark ALL that apply.

- 14.0% I do not maintain contact with the Smithsonian.
- 17.4% I continue to visit Smithsonian museums.
- 52.3% I visit the Smithsonian Home Page or other Smithsonian web pages on the Internet.
I subscribe to Smithsonian publications.
I am a member of a Smithsonian organization (e.g., Resident/National Associate, FONZ, etc.)
- 26.7% I maintain professional correspondence with staff within office of internship.
- 45.3% I maintain personal correspondence with staff within office of internship.
I am presently employed by the Smithsonian Institution.
- 88.4% I maintain an interest in career opportunities at the Smithsonian Institution.

21. 100.0% of respondents felt that their Smithsonian internship was a worthwhile experience.

21B. Why or why not?

90.7% of respondents (78 individuals) explained why (or why not) their internship was a worthwhile experience. Of those 78 individuals, 86.0% reported positively on their experience, 1.2% reported negatively on their experience and 3.5% gave mixed comments.

88.4% of respondents were interested in receiving information about job and career opportunities at the Smithsonian.

31.4% of respondents spent 3 months as an intern; 40.8% spent 4 to 6 months as an intern; 38.4% were summer interns.

How many years have elapsed since the respondents were at the Smithsonian?

- 23.3% Two years or less
- 26.7% Two to Four years
- 24.4% Four to Six years
- 16.3% Six to Eight years
- 9.3% Eight to Ten years

Where do respondents live?

- 5.8% Africa
- 8.1% Canada
- 48.8% Europe
- 23.2% Latin America
- 14.0% Pacific Rim

Appendix B.
Selected Comments from Former Interns

A total of 1,871 individuals responded to the survey, of those 1,455 wrote comments at the end of the questionnaire. Of those who wrote, 90% made positive remarks; a few (8%) wrote mixed reactions; a very, very few (22 people, 1.5%) wrote negative comments. This appendix contains examples of positive, mixed and negative comments.

Except in the case of the large museums, the identity of the internship location has been replaced with generic identifiers (e.g., Art Museum, Office, Research Institute).

Positive Comments (90% of All Comments)

I was hired on as a contractor for one year following my internship. Working in the national museum was a wonderful professional and personal experience. To daily see people from throughout the U.S. using their museum was quite motivating. Museums are said to be 1/2 of the public memory! My dream would be to return to the Smithsonian someday. Unfortunately, every job I've held since ending work at the NMAH, has not matched the experience. But one thing is certain, those other jobs were more easily obtained having the name of the Institution on my resume.

ID 2984, Age 34, Employed Full-time, Biological/Life Sciences, NMAH Intern, 1990

To participate in compiling a document that would be used to augment children's classroom curricula is very rewarding. Unique training and mentoring was received through meetings, round-table discussions, collaborations and information exchange with other students and conferring with museum staff. I learned a lot about conducting research: 1) Respect for the subject or topic of research, 2) Be persistent, thorough, accurate, 3) Obtain information that is pertinent, appropriate, and of interest to the intended audience, 4) Present findings in [a] new and interesting format.

ID 3170, Age 41, Employed Full-time, Looking for work, Management Related, Art Museum Intern, 1990

My Smithsonian internship was a very worthwhile experience. Each day was memorable and educational, and fun.

ID 91260, Age 44, Employed Full-time, Looking for work, Librarian/Archivist, NMNH Intern, 1991

The people were very helpful and interesting; both of which helped in my job of writing articles at Smithsonian and later coursework. Attention to detail, logistics, observations, and organization all helped in doing my internship and my future position at [...]. The experience alone was well worth the travel. It also prepared me for working in an extremely large, multidisciplinary conglomeration of an institution.

ID 91638, Age 54, Employed Full-time, Technical Support, Art Museum Intern, 1991

Interning at the Smithsonian was the best experience of my life. I enjoyed it immensely and tried to become employed afterwards within the Institution. At the time, it was very difficult finding full-time employment within the Institution. However, I still feel that my experiences in Washington, D.C. greatly benefited my career goals. I realized that I wanted to work in a museum setting. My internship was in ... as a member of the Education team working on a curriculum project. [...] was my supervisor, and I have yet to again experience the respect and professionalism that I did while working at the

Smithsonian. My one regret was not receiving a stipend of any kind while working there for 10 weeks. In fact, I wanted to intern another summer, but financially it was not possible.

ID 92183, Age 29 Employed Full-time, Librarian/Archivist, NMAH Intern, 1992

My internship provided me the opportunity to work with highly talented and skilled people from whom I learned a tremendous amount. I feel that my internship at the Smithsonian is one of the most valuable experiences I have had.

ID 92479, Age 32, Employed Full-time, Architect, Office Intern, 1988

I thought my experience was absolutely useful and fun! I enjoyed my work on the [...] exhibit working with [...], was challenged by my assignments, learned much about the museum as well as learned professional skills, and have had a sense of reward and accomplishment ever since! I think my affiliation with the Smithsonian helped me get my foot in the door at MoMA, New York.

ID 93261, Age 29, Employed Full-time, Writer/Artist/Musician, NMAH Intern, 1992

Working at NMAH taught me that one can be a small duck in a big pond and do well. Being at NMAH and NMNH made me aware of my strong work ethic and how to persevere. Living in the city was a great experience though I'd never do it again. I learned a lot about myself and made tremendous friends within the museum. I learned how to research which has helped me in my current studies, and I can return to [...] and read exhibit scripts (on display) which I wrote. Makes me glad that I took the risk and came to SI.

ID 93378, Age 31, Employed Full-time, Social Work/Clergy, NMAH & NMNH Intern, 1993

As a [foreign] student the international working experience was worthwhile to me. At the time of my internship, I was an aerospace engineering student and being at the Air and Space Museum [taught] me a lot more about aviation and space history. I liked working on the design of one of the hands-on windtunnel exhibits. I learned a lot [about] technical working experience. I value my experience a lot and I hope the Smithsonian will keep on giving these internships! In the near future I hope to visit the NASM and see the gallery.

ID 93636, Age 27, Student Full-time, NASM Intern, 1993

I made good contacts and enjoyed the work. The people there have remained my close friends. Also, I plan to leave the Washington area eventually and I feel that the Smithsonian name on my resume will be an asset in other parts of the country.

95115, Age 30, Employed Full-time, Management Related, NMAH Intern, 1995

It was the highlight of my MA in History. It was an experience which I will remember all my life!

ID 95293, Age 26, Employed Full-time, Librarian/Archivist, Museum Intern, 1995

I had the opportunity to work with two bright women who worked and had families. Their success encouraged me, and they, perhaps unknowingly, served as role models. I also realized the level of education I would need to pursue the type of research-oriented career I desired. My summer at the Smithsonian helped me decide to pursue my Ph.D. I am not sure that I would have made that choice so confidently had it not been for my internship.

ID 95542, Age 25, Student Full-time, College/University Teacher, Office Intern, 1995

Great insight opportunity in a major research facility. Great seminars, many interesting and enthusiastic people met; fabulous discussions. Superb operational support for research, nearly no bureaucracy. **GREAT EXPERIENCE!**

ID 96241, Age 28 STRI Employed Full-time, Management Related, Research Institute Intern, 1996

Through the internship, I [gained a] broad knowledge about museum work. Then also with the internship certificate received, I am highly regarded worldwide. I wish to have another opportunity to refresh the knowledge I have acquired.

ID 97659, Age 32, Employed Full-time, Construction Museum Intern, 1997

Mixed Comments (8% of All Comments)

The internship helped to broaden my understanding of activities undertaken at the Smithsonian. Although I felt my internship was not very intellectually stimulating and it is not relevant to my career as an epidemiologist, I still think it was a worthwhile experience. I believe that all experiences, such as this internship, helped better define what I ultimately wanted to do. (For my internship I helped move and conserve extra anthropological artifacts to the new storage facility. My interest at the time was physical anthropology).

ID 91044, Age 28, Employed Full-time, Health Professional, NMNH, 1991

Yes: I loved working in a museum especially the premier museum. I learned a lot about performing research and how a museum operates. I love Washington, D.C.! No: I had hoped having a Smithsonian internship on my resume would facilitate my getting a job at the Smithsonian or another museum.

ID 91190, Age 30, Employed Full-time, Administrative Support, Art Museum Intern, 1991

Although I feel that working at the Smithsonian was a worthwhile experience it did not help to open doors for me in public education. However, my internship helped me to refine my research and technical writing skills. I am currently employed as a technical writer for [an architectural engineering firm]. I would like to add that my experiences through the National Museum of American History were very tough. I worked completely independently of supervision, conducting research at the [...]. I was only successful in my endeavors because I made it happen.

ID 91494, Age 36, NMAH Employed Full-time, Technical Support, NMAH Intern, 1991

The internship program provided a valuable opportunity to “get my feet wet” at a reputable institution—from there I had direction given to me by what I did at my internship. I was unpaid—hard to do just out of college—but I still considered my time spent there extremely valuable.

ID 91648, Age 31, Employed Full-time, Writer/Artist/Musician, NMNH Intern, 1992

Worthwhile, but not as productive as possible. I have tried to maintain contact with my intern director [...] to no avail to find out if anything has been done with the results of my work. I would love to find out and maintain contact (the phone numbers I have are no longer valid and [I] could not get into their web site. Would love any current contact info.

ID 92496, Age 23, Employed Part-time, Biological/Life Sciences, Research Institute Intern, 1993

Yes, it was worthwhile in that I learned practical computer skills, (related to graphic design) that helped me to get my last 2 jobs. However, the time of my internship was very frustrating to me. Although I found the people I worked with friendly and greatly enjoyed the special lectures and events for interns, I found the internship itself to be rather like pulling teeth when it came to support and actually doing something. My supervisor seemed to leave the office regularly for extended periods (weeks!) without informing me or leaving me something to do (or even a direction in which to find something) so I spent much of my internship just talking with people in the office or wandering through various museums when in fact I would have preferred to be doing a project of some kind. The frustrating nature of being there and willing but being given the “go-ahead” made me vow never to take an unpaid internship again (when money is involved, supervisors seem much more willing to use one’s skills to the utmost).

ID 93333, Age 27, Employed Full-time, Writer/Artist/Musician, Office Intern, 1993

Positive for all the reasons given in #16 as very useful. Negative due to my experience with my mentor—there was a lack of connection there, and I actually remember the relationship with some animosity. But the educational/scientific/career experience was very worthwhile. There are very interesting things going on in the [Research Institute], and I think now I could make better use of them.

ID 93600, Age 26, Student Full-time, Research Institute Intern, Student 1993.

As my first internship in college, it offered me valuable work experience and influenced my choice in additional internships throughout college. It also exposed me to [a] field which I would otherwise not have [had] the opportunity to explore. However, I would encourage the Smithsonian to hold activities for the interns that introduce them to other aspects of the institution, as well as to Washington, DC. An internship should a complete learning experience., Although we were not paid, we should have received other compensation—lectures/field trips, etc.

ID 94227, Age 24, Employed Full-time, Executive/Management, Office Intern, 1994

Being paid was not that big a deal to me until I found out there were interns outside the museum’s fields who had no long term contribution to make to the discipline of ... art history, but who were getting paid. I understand some of the compensation is based on being a minority, but doesn’t it make sense to support those who have made commitments to a field related to the internship? I admit this left a bit of a bitter taste in my mouth (and still does apparently), though overall I do feel positive about my internship experiences.

ID 94547, Age 29, Looking for work/Just Graduated, Technical Support, Art Museum Intern, 1993

I was glad to have had the opportunity to experience working in a museum environment. It was exciting to work in Washington, DC. Many people are interested in hearing about my experience at the Smithsonian. I felt good about contributing to some exhibits. I was, however, disappointed about the lack of full-time employment opportunities at the Smithsonian. Many people would not come to the Smithsonian as interns knowing that it is nearly impossible to find employment there (paid, full-time employment).

ID 95009, Age 33, Employed Full-time, Administrative Support, NMAH Intern, 1994

To tell the truth, I do not exactly remember what I did at the Smithsonian. All I can remember is that I worked on the mailing list. That is all I remember. The people I worked with were nice. Other than that I don't remember a thing.

ID 95140, Age 22, Student Full-time, NMNH Intern, 1995

I have mixed feelings about my internship. The curator I was supposed to work with spent very little time supervising my research. I did not feel integrated in the department. Most of the time I sat reading in the Library of Congress for the project he assigned me. On the other hand, I really enjoyed the research possibilities at LC, being in DC, participating in the career orientation programs and the idea of contributing to the NMAH. Only I did not learn much about museum work during the time—except researching, and I already knew how to do that before.

ID 95351, Age 27, Student Part-time, Writer/Artist/Musician, NMAH Intern, 1995

My internship at NMAI gave me the opportunity to discover new research methods, cultural sensitivity, and New York. I was able to work on a number of repatriation visits as an aide. This experience was very rewarding, as I interacted with elders and others there during their visit. Information and ideas were exchanged yet it was the personal exchange that I remember most. The only negative experience I had involved the intern trip to Washington, DC ...

95664, Age 28, Employed Full-time, Curator, Museum Intern, 1995

Despite the fact that the first six weeks of my internship were not what I was supposed to do (which was research), the last three weeks spent at [the] Museum of Natural History made it worthwhile. Here, I felt I was able to make a real contribution by researching [...] for the museum collection and other projects for [...], who was an excellent supervisor. It would have been a better experience if someone from the main office made sure in the first weeks that I was doing research, not clerical tasks, which were not what I flew to Washington, DC. for.

ID 96270, Age 29, Student Full-time, Office and NMNH Intern, 1996

It put me in contact with other SI staff who hired me temporarily to work on an exhibit at NMAH. The internship itself was of marginal use, but the contacts and experience from the term employment were invaluable.

ID 97094, Age 31, Employed Full-time, Social Science, Office Intern, 1997

I have mixed feelings about my internship. I left my internship early because the working environment was unsatisfactory. However, it was a growing experience for me. The written description of my internship did not match the actual experience.

ID 97301, Age 26, Student Full-time, Office Intern, 1997

It gave me more experience in a museum setting. It helped me solidify my decision to pursue a museum career. The actual assignment I was given was too specific to be of great help though I would have liked to have done more things.

ID 97435, Age 25, Employed Full-time, Administrative Support, Office Intern, 1997

Negative Comments (1.5% of Comments)

The “mentor” to whom I was assigned was most interested in taking time off to put a roof on his house and never gave serious attention to my assignments or what I should be doing. I learned a little about how the office functioned.

ID 2913, Age 57, Employed Part-time, Technical Support (health/engineering/sci/legal), Office Intern, 1990

My supervisor tried to make me spend my four weeks at the [public affairs office] making copies. I am now a staff reporter for The Wall Street Journal.

ID 3448, Age 29, Employed Full-time, Writer/Artist/Musician, Office Intern, 1990

Regrettably, it was a poor experience. My internship supervisor was undisciplined, disorganized, and flaky. I still love American history and have a high regard for the Smithsonian, but the best I can say is that I taught myself to type with my free time—a valuable skill.

ID 91028, Age 29, Employed Full-time, Biological/Life Science, NMAH Intern, 1990

My experience as an intern was unfortunately colored by the incompatibility between my boss and me.

ID 91543, Age 57, Employed Full-time, Executive/Management, Art Museum Intern, 1992

There was nothing for me to do. Alright—very, very, very little.

ID 92301, Age 28, Employed Full-time, Architect, NMAH Intern, 1992

The most worthwhile aspect was being on site at the [Office] everyday for 2 weeks and observing curators and staff carry out their job tasks. However, overall I felt I was given very little to do, and felt that I had no purpose in being there. My impression was they had too many interns and didn't know what to do with me. All I remember about my experience was making lots of xerox copies and trying to help the volunteer organizers because my supervisor didn't have anything for me to do. I never understood what my “job” was. He seemed to have done everything already and didn't need any help.

ID 94352, Age 27, Employed Full-time, Sales, Office Intern, 1994

I hoped that my internship would assist me in breaking into museum work—it really didn't help me at all. I applied for several jobs with the museums and had many interviews, and in the end it really didn't matter that I had had the internship. It was disappointing.

ID 95219, Age 27, Student Full-time, NMAH Intern, 1995

I did data entry. I didn't learn that much about museum work. I spent a lot of money on that trip because housing wasn't provided and I got very little out of the experience. I am angry that it took four years to get this survey. I asked for a check-out review at the end of my internship when I turned in my badge—and I was told that there wasn't a review process in place for out-going interns. I am furious that it took you four years to finally ask me about what went right or wrong on my internship. Maybe you ought to do it sooner to insure that both the intern and the museum get something out of this experience.

ID 95416, Age 34, Student Full-time, Art Museum Intern, 1995

My internship was poorly managed/supervised. I was isolated physically from the staff members I wanted to meet (worked in the basement). Project work given me was not of interest to me.

ID 95563, Age 29, Employed Full-time, Curator, NMAH Intern, 1995

My supervisor, [...], did all she could to make me feel unwelcome and uncomfortable. She spoke down to me and told me that I was “spoiled” and “babied” when nothing could have been further from the truth. Making her own assumptions based upon my religion (...) she seemed to have me all “figured out” within a week and used this erroneous stereotype against me. The duties that I was given, moreover, were much less exciting and carried much less responsibility than my peers’. My internship could have been worthwhile with a different supervisor, but honestly I dreaded each day.

ID 96196, Age 24, Student Full-time, Office Intern, 1996

My supervisor has proved unhelpful as a reference and the work I did for the project generally went unappreciated.

ID 97241, Age 28, Employed Full-time, Social Science, NMAH Intern, 1997

My experience at the Smithsonian with [...] did not meet any kind of expectations. He never had time to see me, no project was assigned, I had to find things myself to get involved, I spent a lot of time organizing his rolodex into his computer (the only project I had) and if I wasn’t doing that, I was just like a tourist visiting D.C. I would not recommend another student to do their internship there. Not challenging—learned more about D.C. and politics on my own. Hope to hear from you.

ID 97506, Age 21, Student Full-time, Office Intern, 1997

[I did not find my internship worthwhile] because all I did was data entry. ALL DAY LONG! I did learn a bit about research [...] artists, but I feel I wasn’t given enough opportunity to be involved in the actual museum work. I was limited to administrative, secretarial work, which is not within my interests.

ID 97523, Age 19, Student Full-time, NMAH Intern, 1997

Appendix C.

Table C-1

Locations of Internships: Smithsonian Museums, Research Institutes and Offices
1999 Smithsonian Intern Career Study Respondents
(In Percent)

	Total	US	Foreign
Anacostia Museum (AM)	0.4	0.4	0.0
Center for African American History & Culture (CAAHC)	0.4	0.4	1.2
Architectural History & Historic Preservation (AHHP)	0.6	0.6	0.0
Archives of American Art (AAA)	1.6	1.5	2.3
Center for Folklife Programs & Cultural Heritage (CFPCH)	4.7	4.7	4.7
Center for Museum Studies (CMS)	0.7	0.8	0.0
Conservation Analytical Lab (CAL)	1.0	1.0	1.2
Cooper-Hewitt, National Design Museum	2.3	2.1	5.8
Freer Gallery of Art/ Arthur M. Sackler Gallery	2.9	2.8	5.8
Hirshhorn Museum & Sculpture Garden (HMSG)	1.8	1.8	2.3
Horticulture Services Division	0.9	1.0	0.0
Institutional Studies Office (ISO)	0.4	0.4	1.2
International Center (IC)	0.4	0.4	0.0
National Air and Space Museum (NASM)	7.1	7.3	3.5
National Museum of African Art (NMAFA)	1.1	1.2	0.0
National Museum of American Art (NMAA)	5.1	5.2	4.7
National Museum of the American Indian (NMAI)	1.9	2.0	1.2
National Museum of American History (NMAH)	28.3	29.0	14.0
National Museum of Natural History (NMNH)	13.4	13.3	16.3
National Portrait Gallery (NPG)	5.7	5.8	2.3
National Postal Museum (NPM)	0.9	1.0	0.0
National Zoological Park (NZIP)	2.4	2.5	1.2
Office of Exhibits Central (OEC)	1.4	1.3	3.5
Office of Human Resources (OHR)	0.1	0.1	0.0
Office of Information Technology (OIT)	0.3	0.3	0.0
Office of Membership & Development (OMD)	1.6	1.4	4.7
Office of Public Affairs (OPA)	0.5	0.6	0.0
Smithsonian Institution Archives (SIA)	1.2	1.2	1.2
Office of Sponsored Projects (OSP)	0.4	0.4	1.2
Product Development & Licensing (PD&L)	0.4	0.4	1.2
The Smithsonian Associates (TSA)	1.8	1.9	0.0
Smithsonian Astrophysical Observatory (SAO)	0.9	0.9	0.0
Smithsonian Environmental Research Center (SERC)	2.0	2.1	1.2
Smithsonian Institution Libraries (SIL)	0.3	0.3	1.2
Smithsonian Institution Traveling Exhibition Service (SITES)	0.3	0.3	1.2
Smithsonian Office of Education (SOE)	0.9	0.8	1.2
Smithsonian Institution Press	0.4	0.4	0.0
Smithsonian Tropical Research Institute (STRI)	0.6	0.2	8.1
Other*	<u>2.6</u>	<u>2.3</u>	<u>8.1</u>
	99.7	100.1	100.5
Number	1871	1785	86

*"Other" includes Accessibility, A&I, Experimental Gallery, External Affairs, Secretary, OPPS, OIR, OAS/AH, Joseph Henry Papers, OGC, Registrar, Latino Affairs, Provost, and OC.

Table C-2
Discipline or Academic Major at Time of Internship and Currently
(In Percent)

Discipline or Academic Major	<u>At Time of Internship</u>			<u>Current</u>		
	Total	US only	Foreign	Total	US only	Foreign
Agricultural Sciences/Horticulture	0.5	0.6	0.0	0.6	0.6	0.0
Architecture	0.8	0.9	0.0	1.5	1.6	1.2
Art History	15.0	15.2	10.3	9.9	9.9	9.8
Biological/Life Sciences	9.4	8.8	21.8	7.4	7.0	15.9
Business Management & Admin Services	1.7	1.6	5.1	3.2	3.2	3.7
Communications	2.0	1.9	3.8	2.6	2.7	1.2
Computers & Information Sciences	0.4	0.3	2.6	2.2	2.1	2.4
Construction trades	0.1	0.0	2.6	0.0	0.0	0.0
Design/Graphics	1.1	1.1	1.3	1.1	1.1	1.2
Education	1.8	1.8	1.3	6.1	6.2	3.7
Engineering & related technologies	0.7	0.6	1.3	1.8	1.8	1.2
English Language & Literature	4.9	5.0	2.6	3.3	3.3	2.4
Ethnic & Cultural Studies	6.5	6.6	5.1	5.0	4.9	6.1
Fitness Studies	0.1	0.0	1.3	0.2	0.2	0.0
Foreign Language & Literature	1.1	1.2	0.0	0.8	0.8	0.0
Health Professions & related sciences	0.2	0.3	0.0	2.5	2.7	0.0
History	20.0	20.7	6.4	11.5	11.8	4.9
Home Economics/Textile studies	0.5	0.6	0.0	0.6	0.6	0.0
Law & legal studies	0.5	0.5	0.0	4.0	4.0	2.4
Liberal Arts and Humanities	3.2	3.3	2.6	2.2	2.2	2.4
Library Sciences/Archives	1.9	1.9	2.6	3.3	3.2	6.1
Marketing	0.5	0.3	3.8	1.1	0.9	4.9
Mathematics	0.3	0.3	0.0	0.2	0.2	0.0
Mechanics and repair	0.0	0.0	0.0	0.1	0.0	1.2
Multi/interdisciplinary (inc. Museum) studies	7.0	6.9	9.0	9.0	8.9	11.0
(Museum) Conservation	1.1	1.0	2.6	1.4	1.4	2.4
Natural Resources & Conservation	0.7	0.7	1.3	1.5	1.4	3.7
Other (specified on questionnaire)	0.9	0.8	2.6	0.9	0.8	3.7
Philosophy/Theology/Religion	0.3	0.3	1.3	0.7	0.8	0.0
Physical Sciences	4.4	4.7	0.0	3.9	3.9	2.4
Precision Production trades	0.1	0.1	0.0	0.0	0.0	0.0
Protective services	0.0	0.0	0.0	0.0	0.0	0.0
Psychology	1.0	1.1	0.0	1.2	1.2	0.0
Public Administration & services	0.4	0.4	0.0	0.9	0.9	1.2
Social Sciences	4.1	4.1	3.8	3.5	3.7	0.0
Transportation	0.1	0.1	0.0	0.2	0.2	0.0
Visual & Performing Arts	<u>6.3</u>	<u>6.4</u>	<u>5.1</u>	<u>5.7</u>	<u>5.8</u>	<u>4.9</u>
Total %	99.6	100.1	100.2	100.1	100.0	100.0
Total N	1871	1785	86	1871	1785	86

Table C-3
U.S. Intern Demographic Characteristics by Time Since Internship
(In Percent)

Characteristic	<u>Time Elapsed Since Internship</u>					Total
	0-2 Years	2-4 Years	4-6 Years	6-8 Years	8-10 Years	
<u>Age in 1999</u>						
18-23 Years	57.4	26.7	11.5	2.9	0.0	19.8
24-26 Years	20.2	42.5	39.5	14.8	5.9	29.1
27-29 Years	10.1	17.2	30.5	47.9	42.4	28.3
30 Years and Older	12.4	13.8	18.5	34.4	51.8	22.7
Total	100.1	100.2	100.0	100.0	100.1	99.9
<u>Current Activity</u>						
Employed Full-time	54.9	59.7	66.0	71.5	72.4	64.4
Employed Part-time	4.4	4.8	5.5	6.7	5.5	5.4
Student Full-time	37.6	32.0	24.2	17.0	15.3	26.0
Student Part-time	1.8	2.2	2.4	1.1	3.7	2.1
Homemaker/Other	1.3	1.4	1.9	3.6	3.0	2.2
Total	100.0	100.1	100.0	99.9	99.9	100.1
<u>Educational Level in 1999</u>						
High School	1.2	0.4	0.2	0.3	0.6	0.4
Some College	12.4	8.0	2.7	3.2	4.8	6.0
AA/Technical Degree	0.4	0.8	0.5	0.8	3.0	0.8
Bachelor of Arts/Science	46.5	38.7	35.5	28.9	24.4	35.6
Some Graduate School	19.4	20.9	20.8	13.5	11.3	18.2
Master of Arts/Science	17.4	28.8	33.9	42.4	42.9	32.6
Doctoral/Prof. Degree	2.7	2.4	6.3	10.9	13.1	6.2
Total	100.0	100.0	99.9	100.0	100.1	99.8

Appendix D.

Technical Information: Design and Implementation

Introduction

This 1999 Smithsonian Intern Career Study was initiated by the Office of the Provost. The study had several purposes: (i) to describe the current activities of women and men who have formerly been at the Smithsonian Institution (SI); (ii) to get their assessment of their experience at SI and its impact on their careers; and (iii) to gauge their interest in employment information from SI.

The only option for collecting these data was through a mail survey, based on records maintained by the Center of Museum Studies (CMS). CMS maintains a centralized computer database, created with intern registration information. Conversations with the Office of the Provost and CMS indicated that limiting the study to interns between 1990 and 1997 would be reasonable. Most of the interns will have had additional education since leaving SI and many will be in full-time career positions.

Sample Design and Response Rates

The data for the 1999 study were collected from an attempted census of 5,351 former interns. To be considered for inclusion in the study, an individual must have held an internship at the Smithsonian between 1990 and 1997. Complete responses were received from 1785 U.S. interns (46.5%) and 86 foreign interns (17.1%).

Table D-1, at the end of this Appendix, shows the distribution of the population of interns, by residence location, together with the percentage of survey respondents from each location.

In comparison to general mail surveys of alumni, the response rate for the present survey of U.S. interns is considered respectable. This response rate was clearly affected by the fact that current address information was not available for most interns. The response rate for foreign interns, 17.1%, essentially makes the data not usable. It should also be noted that, after the end of data collection, a few (62) additional questionnaires were received. However, examination of these questionnaires indicates that their inclusion in the data set would have, in no way, altered any of the results.

Since not everyone responded to the survey, general survey procedures often require weights to adjust for variations in response among different groups of the population, (e.g., year of internship, gender, residence). Such weights are developed to adjust for non-response. The end result of these adjustments allows us to discuss the population as a whole. However, while weighting for non-response adjusts the data on known characteristics (e.g. gender and year of internship), it cannot adjust for unknown characteristics that may explain differences between those who responded and those who did not. In this particular case, we have opted not to weight the data.

We have some information on non-respondents from the administrative records maintained by the Center for Museum Studies. In a later section of this Appendix, we discuss characteristics that differentiate respondents from non-respondents. Data on the comprehensive CMS database can be found in Appendix F.

Survey Administration

Between June and August 1999, the 1999 Smithsonian Intern Career Survey was administered as a mail survey.

Working with CMS, ISO created a data file of names, addresses, and other additional information. Some address problems, issues of multiple internships and address listings, as well as other data file inconsistencies, were resolved. Then, the file was sent to a contractor for address updating. Addresses were updated for individuals who had filed a "Change of Address" card with the United States Postal Service in the preceding three years.

On May 6, 1999, we mailed a "We've been wondering..." postcard to all former U.S. interns who were at SI between 1990 and 1997, alerting them to the survey and encouraging participation. Postcards were not sent to foreign addresses. A "address service requested" notice was on every postcard.

One week later, on May 13, 1999, we mailed each former intern a survey package containing: (1) an introductory cover letter signed by J. Dennis O'Connor, Provost; (2) a questionnaire; and (3) a postage-paid envelope addressed to ISO. A "address service requested" notice was on every postcard to ensure that the Postal Service would notify ISO of further changes.

Several weeks later, the interns were sent a reminder card. As much as possible, addresses were updated when a postcard or first mailing was returned with a forwarding address.

Returns were monitored closely and, five weeks after the first survey, a second survey package was sent. It was identical to the first, except for the content of the enclosed letter. Data collection officially ended on August 20, 1999.

A copy of all of the survey materials is in Appendix E.

The Questionnaire

Contents. A draft questionnaire was developed by the Institutional Studies Office staff and reviewed with the Office of the Provost, the Smithsonian Office of Education, the Center for Museum Studies, and the Office of Fellowships and Grants.

The final questionnaire, reproduced in Appendix E, consisted of two double pages, or four sides, divided into topical sections. In the first section, we asked nine retrospective questions about the respondent's actual internship experience. The second section dealt with the individual's current activities, as well as several questions assessing the possible career benefits of the experience. The third section included questions about the respondent's demographic background characteristics, as well as his or her current level of contact with SI. The questionnaire concluded with a request for comments and a question about interest in receiving career information.

Respondents and Non-Respondents

The overall response rate for the study was 46.5%. This number excludes questionnaires that were returned by the Post Office as undeliverable, and those that were returned indicating that the addressee was deceased. In this way, refusals are those questionnaires that were not returned or those that have no evidence of not having been received (see Table D-1).

Because of the difficulty in reaching foreign interns and the incomplete address information available for them, this discussion of non-response is restricted to U.S. interns.

Using information from the returned surveys and the CMS files, the data was examined to see if there was any systematic pattern between those who returned questionnaires and those that did not. Chi-square tests indicated that interns whose residence at the time of the internship was in the Washington, DC Metropolitan area (Local), or who were members of ethnic/racial minorities were less likely to return questionnaires compared to those who lived elsewhere or were Caucasian. Recent interns (within the last two years), interns who received stipends, and summer interns were more likely to respond.

Looking at separate racial/ethnic categories revealed that African-American interns (who comprise nearly 50% of all interns from minority groups) had a lower response rate than members of any other minority group.

Further analysis, however, showed that African-American interns who lived outside of the DC Metro area had a response rate of 42.5%, nearly the same as the overall response rate of 46.5%. Local African-American interns, who had a response rate of 27.3%, were much more likely to be high school graduates or still in high school at the time of their internship (52.2% vs. 12.9%). They are younger today (62% are currently age 26 or younger compared to 42.6% of the other interns). Local Non- African-American interns are much more similar to the non-local intern population.

The intern experience for local African-U.S. interns, most of whom had not even started college, was probably different from the others, who generally were already in college. For local African-Americans, the internship may have been more like a summer job/activity rather than a tool for making career-related decisions. As such, its relevancy to their lives, then and now, is probably less than it is for interns who used it for assistance in mapping out their career. In such a setting, a lower response rate is not surprising, and can almost be expected.

It should be emphasized however, that these results by no means imply that those who responded, aside from the specific groups discussed here, are similar to those who did not. There are certainly other, unmeasured characteristics that led some to respond and others to disregard the survey. As with all survey data such as this, some caution is warranted when analyzing responses and reading results.

Table D-1
Sample Disposition and Response Rates
1999 Smithsonian Intern Career Study

Category	Residence at Time of Internship						Total		Foreign		Total	
	Wash, DC		MD/VA Suburbs		Other US Address		US Addresses		N	%	N	%
	N	%	N	%	N	%	N	%				
1 Initial Addresses	525	9.8	519	9.7	3736	69.8	4780	89.3	571	10.7	5351	100.0
2 First Mailing*	525	9.8	519	9.7	3736	69.8	4780	89.3	571	10.7	5351	100.0
3 Address Corrections**	37	6.4	78	13.6	445	77.4	560	97.4	15	2.6	575	100.0
4 Returned questionnaires#	163	16.2	121	12.0	656	65.1	940	93.3	67	6.7	1007	100.0
5 Final sample [3-5]	362	8.3	398	9.2	3080	70.9	3840	88.4	504	11.6	4344	100.0
6 Completed Questionnaires	110	5.9	160	8.6	1515	81.0	1785	95.4	86	4.6	1871	100.0
7 Non-response***	252	10.2	238	9.6	1565	63.3	2055	83.1	418	16.9	2473	100.0
Response rate [6/5]	30.4		40.2		49.2		46.5		17.1		43.1	

*Includes corrections by contractors based on USPS "Forwarding" files.

**From all sources (e.g., US Postal Service, family, respondents).

#Primarily postal "undeliverable" or "unknown," includes a few [N= 7] deaths.

***Includes BOTH interns that did not respond, as well as some unknown number of "undeliverable" surveys that were not returned to ISO.

Smithsonian Intern Career Study

Remembering Your Internship

1. When were you a Smithsonian intern?

From _____ / _____ to _____ / _____
 Month Year Month Year

2. When you **APPLIED** for the internship, were you... (Mark **ALL** that apply.)

- Employed full-time
- Employed part-time
- Looking for work
- Student full-time
- Student part-time
- Just graduated
- Homemaker full-time
- Other (specify): _____

3. Using the enclosed Coding List,
 (a) please write the **CODE** of the Smithsonian museum, research institute or office in which you interned, and
 (b) specify the assigned department or division.

(a) Museum, research institute or office
 [Please specify if "other" (37)]:

(b) Department or division:

4. Which term **BEST** describes the type of project with which you were most involved during your internship? (Mark **ONE**.)

- Collections Management
- Conservation
- Curatorial Practices
- Educational Programming
- Exhibit Design/ Production
- Membership & Development
- Museum Registration
- Publications/ Photography
- Public Relations
- Research – Arts & Humanities
- Research – Science
- Other (specify): _____

5. Did you receive a stipend for your work as an intern? Yes No

6. Did you receive course credit for your internship? Yes No

7. Please mark in Column A your **HIGHEST** level of education when your internship **BEGAN**. In Column B, mark your **PRESENT** education level.

- | A | B | |
|--------------------------|--------------------------|-------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | High school |
| <input type="checkbox"/> | <input type="checkbox"/> | 1-2 Years Undergraduate (no degree) |
| <input type="checkbox"/> | <input type="checkbox"/> | 3-4 Years Undergraduate (no degree) |
| <input type="checkbox"/> | <input type="checkbox"/> | Associate/Technical degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Bachelor of Arts/Science degree |
| <input type="checkbox"/> | <input type="checkbox"/> | 1-2 Years Graduate (no degree) |
| <input type="checkbox"/> | <input type="checkbox"/> | 3-4 Years Graduate (no degree) |
| <input type="checkbox"/> | <input type="checkbox"/> | Master of Arts/Science degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Doctoral/Prof degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (specify): _____ |

8. Using the enclosed Coding List, tell us
 (a) your major/discipline when you began your internship, and
 (b) your most recent major/discipline.
 [Please specify if "other" (34)].

Discipline A: _____

Discipline B: _____

9. Which **TWO** factors most influenced your decision to accept an internship at the Smithsonian Institution? (Mark **TWO**.)

- Course credit/Fulfillment of degree requirements
- Entry-level opportunity at the Smithsonian
- Financial compensation
- Location in Washington, DC Metro area/New York/Cambridge, MA
- Opportunity to explore career options
- Proximity to university/permanent residence
- Related to my discipline of interest/study
- Reputation of Smithsonian Institution
- None of the above

Your Career Today

10. Which of the following describes your current activities? Mark ALL that apply.

- | | | |
|---|--|---|
| <input type="checkbox"/> Employed full-time | <input type="checkbox"/> Student full-time | <input type="checkbox"/> Homemaker full-time |
| <input type="checkbox"/> Employed part-time | <input type="checkbox"/> Student part-time | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Looking for work | <input type="checkbox"/> Just graduated | |

11. Please describe your present occupation on the line provided AND mark the ONE category that you feel comes closest.

occupation: _____

- | | | |
|--|---|---|
| <input type="checkbox"/> Not Currently Employed | <input type="checkbox"/> Health Professional | <input type="checkbox"/> Social Science |
| <input type="checkbox"/> Homemaker | <input type="checkbox"/> Lawyer/judge | <input type="checkbox"/> Social work/clergy |
| <input type="checkbox"/> Student | <input type="checkbox"/> Librarian/Archivist | <input type="checkbox"/> College/University Teacher |
| <input type="checkbox"/> Administrative Support | <input type="checkbox"/> Management related | <input checked="" type="checkbox"/> Elem/Secondary Teacher |
| <input type="checkbox"/> Architect | <input type="checkbox"/> Math/Stat/Computer Sci | <input type="checkbox"/> Technical support (health/engineering/sci/legal) |
| <input type="checkbox"/> Biological/Life Sciences | <input type="checkbox"/> Mechanics/Repair | <input type="checkbox"/> Writer/artist/musician |
| <input type="checkbox"/> Construction | <input type="checkbox"/> Military | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Counselor (educ/vocational) | <input type="checkbox"/> Natural Science | |
| <input type="checkbox"/> Curator | <input type="checkbox"/> Physical Science | |
| <input type="checkbox"/> Engineer | <input type="checkbox"/> Sales | |
| <input type="checkbox"/> Executive/Management | <input type="checkbox"/> Service (protective/food/personal) | |
| <input type="checkbox"/> Forestry/Horticulture | | |

12. Please compare your present occupation to your internship by marking "Agree" or "Disagree".

Agree Disagree

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | My present occupation is similar in discipline to my internship. |
| <input type="checkbox"/> | <input type="checkbox"/> | My present occupation is similar in daily activities to my internship. |
| <input type="checkbox"/> | <input type="checkbox"/> | My present occupation is similar in setting to my internship. |
| <input type="checkbox"/> | | I am not employed and not a student. |

13. Please describe the industry of your present employer by marking ONE of the following:

- | | | |
|--|--|---|
| <input type="checkbox"/> Not Currently Employed | <input type="checkbox"/> Health services | <input type="checkbox"/> Retail trade |
| <input checked="" type="checkbox"/> Self-Employed | <input type="checkbox"/> Legal services | <input type="checkbox"/> Social services |
| <input checked="" type="checkbox"/> Agriculture/Forestry/Hortic. | <input type="checkbox"/> Manufacturing | <input type="checkbox"/> Transportation/Utilities |
| <input checked="" type="checkbox"/> Business/Repair services | <input type="checkbox"/> Military | <input type="checkbox"/> Wholesale trade |
| <input type="checkbox"/> Construction | <input checked="" type="checkbox"/> Museum/Art Gallery/Zoo | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Educational services | <input type="checkbox"/> Personal services | |
| <input type="checkbox"/> Entertainment/ Recreation | <input type="checkbox"/> Professional services | |
| <input type="checkbox"/> Finance/Insurance | <input checked="" type="checkbox"/> Public Administration | |

14. For each of the following, mark "Yes" or "No".

Do you presently work in:	<u>Yes</u>	<u>No</u>
A museum?	<input type="checkbox"/>	<input type="checkbox"/>
A zoo?	<input type="checkbox"/>	<input type="checkbox"/>
A science center?	<input type="checkbox"/>	<input type="checkbox"/>
A historical site?	<input type="checkbox"/>	<input type="checkbox"/>
A firm contracted by museums or related settings?	<input type="checkbox"/>	<input type="checkbox"/>
A college or university? (if student, mark "yes")	<input type="checkbox"/>	<input type="checkbox"/>
A research institute or firm?	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> N/A: I am not employed and not a student.		

15. Mark ALL of the factors that you feel influenced your decision to accept a position with your present employer?

- | | |
|---|---|
| <input type="checkbox"/> Not Currently Employed | <input type="checkbox"/> Spouse's/Partner's/Children's location of employment/study |
| <input type="checkbox"/> Self-Employment | <input type="checkbox"/> Career Advancement |
| <input type="checkbox"/> Private sector | <input type="checkbox"/> Employer's reputation |
| <input type="checkbox"/> Public sector | <input type="checkbox"/> Type/Nature of work |
| <input type="checkbox"/> Non-profit sector | <input type="checkbox"/> Promotion Potential |
| <input type="checkbox"/> Geographic Region/Location | <input type="checkbox"/> Salary/Benefits |

16. Tell us how your internship may have benefited you by rating the usefulness of the following factors.

	very useful	somewhat useful	not very useful	not at all useful	n/a
Contacts made through staff/supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Opportunity to explore career options	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Recommendations/References given by staff/supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Reputation of Smithsonian Institution	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Results/product of your research as an intern	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Experiences with specific subject matter	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Experience conducting research	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Experiences with specific activities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Experiences within specific settings (lab/library/museum)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Experiences with collections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Background Information

17. Are you: Female or Male?

18. What is your age? _____

19. With which of the following cultural/racial/ethnic groups do you identify? Mark ONE OR MORE.

- | | |
|--|---|
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Latino/Hispanic |
| <input type="checkbox"/> American Indian or Alaskan Native | <input type="checkbox"/> Native Hawaiian/Pacific Islander |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Caucasian/White | |

20. How do you maintain contact with the Smithsonian Institution? Mark ALL that apply.

- I do not maintain contact with the Smithsonian.
- I continue to visit Smithsonian museums.
- I visit the Smithsonian Home Page or other Smithsonian web pages on the Internet.
- I subscribe to Smithsonian publications.
- I am a member of a Smithsonian organization (e.g., Resident/National Associate, FONZ, etc.)
- I maintain professional correspondence with staff within office of internship.
- I maintain personal correspondence with staff within office of internship.
- I am presently employed by the Smithsonian Institution.
- I maintain an interest in career opportunities at the Smithsonian Institution.

21. Do you feel that your Smithsonian internship was a worthwhile experience?

- Yes No

21B. Why or why not?

Would you be interested in receiving information about job and career opportunities at the Smithsonian?

- Yes No

Please return your questionnaire within a week in the enclosed envelope. Thank you.

CODING LISTS

Use the 2-digit code that corresponds with your responses to questions 3 and 8. If your response is "other", please be sure to specify on the questionnaire.

QUESTION 3

MUSEUMS, RESEARCH INSTITUTES, AND OFFICES

- 01 Anacostia Museum
- 02 Center for African American History & Culture
- 03 Architectural History & Historic Preservation
- 04 Archives of American Art
- 05 Center for Folklife Programs & Cultural Studies
- 06 Center for Museum Studies
- 07 Cooper-Hewitt, National Design Museum
- 08 Freer Gallery of Art
- 09 Hirshhorn Museum & Sculpture Garden
- 10 Horticulture Services Division
- 11 Institutional Studies Office
- 12 International Center
- 13 National Air and Space Museum
- 14 National Museum of African Art
- 15 National Museum of American Art
- 16 National Museum of the American Indian
- 17 National Museum of American History
- 18 National Museum of Natural History
- 19 National Portrait Gallery
- 20 National Postal Museum
- 21 National Zoological Park
- 22 Office of Exhibits Central
- 23 Office of Human Resources
- 24 Office of Information Technology
- 25 Office of Membership & Development
- 26 Office of Public Affairs
- 27 Arthur M. Sackler Gallery
- 28 Smithsonian Institution Archives
- 29 Office of Sponsored Projects
- 30 Product Development & Licensing
- 31 The Smithsonian Associates
- 32 Smithsonian Astrophysical Observatory
- 33 Smithsonian Environmental Research Center
- 34 Smithsonian Institution Libraries
- 35 Smithsonian Institution Traveling Exhibition Service
- 36 Smithsonian Office of Education
- 37 Other (specify on questionnaire)

QUESTION 8

DISCIPLINES

- 01 Agricultural Sciences/Horticulture
- 02 Architecture
- 03 Art History
- 04 Ethnic & Cultural Studies
- 05 Biological/Life Sciences
- 06 Business Management & Admin Services
- 07 Communications
- 08 Computers & Information Sciences
- 09 Natural Resources & Conservation
- 10 Construction trades
- 11 Education
- 12 Engineering & related technologies
- 13 English Language & Literature
- 14 Foreign Language & Literature
- 15 Health Professions & related sciences
- 16 History
- 17 Home Economics/Textile studies
- 18 Law & legal studies
- 19 Liberal Arts and Humanities
- 20 Library Sciences/Archives
- 21 Marketing
- 22 Mathematics
- 23 Mechanics and repair
- 30 Parks, Recreation, Leisure, Fitness Studies
- 24 Philosophy/Theology/Religion
- 25 Physical Sciences
- 26 Precision Production trades
- 27 Protective services
- 28 Psychology
- 29 Public Administration & services
- 31 Social Sciences
- 32 Transportation
- 33 Visual & Performing Arts
- 34 Other (specify on questionnaire)
- 35 Military Technologies
- 36 Multi/interdisciplinary studies (incl. Museum studies)



Smithsonian Institution

Office of the Provost

May 7, 1999

Dear Former Smithsonian Intern:

Every year, hundreds of gifted and enthusiastic women and men come to the Smithsonian as interns. I am increasingly impressed by how much the Smithsonian gains from their intelligence and energy. As a Smithsonian intern, you made an important contribution to our work and we value that.

Once again, I must ask for your help. To ensure the integrity of the program, we need to know how your Smithsonian internship may have benefitted you. Enclosed is a brief questionnaire, which takes about 15 minutes to fill out. Please take the time to answer it and send it back.

All your replies are confidential and will be reviewed only within the Office of the Provost. While answering any question is optional, I hope you will fully complete the survey. The results of this survey will be reported only as aggregate data and your name will not be associated with your responses in any manner.

Thank you for your cooperation.

Sincerely,

J. Dennis O'Connor
Provost

Enclosure



Smithsonian Institution

Institutional Studies Office

May 28, 1999

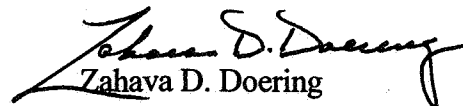
Dear Former Smithsonian Intern:

A few weeks ago J. Dennis O'Connor, the Provost of the Smithsonian Institution, sent you a questionnaire related to your Smithsonian internship. If you have already answered and returned your questionnaire, this letter may have passed your reply in mail. Thank you for timely attention.

If you have not yet sent in the questionnaire, I want to encourage you to do so and to point out how important your input is. As we evaluate the internship program and make decisions about its future, we need to know how it benefited you. No one else can give us this information. You are the key. Please help us by taking a few minutes to fill out the form and mail it in. For your convenience I am enclosing a second copy.

All your replies are confidential and will be reviewed only within the Office of the Provost. The results of this survey will be reported only as aggregate data and your name will not be associated with your responses in any manner.

Sincerely,



Zahava D. Doering

Director

Institutional Studies Office

Enclosure



Smithsonian Institution

Washington DC 20560-0405

Official Business Penalty for Private Use \$300



We've been wondering...

What have you been doing since
your Smithsonian internship?
Are you working? Studying?
Traveling?

We are sending you a short
questionnaire so that you can tell
us about your current activities.

Look for the survey in about one
week.

Smithsonian Intern Career Study



Smithsonian Institution

Washington DC 20560-0405

Official Business Penalty for Private Use \$300



Two weeks ago, we sent you a short questionnaire.

Our thanks to those of you who have already returned it.

If you have not completed the questionnaire yet, please take about 15 minutes to do so as soon as possible.

Only YOU can tell us about your experiences since your internship.

Smithsonian Intern Career Study

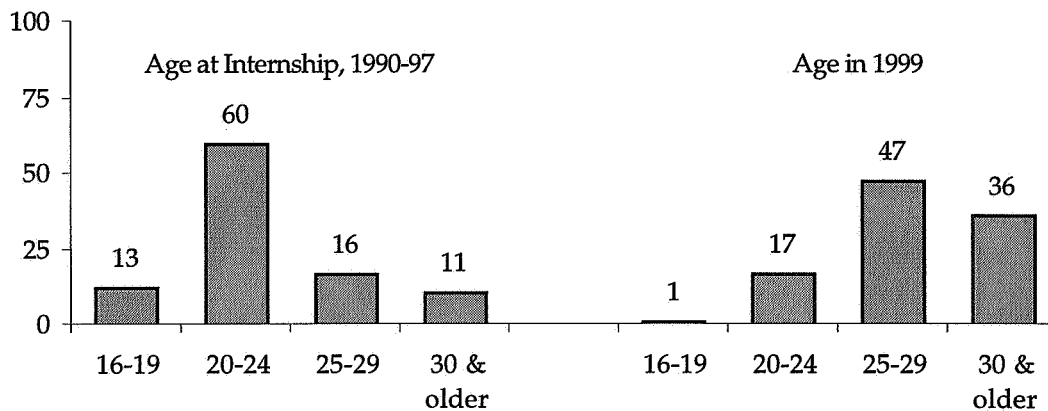
Appendix F.
Description of Comprehensive CMS Intern Database

This appendix provides a brief description of interns at SI between 1990 and 1997, a total of 5,314 interns. These data are a by-product of planning the Intern Survey we discussed recently. The information is based on data maintained by the Center for Museum Studies. In general, data are provided by the interns when they arrive at SI. The basic data are in Table F-1.

Gender and Age

Throughout the period, interns have been predominantly women (73%). Each cohort is slightly older. Whereas in 1990 about one-fifth were under age 19, the percentage decreased to about one-tenth more recently (1995-97). The majority are 20-24 years old when they come (55% - 64%). The figure below shows the overall age distribution for the 1990-1997 interns, as well as their age in 1999. A 1999 survey would find almost half (47%) in the 25-29 age group and about a third (36%) at least 30 years old.

Figure F-1
Age of Interns, 1990-1997
(In Percent)

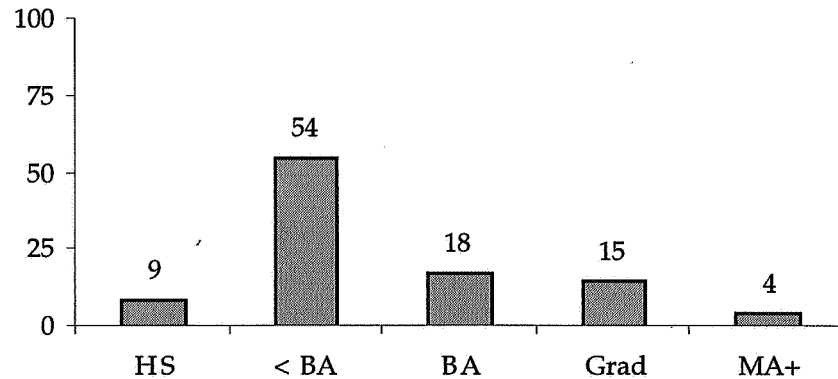


Source: Appendix F, Table F-1.

Education

The increase in age at the time of the internship has meant that, recently, fewer interns are high-school students. Over half, each year, have been undergraduates; the data do not allow for reporting specific year in college. Another fifth have come to SI following college graduation.

Figure F-2
Intern Education, 1990-97
(In Percent)



Source: Appendix F, Table F-1.

Race/Ethnicity

The collection of racial/ethnic identification has not been systematic, with the exception of data from the Minority Internship Program collected by the Office of Fellowship and Grants (OFG). In spite of this limitation, the available data suggest that each year between one-fifth and one-third of all U.S. interns are minority interns.

Geographic Origins

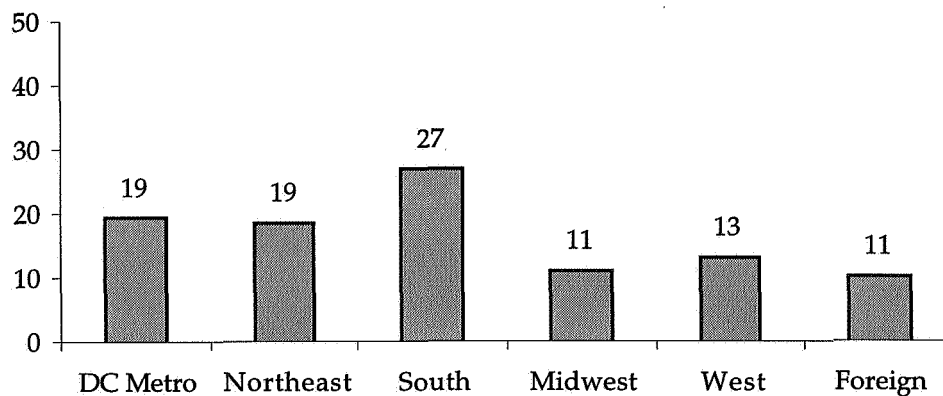
The geographic origins of interns are remarkably consistent. Each year, one-fifth are from the Washington, DC Metropolitan area, another fifth are from the Northeast, one-quarter are from the South (primarily Virginia outside of the Metro area), one-quarter are from the Midwest and West (combined) and one-tenth are from overseas (see Figure F-3).

Latin America and Europe provide the majority of foreign interns, followed by Pacific Rim countries.

Terms of Internship

About two-fifths of interns come for a 2 to 3 month period. Relatively few come for less than one month or more than six months. About half of the interns commit to 40 hours per week upon coming. Another quarter spend between 21 and 39 hours a week. One out of every four interns reports earning academic credit for the internships.

Figure F-3
Geographic Origins of Interns, 1990-1997
(In Percent)



Source: Appendix F, Table F-1.

Locations of Internships

NMAH hosts twice as many interns as the next nearest museum (27% of the annual total vs. 13% at NMNH). Outside of the museums, Folklife, SERC and TSA are relatively heavy users of interns. Annually, about one-fourth of the interns are scattered in smaller organizations.

Table F-1
Demographic Characteristics of Interns, 1990-1997
(In Percent)

Characteristics	1990	1991	1992	1993	1994	1995	1996	1997	Total	
Number of Interns:	587	699	681	667	665	674	667	674	5314	
<u>Gender</u>										
Female	No statistically significant differences across years.								72.8	
Male									<u>27.2</u>	
Total									100.0	
<u>Age at time of Internship</u>										
16-19	20.5	12.9	11.8	15.7	13.5	9.5	9.0	9.1	12.6	
20-24	54.9	61.5	58.9	58.6	59.5	62.8	63.5	60.1	60.1	
25-29	14.6	13.9	16.7	16.0	14.8	17.0	19.2	19.5	16.5	
30 and older	<u>10.0</u>	<u>11.7</u>	<u>12.7</u>	<u>9.7</u>	<u>12.2</u>	<u>10.7</u>	<u>8.4</u>	<u>11.3</u>	<u>10.9</u>	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
<u>Academic Level</u>										
High School	17.7	11.5	9.1	8.3	9.7	3.3	6.1	5.3	8.8	
Bachelor's Candidate	53.2	54.5	54.1	60.1	50.7	53.0	53.6	56.5	54.4	
Bachelor's Degree	15.6	16.5	18.1	11.2	19.2	22.9	18.8	18.5	17.6	
Master's Candidate	11.1	14.4	16.1	18.3	15.5	16.4	17.1	11.0	15.0	
Master's Degree	2.5	3.1	2.7	1.9	4.2	3.9	3.8	6.4	3.6	
Doctoral Candidate	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>	<u>0.2</u>	<u>0.8</u>	<u>0.6</u>	<u>0.6</u>	<u>2.3</u>	<u>0.6</u>	
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
<u>Race/Ethnicity (US interns)</u>										
Minority	32.4	28.5	17.4	22.6	27.9	22.1	23.2			24.5
African Amer./Black	19.9	13.2	11.9	12.4	10.8	8.4	1.8			11.9
Asian American	6.1	7.7	3.0	5.5	7.3	5.2	14.3			6.1
Hispanic/Latino	4.3	4.8	1.3	2.7	6.6	4.6	6.3			4.1
American Indian	2.1	2.7	1.2	2.1	3.1	3.9	0.9			2.5
Caucasian	<u>67.6</u>	<u>71.5</u>	<u>82.6</u>	<u>77.4</u>	<u>72.1</u>	<u>77.9</u>	<u>76.8</u>			<u>75.5</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0			100.0
<u>Region</u>										
DC Metro									19.4	
Northeast	No statistically significant differences across years.								18.7	
South									26.9	
Midwest									11.3	
West									13.3	
Foreign									<u>10.5</u>	
Total									100.1	

(cont.)

Table F-1 (cont.)
Demographic Characteristics of Interns, 1990-1997
(In Percent)

Characteristics	1990	1991	1992	1993	1994	1995	1996	1997	Total
<u>Geography</u>									
Canada	0.7	0.6	0.4	0.9	0.6	0.7	0.9	1.0	0.7
Latin America	6.0	4.4	2.5	1.4	2.1	3.6	2.1	2.4	3.0
Europe	2.0	3.2	3.7	3.6	3.9	4.0	3.6	4.8	3.6
Asia	0.3	0.3	0.3	0.2	0.2	0.5	0.9	0.0	0.3
Pacific Rim	1.4	1.3	2.5	3.2	1.7	1.3	2.1	2.4	2.0
North Africa/Middle East	0.2	0.6	0.4	0.5	0.2	0.3	0.0	0.0	0.3
Sub-Sahara Africa	0.0	0.3	0.4	0.2	0.3	0.5	0.8	1.5	0.5
US	<u>89.4</u>	<u>89.4</u>	<u>89.7</u>	<u>90.3</u>	<u>91.1</u>	<u>89.2</u>	<u>89.7</u>	<u>88.0</u>	<u>89.6</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<u>Weeks in Internship</u>									
1 Month or less	2.6	3.0	5.7	5.9	6.0	4.8	5.0	5.1	4.8
1-2 Months	26.0	23.7	24.4	23.8	27.9	23.0	23.1	23.1	24.3
2-3 Months	44.4	45.9	43.3	43.9	40.4	43.1	46.0	49.2	44.5
3-6 Months	21.0	19.5	19.8	20.5	21.2	22.1	18.1	16.7	19.8
6 Months or more	<u>6.0</u>	<u>7.9</u>	<u>6.8</u>	<u>6.0</u>	<u>4.6</u>	<u>7.1</u>	<u>7.8</u>	<u>5.9</u>	<u>6.5</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<u>Hour/Week worked</u>									
19 Hours or less	7.8	10.4	10.1	11.5	13.2	10.9	8.8	12.4	10.7
20 Hours	11.0	15.7	19.1	11.8	19.0	18.2	14.8	14.4	15.6
21-39 Hours	36.1	25.6	22.4	22.4	20.6	23.8	29.4	21.9	24.9
40 Hours	<u>45.1</u>	<u>48.3</u>	<u>48.5</u>	<u>54.4</u>	<u>47.3</u>	<u>47.1</u>	<u>47.0</u>	<u>51.3</u>	<u>48.8</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<u>Did you receive credit?</u>									
Yes									25.27
No	No statistically significant differences across years.								<u>74.73</u>
Total									100.0

(cont.)

Table F-1 (cont.)
Demographic Characteristics of Interns, 1990-1997
(In Percent)

Characteristics	1990	1991	1992	1993	1994	1995	1996	1997	Total
<u>Organization/Unit**</u>									
FGA/AMSG	4.1	2.4	2.8	3.6	5.0	3.4	4.1	3.4	3.6
CFPCS	2.9	2.6	2.4	2.3	4.2	6.1	6.3	7.4	4.3
CH	2.9	4.3	2.9	3.0	3.8	2.5	2.1	0.5	2.8
NASM	8.0	7.7	9.7	8.7	7.4	5.2	3.6	2.5	6.6
NMAfA	3.2	2.3	2.2	1.8	1.4	1.3	1.4	2.1	1.9
NMAA	4.1	5.2	5.0	3.8	5.3	5.2	4.4	4.3	4.7
NMAH	24.4	28.0	26.9	28.0	23.6	27.5	28.3	26.4	26.7
NMNH	13.3	14.3	12.3	14.7	12.5	13.1	12.7	12.6	13.2
NPG	6.8	6.4	5.0	5.0	6.0	6.8	6.0	4.5	5.8
NZP	3.4	2.2	1.9	1.8	1.1	0.9	3.3	2.1	2.1
SERC	2.4	2.2	1.8	2.6	2.1	2.8	0.2	3.3	2.2
TSA	3.1	2.4	4.4	3.3	2.6	1.6	1.5	1.0	2.5
Other	<u>21.5</u>	<u>20.0</u>	<u>22.8</u>	<u>21.6</u>	<u>25.3</u>	<u>23.6</u>	<u>26.2</u>	<u>30.0</u>	<u>23.9</u>
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
<u>Age in 1999</u>									
18-19									0.5
20-24									16.8
25-29									47.0
30-34									21.8
35-39									6.8
40 & older									7.0
Total									99.9

**See Appendix C, Table C-1 for key to abbreviations. Organizations/Units with less than 100 interns in the 1990-97 period are in 'Other.'