

## ABOUT THE DIVERSITY APPRENTICESHIP PROGRAM

The Diversity Apprenticeship Program (DAP) is a new initiative by The Broad. It is made possible in part by the Institute of Museum and Library Services. IMLS is a federal agency which provides library grants, museum grants, policy development and research. The DAP provides nine-month, full-time, paid apprenticeships in preparation/art handling.

In 2015, the Andrew W. Mellon Foundation found that about 85% of Preparators/Art Handlers in museums identify as white while over 75% identify as male. The Broad believes that by actively building a workforce of the brightest people from the widest possible range of backgrounds, we can innovate, inspire and engage with the widest possible audience. Through the DAP, we provide opportunities to apprentices from groups underrepresented on museum staffs.

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## ABOUT THE DIVERSITY APPRENTICESHIP PROGRAM

The DAP has two main goals.

First, to train 16 apprentices in two groups. The first group of eight apprentices will begin in 2018. A second group of eight apprentices will begin in 2019. Apprentices will gain valuable skill-sets through hands-on learning. They will put their skills to work at several partner sites.

Our second goal is to drive long-lasting, industrywide change. We will create a toolbox to replicate our model at other organizations. The toolbox will contain: a learning curriculum, training materials, best practices for equitable hiring and inclusive work environments, performance metrics to measure success and a manual of best art handling practices.

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## DAP MENTORSHIP OVERVIEW

DAP apprentices are connected with a professional mentor who will support them through their 9-month apprenticeship, and who they can lean on for the myriad of challenges, changes, new ideas, opportunities, and twists and turns in their pathway towards becoming art handlers. Mentors provide support on career advice, technical skills, worksite issues, and more. Mentors learn to support apprentices from diverse backgrounds, with a wide range of life experiences and world views.

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## DAP MENTOR REQUIREMENTS & EXPECTATIONS

### Requirements

- Commit to 9-month relationship with 1 or 2 apprentices. During this time, expect to give 3-4 hours of time each month per apprentice.
- Conduct monthly check-in meetings with apprentice, and report back to DAP program staff after them.
- Participate in quarterly program evaluations and the end of year evaluation.
- Assist mentee in solving job-related and other problems which may interfere with success during program.
- Communicate any issues with DAP staff.
- Provide a final goals and performance review for apprentice before the conclusion of the 9-month apprenticeship.
- Attend ongoing mentor training and support sessions as needed, including online training and support sessions.



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## DAP MENTOR REQUIREMENTS & EXPECTATIONS

### Expectations

- Ability to establish a relationship based on equal responsibility, respect and caring.
- Respect for persons with different educational, economic, cultural or racial backgrounds.
- Sincere desire to be personally involved with an apprentice to help them achieve personal and career goals.
- Strong listening skills, practical problem-solving skills, and the ability to suggest options and alternatives.

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## MENTORSHIP BEST PRACTICES

Effective mentors are good listeners, connectors, and role models. To their relationships, mentors bring:

### A Willingness to Drive the Relationship

For many apprentices, this will be their first professional experience in the museum field, particularly in the field of preparation/art handling. Apprentices will be exposed to a lot of information during the training and their rotation assignments to partner institutions. They will face different, at times radically different, work environments and cultures.

While their focus will certainly be on building physical and technical skills for a career path as a preparator or art handler, this might also mean some apprentices will be learning things like time management or how to balance competing priorities.

Mentors, alternatively, are more skilled and will help grow the relationship by driving the scheduling, making sure to regularly and actively reach out to apprentices, and drive the conversation during check-ins.



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## MENTORSHIP BEST PRACTICES

### **A commitment to teaching, introducing topics, and asking questions**

The old adage, you don't know what you don't know, is especially true as it relates to apprentices in the DAP. Great mentors never assume an apprentice is already familiar with a particular topic or skill. Great mentors continually bring up topics and ask questions to get a sense of how much an apprentice knows about a particular area, skill, or opportunity. In the process, they share their knowledge with apprentices.



### **Enthusiasm and a non-judgmental approach**

Apprentices will inadvertently make mistakes. One can also imagine they might be fearful of disappointing their supervisors or mentors. Mentors that consistently express their excitement for all things DAP-related should be well-received by apprentices. This means having a positive and enthusiastic outlook and approach during meetings, monthly check-ins, and other gatherings. Additionally, mentors who reserve judgment and instead employ a problem-solving attitude build strong relationships with their mentees.

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## DOCUMENTING APPRENTICE PROGRESS

Documenting apprentice progress and setbacks is **critically important**. This information is valuable for DAP staff as we work to continuously improve the program and support apprentices for success.

During the first few weeks of the apprenticeship period, mentors will sit down with apprentices and DAP staff to draft **goals for their apprenticeship**. This includes career or professional goals, but also personal goals. Documenting progress toward these goals will serve as a foundation for check-in meetings.



After each **monthly check-in**, mentors will fill out a short online form to document the meeting and provide DAP staff with updates on **progress, goals, or potential setbacks and challenges**.

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## DOCUMENTING APPRENTICE PROGRESS

At each **quarterly partners/advisors meeting**, mentors will have an opportunity to report back on apprentice progress and participate in evaluation of the program.

Before the conclusion of the apprenticeship period, mentors will meet with apprentices to provide a **performance and goals evaluation** for the year. DAP staff will provide tools and assistance for this performance review.

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## YOUR ROLE AS MENTOR

DAP Mentors are asked to provide holistic support to apprentices. Apprentices will experience various challenges during their 9-month commitment and mentors may find themselves wearing several hats. The most successful mentors are those who are able to function as:

- ❑ **Coaches** who encourage apprentices to be their best and help them address issues of self-esteem or habits which hinder their performance. Coaches show apprentices that they have support and someone who believes in them.
- ❑ **Facilitators** who help apprentices navigate the complexities of job site performance and culture, career exploration and personal success. Facilitators suggest resources for apprentices and support their independence.



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## YOUR ROLE AS MENTOR



- ❑ **Advocates** who promote the value, enthusiasm, and dedication of each apprentice; especially when apprentices seek specific advice (i.e., skill support or professional guidance) that requires mentors to reach out to DAP staff for further assistance.
- ❑ **Cheerleaders** who motivate, encourage, and reassure the apprentice.

A DAP mentor supports an apprentice using their personal experiences, unique skills, and networks. Should a question arise which a mentor cannot personally address, DAP staff encourages mentors to reach out to their personal networks, DAP partners and advisors, or DAP staff. DAP staff are here to facilitate this process as well.

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## KEY DATES

**June 12, 2018 (Tuesday), 2:00pm – 3:30pm**

**Mentor and Apprentice Introductions**  
Location: The Broad

Please come prepared to introduce yourself, share a little bit about who you are, what you value, and the road that led you to become an art handler or preparator.

**June 26, 2018 (Tuesday), 1:00pm – 3:00pm**

**Mentor/Apprentice Matching and Goals Orientation**  
Location: The Broad

Mentor/apprentice matches will be announced. Pairs will have an opportunity to start getting to know each other and then establish goals for the apprenticeship.

**July 2018 – February 2019**

**Monthly Check-in Meetings**

Each mentor is responsible for scheduling a monthly check-in meeting with their apprentice(s), and reporting back via the online form.

**July 2018, November 2018, March 2019,**

**Quarterly Advisory Committee Meetings**

Location: TBD

Mentors will attend quarterly advisory committee meetings to share progress updates and participate in ongoing program evaluation.

**March 2019**

**Apprenticeship Performance Evaluation & Celebration**

Location: TBD

Mentors and apprentices meet for a final performance evaluation and celebrate as a large group.

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## KEY ISSUES TO KEEP IN MIND

While the DAP is a new initiative, we've tried to anticipate key issues which might arise during the 9-month period. Below are some areas to keep in mind. DAP staff are committed to providing ongoing support for mentors and apprentices.

### Perspectives on Life

This will be the easiest part of your role as a mentor. Every apprentice will likely want to ask you what you did to get to where you are and how you knew that you should take those steps.

When this conversation arises, ask your mentee follow-up questions such as, "Why are you interested in art handling as a career?" "What do you want to do after the DAP?" "What is your plan to get there?" Do not be afraid to ask deeper questions regarding an apprentice's successes, personal life, internships, jobs, etc.

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## KEY ISSUES TO KEEP IN MIND

### Personal Support

Apprentices represent a wide range of life experiences and world views. Some might be first-generation college graduates. Others might have recently finished a G.E.D. Some might be older and looking to build a career for the second stage of their lives.

Adjusting to each of their rotation assignments and to a new field might be a struggle in a variety of different ways: identifying allies or friends for support, experiencing discrimination, prejudice, or micro-aggressions, feeling a sense of not-belonging, learning how to share your background with others who may not understand, or learning about colleagues with privilege can be challenging.

Ask questions, talk about these issues, and help them to build individual support systems at each site. When in doubt, know that DAP staff are experienced in these areas and you can lean on them for support as well.

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## KEY ISSUES TO KEEP IN MIND

### Career Advice

Help your mentee find their right career path and assist them as they make it into a reality. Support them as they build a resume, consider discussing post-apprenticeship opportunities early on. Offer consultation when they inevitably apply for jobs, introduce apprentices to your networks to help with job searches, provide advice in negotiating salaries and how to build a network. These are just examples of certain topics within the area of career advice that may come up. Remember, apprentices are building careers as art handlers. Make sure they know you are a resource!

### Role Models

When you set up a meeting or check-in, be sure to respect your commitment. Being consistent and staying accountable sets an example for each apprentice to emulate and cements trust between the relationship.

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## WHAT NOT TO DO

Mentors are highly professional and extremely committed when supporting apprentices during the 9-month program. DAP staff strongly encourages all mentors to keep the mentoring program goals in mind in addition to the guidelines below.



### Program Rules

- Refrain from giving gifts or money to apprentices. However, please use your own discretion. Purchasing a cup of coffee or modest lunch is completely reasonable and within the norms of the program.
- Do not lend money to apprentices.
- Discussions between you and your mentee are considered confidential. However, please share with DAP staff if something more serious comes up with your mentee. This might include mental health issues, thoughts of dropping out of the DAP, issues at a work-site, etc. DAP staff are here to support both mentors and apprentices.

Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your mentee.

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## GETTING STARTED

Building a healthy relationship is the most essential element in any mentoring relationship.

Here's how we'll begin:

### Introductions

Introductions between mentors and apprentices will happen during the DAP orientation on June 12, 2018. This will be an opportunity for mentors and apprentices to meet and start building a positive relationships.

Mentors should come prepared to speak about themselves, their background, and their experience in art handling and preparator work.

After this, apprentices will have an opportunity to self-select preferred mentors. DAP staff will then match mentors and apprentices.

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## GETTING STARTED

### Setting Goals & Setting the Tone

Once mentor/apprentice matches have been identified, mentors and apprentices will meet on the afternoon of June 26, 2018 for a Goals Workshop. Here, apprentices will work together with mentors to set goals for their apprenticeship period. Goals can focus on skills assessment, professional development, networking, career pathways, etc.

We encourage you to take the initiative and reach out as soon as possible once you have been introduced to your new mentee and have set goals. The frequency of contact is at your discretion but we know that frequent communication early on leads to a better relationship. This can be via e-mail, over the phone, or in person. Generally, you should aim for some form of communication weekly in the beginning. This can be a quick check-in via e-mail or text. Even a short message (i.e., How's the training going this week?) can make a big difference early on. A quick text "check-in" is fine in between more significant engagements. Frequent communications demonstrate caring, which is important to growing the relationship.

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## GETTING STARTED



### First Monthly Check-in & First Impressions

We suggest that you schedule your first monthly check-in for a day and time that you believe you will not be interrupted, nor will you need to reschedule the meeting with your apprentice. Rescheduling can make a bad first impression, with the apprentice potentially falsely believing that you didn't really want to meet with them. Also, be sure to give yourself more time than you think you will need for this initial check-in meeting (1.5 hours). Most first meetings should last 45 minutes to 1 hour.

### Expectations & Communication

Share your expectations with your apprentice and take note of what they expect in return. If you detect mismatched expectations, please notify DAP staff. Be sure to communicate your expectations of their communication and share yours! Is e-mail best? Perhaps text is better during certain times? Make sure you talk about preferred communication styles.

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## GETTING STARTED

### Ongoing Meetings

In-person meetings are always the best choice to create a foundation for the relationship to grow. By meeting in person, mentor and apprentice are more likely to identify unexpected issues. Alternately, monthly phone calls or video sessions (FaceTime or Google Hangout) are a viable option.

### Trust Builds Over Time

Through repeated experiences and communication your relationship will grow. You will begin to have an idea of who the other person is, understand what types of values they hold, how they respond in certain situations and how they feel about the relationship.

As the relationship grows so will trust, honesty, and respect between mentor and mentee.

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## MENTORSHIP SUPPORT & CONTACT

DAP staff will support your mentoring efforts in a variety of ways. Here are some of the ways we will help:

- Mentors will receive "check-in" emails and calls throughout the apprenticeship period from the DAP program manager, inquiring about the progress of the relationship, problems you may be encountering, successes, etc.
- DAP staff will check-in with mentors at quarterly partner and advisor meetings.
- DAP staff will facilitate exchanging contact information with other mentors so that contact can be made for purposes of support and sharing.
- DAP staff will provide ongoing support and training, as well as monthly e-mail communication with potential discussion topics and check-in areas.

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## MENTORSHIP SUPPORT & CONTACT

DAP Program Manager George Luna-Peña is only a phone call or email away. He's very excited to have you as part of the DAP family and looks forward to assisting you along this new journey!



George Luna-Peña  
DAP Program Manager  
(213) 232-6260 (office)  
[glunapena@thebroad.org](mailto:glunapena@thebroad.org)



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## ADDITIONAL TIPS & RESOURCES

Although apprentices are adults, they are entering an environment that is largely unfamiliar and will be juggling multiple first-time responsibilities and anxieties. **We want you to support apprentices in ways that will positively impact their ability to succeed.** Below you'll find additional tips for effective mentoring as well as ineffective practices to avoid. We've also provided links to three additional readings you may find useful. Throughout the apprenticeship period, DAP staff will continue to send tips.

### Effective Mentors:

- Make a commitment to be consistent, dependable, and maintain a steady presence
- Allow your apprentice to talk without interruption; show you are interested in what they have to say.
- Allow the apprentice to make mistakes. Talk through them and allow apprentices to suggest solutions.
- Separate your own goals from those of the apprentice—leave your personal agenda behind.
- Always be thoughtful of personal space and the apprentice's comfort/affection level.
- Set examples rather than give advice.
- Make your communication positive.
- Seek and utilize the help and advice of DAP staff and other DAP mentors.



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## ADDITIONAL TIPS & RESOURCES

### Ineffective Mentors:

- Have difficulty meeting/speaking with their apprentice on a regular basis.
- Adopt a parental or authoritative role in interaction with their apprentice.
- Emphasize behavior changes over development of mutual trust and respect.
- Attempt to instill a set of values inconsistent with those of the apprentice and the DAP.
- Ignore the advice of DAP staff or make critical decisions without the involvement of DAP staff.

### Additional Readings:

[What the Best Mentors Do - Harvard Business Review](#)

[How to Make Mentoring Work and Why Your Workplace Will Benefit - In the Black](#)

[Mentoring and Diversity - Emory University](#)



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# **DIVERSITY APPRENTICESHIP PROGRAM**

## **MENTORSHIP MONTHLY CHECK-IN FORM**

Mentor Name:

Apprentice Name:

How many hours have you spent connecting with your mentee this month?

- 1-2
- 3-4
- 5-6
- 6 and above

How much do you agree with the following statement: I feel that I am able to meet the needs and/or support the goals of my mentee?

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

What topics or areas of discussion have you and your mentee touched on this month?

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What goals are you and your mentee working towards and please describe your progress?

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Share one success that your mentee has recently shared with you:

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Share one challenge that your mentee has recently shared with you:

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Please use this space to share any concerns, comments, or suggestions that you have:

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# DIVERSITY APPRENTICESHIP PROGRAM

## APPRENTICE GOALS WORKSHEET

Goal: \_\_\_\_\_

This goal is important to me because: \_\_\_\_\_

\_\_\_\_\_

The benefits of achieving this goal will be: \_\_\_\_\_

\_\_\_\_\_

Specific	Measurable	Achievable	Relevant	Timely
What exactly will you accomplish?	How will you know when you have reached your goal?	Is achieving this goal realistic with effort and commitment?	Why is this goal significant to your life?	When will you achieve this goal?

Who are the people you will ask to help you?  
\_\_\_\_\_  
\_\_\_\_\_

List Potential Obstacles:  
\_\_\_\_\_  
\_\_\_\_\_

List specific next steps (with possible deadlines):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List Potential Solutions:  
\_\_\_\_\_  
\_\_\_\_\_



### Apprenticeship Placement Plan

SECTION 1: APPRENTICE INFORMATION	
<b>Name:</b> [Redacted]	<b>Pronouns:</b> She/Her/Hers
<b>Email:</b> [Redacted]	<b>Phone:</b> [Redacted]
<b>Previous Placements:</b> Autry Museum of the American West	
<b>Apprenticeship Goal #1:</b> Learn how to make mounts (solder)	
<b>Apprenticeship Goal #2:</b> Build strong woodworking/woodshop skills	
<b>Apprenticeship Goal #3:</b> Build skills to get a job in a museum	

SECTION 2: PARTNER SITE INFORMATION		
<b>Organization Name:</b> Armory Center for the Arts		<b>Address:</b> 145 North Raymond Avenue Pasadena, California 91103
<b>Placement Dates:</b> Monday, 9/16/2019 – Friday, 10/4/2019	<b>Schedule:</b> Monday – Friday 9:00am – 5:30pm (30-minute lunch)	<b>First Day Schedule (if different):</b>
<b>Primary Placement Supervisor:</b> Heber Rodriguez		<b>Title:</b> Exhibition Program Production Manager
<b>Email:</b> [Redacted]		<b>Phone:</b> [Redacted]
<b>Other Staff Providing Direct Supervision and Support to Apprentice:</b> Dave Hughes, Lead Preparator		

SECTION 3: PLACEMENT PLAN DETAILS
<p><b>Description of Apprentice’s Role:</b>                      Apprentice will be supporting in the de-installation of currently displayed artworks and the installation of incoming exhibition artworks.</p> <p>Specific de-install/install activities – supporting in the de-rigging of a large-scale installation of flags hoisted along the beams of the Armory galleries; demolition of temporary walls and structures; de-installation/installation of video works; wrapping and packing of 2-D work; prepping sculpture for transport; installation of 2-D and 3-D artwork; placement and hanging of photographs.</p>
<p><b>Description of Exhibits/Projects to be Worked on:</b>  <u>De-install: The Winter Office</u></p> <p><a href="#">The Winter Office</a>, an artistic and professional working group of artists, curators, architects, designers, and social scientists with ties to Copenhagen, Denmark, presents new works that engage the challenges facing Southern California – including rising housing inequality, economic displacement, house-lessness, and environmental disaster. Conceived of as a collection of thought provoking vignettes, Non-Perfect Dwelling brings together wildly different time scales and references, including comic book anti-hero Bizarro, ancient ammonite fossils, futuristic holograms, and an operational podcast studio, to create an environment where urgent approaches to dwelling and cohabitation can be imagined and planned.</p> <p>Type of work – exhibition furniture, screen-printed flags, framed 2-D drawing, framed 2-D print, fossil specimens, reading-room, architectural intervention installation, wooden 3-D sculpture, video installations</p> <p><u>Install: MexiCali Biennial; Calafia: Manifesting the Terrestrial Paradise</u></p> <p>The early 16th century novel Las Sergas de Esplandian, by <a href="#">Garci Rodriguez de Montalvo</a>, described a mythical California as a rugged island paradise, populated entirely by women, and ruled by the great Black queen Calafia with the help of her army of warriors and their man-eating griffins. This legendary version of California serves as a point of departure to examine the region and its peoples as a collective territory, criss-crossed and scarred by political, psychological, and geological borders. Featuring projects from contemporary artists on both sides of the border, the exhibition weaves urgent questions about feminism, indigenous rights, gentrification and displacement, misogyny, post-colonialism, and resistance movements into and through the current and historical political climate of the region.</p> <p><a href="#">Calafia: Manifesting the Terrestrial Paradise</a> is organized by curatorial team of the <a href="#">MexiCali Biennial</a>: Ed Gomez, Luis G. Hernandez, and Daniela Lieja Quintanar. The MexiCali Biennial is a non-profit, contemporary visual arts organization that focuses on</p>



the area encompassing the California and Mexico border as a region of aesthetic production. Originally started as a project critiquing the proliferation of international and regional art biennials, it operates nomadically and may appear at any time and at any location. Its exhibitions appear on both sides of the California/Mexico border through partnerships with arts institutions to showcase both emerging and established artists working in all media. This fall, the MexiCali Biennial brings Calafia: Manifesting the Terrestrial Paradise to the Armory.

Type of work – exhibition/display furniture, framed 2-D photographs, unframed 2-D photographs, karaoke installation, banners hanging from Armory beams, sculptural installation, 3-D sculptures, video installations.

**Goals and Objectives for Placement:**

During this placement, we would like for the apprentice to come away with basic audio/video installation skills that are commonly required of contemporary artworks using audio, video projections, and high-definition monitor displays. In addition, the apprentice will receive instruction that will reinforce basic artwork installation skills and perhaps provide alternative installation solutions and practices.

**Specific Training Apprentice Will Receive:**

Basic Audio/Video installation, cable management

**Knowledge, Skills, or Techniques to be Learned or Practiced:**

Handling 2-D objects and artwork; handling 3-D objects and artwork; handling delicate or fragile objects or artwork; proper packing; using a lift; properly using a ladder; using tools; audio/video installation and de-installation; cable management;

**Check-in Schedule and/or Plan:**

Initial de-install/install meeting to discuss overview of installation period. Informal daily check-ins in the mornings and evenings of install days with regular check-ins during the day at project milestone or progress points.

SECTION 4: ADDITIONAL INFORMATION

**Does the Apprentice Bring their own**

**Tools:**

Yes, but additional tools will be provided by organization.

**Clothing or Footwear Requirements:**

Comfortable clothing and closed-toe shoes

**Please Provide Parking Information:**

TBD



## Apprenticeship Placement Plan

SECTION 1: APPRENTICE INFORMATION	
<b>Name:</b> [REDACTED]	<b>Pronouns:</b> They/Them/Theirs
<b>Email:</b> [REDACTED]	<b>Phone:</b> [REDACTED]
<b>Previous Placements:</b> Vincent Price Art Museum; Building Bridges Art Exchange; Museum of Latin American Art; Crozier Fine Art Services	
<b>Apprenticeship Goal #1:</b> Explore what I like about art handling and get a job doing that.	
<b>Apprenticeship Goal #2:</b> Continue doing creative work.	

SECTION 2: PARTNER SITE INFORMATION		
<b>Organization Name:</b> Los Angeles County Museum of Art (Art Preparation and Installation)		<b>Address:</b> 5905 Wilshire Blvd., Los Angeles, CA., 90036
<b>Placement Dates:</b> Friday, 1/3/2020 – Friday, 3/6/2020	<b>Schedule:</b> Monday – Friday 8:00am – 5:00pm (1-hour lunch break at 12:00pm; 20-minute breaks around 10:00am and 3:00pm)	<b>First Day Schedule (if different):</b>
<b>Primary Placement Supervisor:</b> Matt Driggs		<b>Title:</b> API Supervisor
<b>Email:</b> [REDACTED]		<b>Phone:</b> [REDACTED]
<b>Other Staff Providing Direct Supervision and Support to Apprentice:</b> API Supervisor Edwin Menendez, Sr. Art Preparators Shorty Arciniega, Tom Duffy, Cedric Adams, Daniel Wheeler, Michael Price, Giorgio Carlevaro.		

## SECTION 3: PLACEMENT PLAN DETAILS

**Description of Apprentice's Role:**

Apprentice will work with the team de-installing Allure of Matter from 1/3-1/24, installing Luchita Hurtado from 1/27-2/7, de-installing Thomas Joshua Cooper from 2/10-2/14, de-installing Mineo Mizuno's tea house 2/17 - 2/21, and then prepping for a huge Yoshitomo Nara exhibition and participating on the install of a large (26 feet tall) outdoor bronze work if they are available to work in the middle of one night (3/4/20) for the last two weeks. Apprentice will be unloading and loading trucks, transporting crated artwork to and from galleries, packing and unpacking artwork, installing and de-installing artwork, cleaning and preparing galleries and workspaces all right along with the preps.

**Description of Exhibits/Projects to be Worked on:****Allure of Matter (de-install)**

Since the 1980s, Chinese contemporary artists have cultivated intimate relationships with their materials, establishing a framework of interpretation revolving around materiality. Their media range from the commonplace to the unconventional, the natural to the synthetic, the elemental to the composite: from plastic, water, and wood, to hair, tobacco, and Coca-Cola. Artists continue to explore and develop this creative mode, with some devoting decades of their practice to experiments with a single material. The Allure of Matter: Material Art from China brings together works from the past four decades in which conscious material choice has become a symbol of the artists' expression, representing this unique trend throughout recent history. Some of the most influential Chinese contemporary artists today are featured in this exhibition, including Xu Bing, Cai Guo-Qiang, Lin Tianmiao, and Ai Weiwei. The Allure of Matter premieres at LACMA before traveling to the Smart Museum of Art at the University of Chicago, the Seattle Art Museum, and finally the Peabody Essex Museum in Salem, Massachusetts.

<https://www.lacma.org/art/exhibition/allure-matter-material-art-china>

**Thomas Joshua Cooper: The World's Edge (de-install)**

For 50 years, Thomas Joshua Cooper has been making photographs outdoors. Often realized through intense physical travel to remote and isolated sites, these stunning, large-scale, black-and-white photographs encapsulate the psychological impact of the place through geographic and atmospheric details. The exhibition, comprising 65 large-scale and 75 8 x 10 black-and-white photographs, showcases Cooper's The Atlas of Emptiness and Extremity, The World's Edge, the Atlantic Basin Project, which he first embarked upon in 1987, to chart the Atlantic Basin from the extreme points of each north, south, east, and west coordinate. Using a 19th-century Agfa Ansco view camera, his singular exposure of each site includes neither a horizon line nor the terrain below his feet, but rather the surrounding "sea spaces" that are unique, dissimilar, and not readily identifiable. For him each place is a point of departure allowing contemplation of the ocean's emptiness beyond the extreme points of the land.

<https://www.lacma.org/art/exhibition/thomas-joshua-cooper-worlds-edge>



### **Mineo Mizuno: Harmony (de-install)**

For several years, Mineo Mizuno has lived on Fort Mountain Ranch in the foothills of the Sierra Nevada Mountains. The intense beauty of the idyllic forest has inspired the artist's latest body of work, which includes interventions across the property using ceramics, fallen trees, and manzanita shrubs removed to avert fires. For Harmony, he transplants elements of this immersive environment to Los Angeles. Tea House, like an earlier one he built on the ranch, is his interpretation of the traditional Japanese structure. Its open, organic form balances the seclusion needed to experience the tea ceremony with the powerful presence of the natural surroundings.

Around the tea house, Mizuno places a series of sculptures. Embedded in wood and on the ground, his ceramic water drops and tea bowls are painted with meditative repetitions of Japanese kanji such as yui (connect) and wa (harmony). These concepts reflect his ongoing interest in the communicative properties of trees and water.

<https://www.lacma.org/art/exhibition/mineo-mizuno-harmony>

### **Yoshitomo Nara (install)**

Yoshitomo Nara is among the most beloved Japanese artists of his generation. His widely recognizable portraits of menacing figures reflect the artist's raw encounters with his inner self. A peripatetic traveler, Nara's oeuvre takes inspiration from a wide range of resources—memories of his childhood, music, literature, studying and living in Germany (1988–2000), exploring his roots in Japan, Sakhalin, and Asia, and modern art from Europe and Japan. Spanning over 30 years from 1987 to 2020, Yoshitomo Nara views the artist's work through the lens of his longtime passion—music.

Featuring album covers Nara began collecting as an adolescent, paintings, drawings, sculpture, ceramics, an installation that recreates his drawing studio, and never-before-exhibited idea sketches that reflect the artist's empathic eye, this exhibition shines a light on Nara's conceptual process. One of the main highlights will be Miss Forest, a 26-foot outdoor painted bronze sculpture that will grace Wilshire Boulevard.

<https://www.lacma.org/art/exhibition/yoshitomo-nara>

### **Goals and Objectives for Placement:**

For apprentice to be welcomed onto the team and encouraged to work as a peer with the preps, gaining confidence and learning about LACMA's exhibition processes. As the largest encyclopedic museum west of the Mississippi River, this will be a great way to see how a large institution with many departments and a huge staff is different than working at a smaller museum or company.

### **Knowledge, Skills, or Techniques to be Learned or Practiced:**

Handling 2D objects and/or artwork

Handling 3D objects and/or artwork

Handling fragile or delicate objects and/or artwork

Proper lifting technique

Using carts to transport works (i.e., object carts, painting carts, A-frames, flat bed carts)



<p>Using a lift                  Properly using a ladder                  Using a Johnson Bar (J-Bar) and/or using an extension on a J-Bar                  Using a four-wheel dolly                  Using a pallet jack                  Safely transporting objects                  Identifying proper installation/hanging hardware                  Crate handling, packing, and unpacking                  Using tools (i.e., hammer, level, drill, screwdrivers, etc.)                  Knowledge about museum career paths</p>
<p><b>Check-in Schedule and/or Plan:</b>                  Supervisor and apprentice will have at least monthly one-on-one check-in meetings.                  Apprentice will also meet with Julia Latane at least twice during their placement at LACMA.</p>

SECTION 4: ADDITIONAL INFORMATION	
<p><b>Does the Apprentice Bring their own Tools:</b>                  Yes</p>	<p><b>Clothing or Footwear Requirements:</b>                  Closed toe shoes, comfortable clothing.</p>
<p>Please Provide Parking Information:                  Free parking is provided in either the parking lot at the corner of Wilshire and Spaulding, or at the underground garage on 6th Street between Fairfax and Curson.</p>	



## **DIVERSITY APPRENTICESHIP PROGRAM POTENTIAL PARTNER SITE VISIT QUESTIONNAIRE**

### **Placement Questions**

- Could you talk me through what a typical exhibition changeout looks like here?
  - How long does a deinstall/install last?
  - Typically, how large is the team of preparators and art handlers?
- What is the typical schedule? What is the break schedule?
  - How often are there overtime hours?
- What role do you see an apprentice playing on your team? Ideally, we want apprentices to have hands-on experience and to work with and learn from others.
- Is there an orientation provided to an apprentice?
- What will a first day for an apprentice look like? Please describe a potential onboarding process for an apprentice.
- Who will supervise apprentices daily?
  - How can this person be contacted?
  - Is there a back-up or secondary supervisor?
  - Who should an apprentice call if they're running late or need to be absent?
  - Does an apprentice need to meet with their supervisor or team prior to their first day?
  - What is your plan for checking in with the apprentice on a regular basis? Who will check-in, how often, and what will those check-ins look like?
- What are upcoming dates on your exhibition calendar for deinstall/install?
- Have you communicated with your full team about the Diversity Apprenticeship Program's purpose and goals? If not, what type of support do you need from DAP staff?

### **HR Logistics**

- Will the apprentice be provided with a temporary badge or key fob?
- Will apprentice need to submit anything to HR before they start? (i.e., application, background check information, etc.)
- Which person from your team will serve as the liaison between DAP staff and your organization? Note: This person will also be designated to serve on the DAP Advisory Committee and attend quarterly meetings.

### **Documentation**

- Are apprentices allowed to take pictures or video?
- Are DAP staff allowed to visit to take pictures and video of apprentices at work?
- How will you document apprentice progress (in terms of building skill) and participation with your team?



## Equity

- In the DAP, we try to consider the individual circumstances of each apprentice and support them as holistically as possible. We've learned that, at times, this can require a level of flexibility from us as we balance the requirements of the work and apprentices needs (i.e., basic needs like childcare, transportation issues/proximity to transit lines, or schedules). Is your organization able to provide flexibility around supporting apprentices in these ways if needed?
- Do your team and reflect the full spectrum of BIPOC (Black, Indigenous, and People of Color) communities within LA County? Note: Please share the racial/ethnic and gender demographics of your current prep team.
- Has your organization done any bias, equity, or anti-racism training? If so, was that the full organization or only certain members of the team? Please share the specific trainings your organization has provided.
- Does your organization have anti-discrimination policies that explicitly prohibit harassment of BIPOC staff?
- Are the full identities of people of color (sexual orientation, gender identity and expression, immigration status, ability status, age, languages spoken, etc.) recognized, respected, and taken into consideration in the development of organizational culture?
- Does your organization set equity goals that seek to name and address racial disparities? If so, does your specific team have goals they are working toward now?
- How do you see participation in the DAP helping to advance the equity goals your team or organization might have? How can DAP staff support you with this?

## Site and Safety Visit

- Are you able to provide DAP staff a tour of any facilities or sites in which apprentices will be working to ensure the safety of the different workspaces? Note: Please ensure that any staff who will supervise apprentices or work directly with apprentices are present as well.

## Other

- Will an apprentice need to bring their tools or will tools be provide?
- Is there a place for apprentices to store lunch?
- Is there a place for an apprentice to park? Is parking provided by the placement site?
- How should an apprentice dress? Safety boots?
- Do you have any questions or concerns at the moment?
- Is there anything else you'd like to share?