

THE BROAD

Program Manager, The Broad Diversity Apprenticeship Program

Organization Overview

The Broad is a contemporary art museum founded by philanthropists Eli and Edythe Broad on Grand Avenue in downtown Los Angeles. Designed by Diller Scofidio + Renfro in collaboration with Gensler, the museum offers free general admission. The Broad is home to the 2,000 works of art in the Broad collection, which is among the most prominent holdings of postwar and contemporary art worldwide, and presents an active program of rotating temporary exhibitions and innovative audience engagement. The 120,000-square-foot building features two floors of gallery space and is the headquarters of The Broad Art Foundation's worldwide lending library, which has actively loaned collection works to museums around the world since 1984. Since opening in September 2015, The Broad has welcomed more than 1.6 million visitors. Learn more at www.thebroad.org

The Broad is an equal opportunity employer and we aspire to reflect the diversity of Los Angeles in both our staff and visitors. We will consider all qualified applicants for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. 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.

The Broad Diversity Apprenticeship Program Summary

The Broad museum aims to build a replicable model for hiring and training preparators/art handlers through apprenticeships, supported by partners from the non-profit, governmental, and commercial sectors, in order to diversify museum staff demographics while building a robust pipeline to professional arts and culture jobs through its Diversity Apprenticeship Program (DAP).

Position Summary

Reporting to the Head Preparator, who is the Project Director for DAP, the Program Manager (PM) oversees the administration of a grant awarded to The Broad to expand and formalize our current pilot preparators' apprenticeship into a professional development program. The program manager will enhance a blended learning curriculum and will collaborate to develop training materials, hiring guidelines, job description templates, outreach methods, and will recruit, hire, and facilitate the training of up to sixteen apprentices for two consecutive nine-month long periods. The program manager will serve as a point person and spokesperson, locally and nationally, on the development and implementation of this equity-focused initiative that is designed to be adopted by organizations across the country. Additionally, the PM will evaluate and improve the program periodically, based on participant feedback, and performance metrics established and measured by a professional evaluator, to ensure success for participants.

Key Responsibilities

- Recruit candidates from traditionally underrepresented communities for The Broad Diversity Apprenticeship Program and mentor apprentices throughout their nine-month apprenticeship
- Administer and lead the existing blended learning curriculum into the training program, while consistently evaluating and improving the program based on participant feedback and program outcomes
- Develop strong relationships with partner institutions and staff leads as part of the apprentice placement process; PM will lead coordination and scheduling with host organizations
- Manage the grant compliance process including creating and maintaining grant records to meet legal and auditing requirements
- Serve as spokesperson for the program and engage with stakeholders throughout the community

Qualifications:

As the incoming PM, you will possess many, though perhaps not all, of the following characteristics and qualifications:

- You are an experienced program or project leader with strong organizational skills, and the ability to execute on both internal and external priorities;
- You bring experience in community outreach and/or recruiting, having worked in traditionally underrepresented communities;
- You bring prior experience developing training and mentoring participants from a wide array of constituencies across racial and socioeconomic demographics; you are comfortable with customizing your approach to effectively support each participant considering his/her unique perspective and background
- You have grant management and administration experience; you are comfortable with tracking and managing reporting requirements to meet federal compliance guidelines
- You have exceptional oral and written communication skills; you have served as an external spokesperson for your organization and successfully engaged with stakeholders throughout the community
- You are comfortable with tracking and interpreting data, capable of leveraging the analysis of program outcomes to influence iteration in program design;
- You have demonstrated the ability to influence, inspire, guide, and direct a project or group of people towards a defined goal while working effectively with peers, staff, and external partners;
- You thrive while working collaboratively with team members in an innovative, fast-paced, and entrepreneurial environment;
- You are empathetic and adaptable. Your teammates describe you as a solutions-oriented colleague who is always willing to pitch in when required;
- You are a self-starter, highly comfortable operating autonomously, but also know when and how to advocate for the help and resources needed for success;

To Apply

Please upload a resume and thoughtful cover letter, outlining how your skills and experience meet the qualifications of the position and stating how you heard about this opportunity, in Word or PDF format, addressed to Julia Latané at [link](#). Applications will be reviewed on a rolling basis.

Note: This position is an exempt, full-time position, temporary for duration of funded project, up to 3 years

About Commongood Careers

The Broad has partnered with Commongood Careers to conduct the search for a Program Manager. Commongood Careers is a mission-driven search firm that supports the hiring needs of high-impact nonprofits. With an approach that leverages robust talent networks, recruitment and search management expertise, and a deep understanding of our clients' missions and cultures, we help organizations secure the talent they need to create greater social impact. Since our founding in 2005, Commongood Careers has led more than 1000 searches at 350 organizations in 33 states, making us one of the most experienced and dedicated nonprofit search firms in the country. [Learn more about nonprofit job opportunities at Commongood Careers.](#)

Candidate: _____

Date: _____

Interviewer: _____

| Question | Rating: 1 = poor; 3= average; 5 = outstanding | Comments |
|--|---|----------|
| Can you please walk us through your resume and call out those experiences that have best prepared you for this role? | 1 2 3 4 5 | |
| Talk to us about your approach to recruiting candidates and some of the challenges you anticipate. | 1 2 3 4 5 | |
| Can you speak to us about a project you've managed that you're especially proud of? | 1 2 3 4 5 | |
| Give us an example of a time where you underestimated a resource you needed to get a task or project done, but managed to overcome the shortage and be successful. | 1 2 3 4 5 | |
| We strive to create an inclusive work environment where people from all backgrounds, with different learning styles, beliefs, and abilities feel welcomed and respected. How will you contribute to this kind of environment? | 1 2 3 4 5 | |
| Tell us about your experience with the grant compliance process including creating and maintaining grant records to meet legal and auditing requirements. | 1 2 3 4 5 | |
| What presentations have you given at conferences or large meetings and what is your comfort level with public speaking? | 1 2 3 4 5 | |
| Is there anything you would like to ask us? | 1 2 3 4 5 | |
| <div> Additional Notes: </div> <div> Total Score: </div> | | |

Diversity Apprenticeship Program

Program manager candidate work sample assignment

Expected time to complete: 1-2 hours

Instructions: Using only the information that is provided as part of this document, please complete the following exercises to the best of your ability within the suggested time frame. Email your completed assignment to Julia Latané at jlatane@thebroad.org.

Assignment 1:

Please draft an email to the DAP advisory committee that would serve to introduce yourself as the new program manager, update them on next steps, and schedule the next advisory committee meeting. Please also attach a sample agenda.

The DAP advisory committee is made up of about twenty-five people who are representatives from each of our partner organizations, plus mentors and consultants who will help develop the curriculum and training materials. Advisors have a range of experience in art handling and in creating and sustaining inclusive work environments (some advisors are highly experienced in one or both areas, while some have no experience in one or both areas). They will all have a role in the success of the program, and we will rely on their feedback, ideas, and suggestions for improving the program which will be collected quarterly at advisory committee meetings. Possible agenda items are equitable hiring practices training, grant financial reporting procedures, recruiting timeline, and curriculum/training materials development update.

Assignment 2:

Please create a timeline of activities related to recruiting and hiring apprentices for the first apprenticeship period. We are interested in seeing what steps you would take in recruiting apprentices, and also the way you organize and communicate information.

February 2019

February 2019

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|-----|
| | | | | | | 1 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | | |

March 2019

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|-----|
| | | | | | | 1 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|---|--|--|---|---|
| Jan 27 | 28 | 29 | 30 | 31 | Feb 1 | 2 |
| 3 | 4 | 5 | 6 | 7 9:00am Email Outreach // Return Phone Calls 2:00pm New Earth/DAP Visit (OculusHall) - | 8 | 9 |
| 10 | 11 2:00pm Email Outreach // Phone Calls | 12 1:00pm LAUSD (DACE) / The Broad (DAP) (The Broad: 221 S. Grand Ave., Los Angeles, CA 90012) - | 13 | 14 | 15 3:00pm LA Chamber of Commerce | 16 1:00pm Pasadena Black History Parade & Festival (Robinson Park, 1081 N. Fair Oaks Ave., |
| 17 10:00am Black History Month Community Festival (Leimert Park Village, West 43rd Place at Degnan | 18 9:00am Follow Up on Event Contacts // Phone Calls 1:00pm Southeast LA Worksource Center (10950 | 19 | 20 2:30pm REFORMA/LA + Commerce Public Library Spanish Language Book Fair (City of Commerce | 21 10:00am Vernon Central/LATTC Worksource Center (400 West 3:00pm Follow Up on Event Contacts | 22 12:00pm Maxine Waters Worksource Center (10925 4:00pm LA Chamber call re: Applicant Competency | 23 |
| 24 11:00am Las Fotos Project (2658 Pasadena Ave, Los Angeles, CA 90031) | 25 2:00pm Pacoima Worksource Center (13420 Van Nuys Boulevard, #221) | 26 10:00am Follow Up on Event Contacts | 27 | 28 12:00pm Hollywood Worksource Center Job Fair (4311 Melrose Avenue) | Mar 1 | 2 |

March 2019

| March 2019 | | | | | | | April 2019 | | | | | | |
|------------|----|----|----|----|----|-----|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 1 2 | | 1 | 2 | 3 | 4 | 5 | 6 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | |
| 31 | | | | | | | | | | | | | |

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|---|---|--|--|--|---|--|
| Feb 24 | 25 | 26 | 27 | 28 | Mar 1 12:00pm JVS Job Fair (6505 Wilshire Blvd #200, Los Angeles, CA 90048) | 2 |
| 3 | 4 | 5 2:00pm LA Black Workers Center (5350 Crenshaw Blvd, Los Angeles, CA | 6 11:00am Follow Up on Contacts // Phone Calls | 7 | 8 | 9 |
| 10 | 11 3:30pm Goodwill Southern California - Career Services (342 N. San | 12 2:00pm Follow Up on Event/Presentation Contacts | 13 10:00am Extraordinary Families (221 12:00pm Transgender Job Fair | 14 | 15 12:30pm Chysalis (522 S Main St, Los 4:30pm Trans* Lounge (1625 Schrader Blvd, | 16 |
| 17 | 18 9:30am Homeboy 12:00pm Would Works 3:30pm Maxine Waters | 19 10:00am Compton 1:00pm Would Works 2:30pm Downtown | 20 10:00am SELACO Job Fair (12254 Cuesta Dr, Cerritos, CA 90703) | 21 10:00am DAP Info Session 1:00pm All People's 4:00pm Follow up on Event | 22 12:30pm Brotherhood Crusade (200 Slauson Ave, Los Angeles, CA 90011) | 23 9:00am Santa Ana Community Artist Coalition (Downtown |
| 24 1:00pm Boyle Heights Youth Center Community Event (1600 E 4th St, Los | 25 1:00pm Harbor Gateway Worksource 4:00pm Follow Up // Phone Calls | 26 9:30am A New Way of Life 12:00pm Pico Union Work 2:30pm Northeast | 27 9:00am ABC Adult School 2:00pm Follow Up // Phone 7:00pm Las Fotos Project | 28 | 29 8:00am East LA Skills Center (3921 Selig Pl, 10:30am Art Division (2418 W 6th St, Los | 30 9:00am New Earth Community Event (6001 Bristol Pkwy #200, Culver |
| 31 12:00pm Leimert Park Art Walk | Apr 1 | 2 | 3 | 4 | 5 | 6 |

April 2019

| April 2019 | | | | | | | May 2019 | | | | | | |
|------------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | |

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|-----------|--|--|--|--|---|---|
| Mar 31 | Apr 1 9:00am CSULB Arts Advising Center (1250 Bellflower) 1:30pm Archdiocesan Youth Employment | 2 2:00pm Follow Up // Phone Calls | 3 10:00am CD Tech (520 W 23rd St, Los Angeles, CA 90007) | 4 1:00pm DAP Application Review & Prep | 5 | 6 |
| 7 | 8 8:00am DAP Application Review | 9 8:00am DAP Application Review 2:30pm DAP Application Review | 10 8:00am DAP Application Review | 11 10:00am DAP Application Review 2:00pm DAP Application Review | 12 8:00am DAP Application Review 4:00pm DAP Application Review | 13 |
| 14 | 15 8:00am DAP Application Review | 16 | 17 | 18 | 19 12:00pm DAP Application Review | 20 |
| 21 | 22 | 23 8:00am DAP 8:30am Interview 9:15am Interview 10:00am 10:45am 11:30am 12:00pm 12:45pm | 24 8:00am DAP 8:30am Interview 9:00am interview 9:15am Interview 9:45am interview 10:00am 10:30am 10:45am | 25 8:00am DAP 8:30am Interview 9:15am Interview 10:00am 1:45pm Interview 2:30pm Interview 3:15pm Interview 4:00pm Interview | 26 8:00am DAP 8:30am Interview 9:15am Interview 9:30am interview 10:00am 10:15am 10:45am 11:00am | 27 9:00am interview 9:45am interview 10:30am 11:15am 1:00pm interview 1:45pm interview 2:30pm interview 3:15pm interview |
| 28 | 29 8:00am DAP 8:30am Interview 9:15am Interview 10:00am 10:45am 11:30am 1:00pm Interview 1:45pm Interview | 30 8:00am DAP 8:30am Interview 9:15am Interview 10:00am 10:45am 11:30am 1:00pm Interview 1:00pm interview | May 1 | 2 | 3 | 4 |

May 2019

| May 2019 | | | | | | | June 2019 | | | | | | |
|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | | 30 | | | | | | |

| SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|--|--|---------|--|---|--|--|
| Apr 28 | 29 | 30 | May 1 9:00am Phone Interview Review & Decisions | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 8:00am DAP 9:00am DAP 10:00am DAP 11:00am DAP 1:00pm DAP 2:00pm DAP 3:00pm DAP 4:00pm DAP | 10 8:00am DAP In-Person 9:00am DAP 10:00am DAP 11:00am DAP 1:00pm DAP 2:00pm DAP 3:00pm DAP | 11 8:00am DAP 9:00am DAP 10:00am DAP 11:00am DAP 1:00pm DAP 2:00pm DAP 3:00pm DAP 4:00pm DAP |
| 12 8:00am DAP 9:00am DAP 10:00am DAP 11:00am DAP 1:00pm DAP 2:00pm DAP 3:00pm DAP 4:00pm DAP | 13 4:00pm DAP In-Person Interview Review & Decisions | 14 | 15 | 16 9:00am DAP Reference Calls 1:00pm DAP Reference Calls | 17 9:00am DAP Reference Calls 1:00pm DAP Reference Calls | 18 |
| 19 | 20 9:00am DAP Reference Calls 1:00pm DAP Reference Calls | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | Jun 1 |



DIVERSITY APPRENTICESHIP PROGRAM – JOB DESCRIPTION + INFO PACKET

ABOUT THE BROAD

The Broad is a contemporary art museum founded by philanthropists Eli and Edythe Broad on Grand Avenue in downtown Los Angeles. Designed by Diller Scofidio + Renfro in collaboration with Gensler, the museum offers free general admission.

The Broad is home to more than 2,000 works of art in the Broad collection, which is among the most prominent holdings of postwar and contemporary art worldwide and presents an active program of rotating temporary exhibitions and innovative audience engagement. The 120,000-square-foot building features two floors of gallery space and is the headquarters of The Broad Art Foundation's worldwide lending library, which has actively loaned collection works to museums around the world since 1984. Since opening in September 2015, The Broad has welcomed more than 1.8 million visitors.

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). 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. In order to best reflect the communities we serve, we believe we need to actively help build a workforce of people with a diverse set of life experiences and ideas. In this way, 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.

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, industry-wide 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.

WHO ARE THE PARTNER SITES FOR THE DAP?

The DAP brings together a wide variety of partners, including nonprofit, commercial and government entities, with the goal of serving as a model for other public-private partnerships. Partners include:

- Academy Museum of Motion Pictures
- Artex Fine Art Services (a commercial art handling company)
- Autry Museum of the American West
- Building Bridges Art Exchange (a nonprofit gallery)
- California African American Museum
- Cinnabar (a commercial design build company)
- Craft & Folk Art Museum
- Los Angeles County Museum of Art
- Department of Cultural Affairs, City of Los Angeles
- Museum of Latin American Art
- USC Fisher Museum of Art
- Vincent Price Art Museum

WHAT IS A PREPARATOR/ART HANDLER?

A preparator or an art handler is someone who works directly with art or artifacts in museums, galleries and art shipping companies. Usually, they pack and unpack art, install and de-install exhibitions, and move art around museum and storage spaces. Their duties and skills are wide-ranging.

WHAT DOES THE DAP OFFER?

The DAP offers a nine-month, paid, full-time apprenticeship in preparation/art handling. We are especially interested in offering this opportunity to individuals from communities underrepresented on museum staffs who are interested in building careers in art and cultural institutions.

The first month of the apprenticeship is a training period. During this time, you will learn a variety of skills, including how to pack, handle, and install artwork and artifacts. You will also learn how to maintain galleries, assist preparators (art handlers) and collections managers, properly use tools and follow safety protocols.

After this, you will rotate to at least three partner sites during the apprenticeship. During this time, we will provide personalized support as you continue to build skills in art handling. You will also benefit from working closely with experienced mentors/supervisors and program staff, all of whom are committed to supporting your growth and skill development.

Together, apprentices will go on field trips to museums and other cultural destinations. By the end of the nine months, you will be familiar with preparator and art handling practices. You will gain the skills and confidence needed for a career in this field. Throughout, apprentices will also provide feedback on their experience to help improve the program.

WHAT TYPE OF SKILLS OR EXPERIENCE SHOULD AN APPRENTICE HAVE?

Some of the basic skills required to participate as an apprentice include:

- Good hand-eye coordination, manual dexterity and spatial reasoning
- Self-motivated, reliable and focused
- Ability to follow instructions and plan ahead
- Basic math skills
- Work well with supervisors and coworkers
- Ability to perform physical tasks, including bending, kneeling, pulling, pushing, walking, standing for long periods of time and lifting 50 pounds

We do not require previous preparator or art handler experience. Instead, we encourage those with a wide variety of experiences to apply. For example, the following may translate well to the apprenticeship: food handling or preparation; landscaping or gardening; carpentry; cosmetology or hair styling; plumbing; welding; painting; factory experience;

sewing; equipment technician; electrician; automotive/mechanic; tattoo artist; theater stagehand experience; maintenance work; housekeeping; construction (to cover drywall, tiling, roofing, etc.); arts and crafts; jewelry making; auto body work; waiting tables. Other experiences may also translate. We encourage you to think broadly about the skills and capacities you bring as an applicant. Please include these in your application statement.

WHAT ARE THE COMMITMENTS TO PARTICIPATE IN THE DAP?

If selected for the DAP, participants must make a full-time commitment (40 hours per week) for the duration of the nine-month program. Preparator apprentices will typically work Monday through Friday during regular business hours. Hours may vary depending on assignment and partner site. All activities and assignments take place in the greater Los Angeles area.

You must follow all policies and procedures as established by The Broad and its partner institutions during the apprenticeship. You will be working with people of diverse backgrounds and experiences, and you are expected to be respectful to the entire community.

You must participate in all program and assignment activities, including site-specific orientations, trainings, check-in meetings, conference opportunities, evaluation meetings and special events.

WHAT DOES THE DAP PAY?

Pay for preparator apprentices is \$16 an hour. You will also be eligible for medical, vision and dental benefits through The Broad during the duration of the apprenticeship, subject to eligibility requirements.

WHO IS ELIGIBLE?

All applicants must be 18 and older to apply. All applicants must have work authorization in the form of a work permit, permanent residency or citizenship. Employment is contingent upon a satisfactory background and reference check.

WHAT IS THE APPLICATION PROCESS?

1. To apply for the DAP, submit an application. The DAP application requires personal/contact information, three references (a combination of professional and personal references preferred) and a 1–2 page written statement. The DAP application also includes an optional demographic survey. Declining to fill out this optional survey will not impact your chances of being selected.

There are three ways to submit your application:

Online:

Fill out and submit your completed application packet by visiting The Broad's online application portal at thebroad.org/dap

Email:

Submit a completed application packet via email to glunapena@thebroad.org

Mail:

Mail a completed application packet to:

ATTN: Diversity Apprenticeship Program
The Broad
221 S. Grand Avenue
Los Angeles, CA 90012

Note: All materials submitted via mail must arrive in one package and be postmarked by April 18, 2018.

2. Applications are then reviewed by program staff. Your application is scored on several factors, including: Your potential for success as an apprentice, previous experience you may have highlighted in your application written statements, and your understanding and commitment to the values of equity and diversity.
3. Interviews—If selected, applicants then move on to a phone interview with one program staff member. Those applicants who score well on phone interviews then move on to an in-person interview, which is conducted by a panel of program staff and partners. The interviews are additional opportunities for you to ask questions and get to know the program better, as well as for us to get to know you better.
4. Skills Tests—Applicants selected for in-person interviews will also be invited to take a basic math test online and in-person skills tests on the day of the interview.
5. Background Check—Selected candidates are required to pass a background check.

APPLICATION TIMELINE

Application Available—March 1, 2018
Application Deadline—April 18, 2018
Interviews and Skills Tests—
April 24–May 23, 2018
Selected Apprentices Notified—Late May 2018
Apprenticeship Begins—June 11, 2018
Apprenticeship Ends—March 2019

MORE INFORMATION

If you have questions, or need more information about the Diversity Apprenticeship Program, please contact George Luna-Peña, DAP Program Manager, at 213.232.6260 or glunapena@thebroad.org.

EQUAL OPPORTUNITY EMPLOYER

The Broad is an equal opportunity employer and we aspire to reflect the diversity of Los Angeles in both our staff and visitors. We will consider all qualified applicants for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law.

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.

The Broad is committed to building and maintaining a diverse staff and inclusive workplace. We encourage women, immigrants, people of color, Indigenous and Native peoples, returning citizens or those formerly incarcerated, and LGBTQIA+ applicants to apply.

DIVERSITY APPRENTICESHIP PROGRAM APPLICATION

APPLICANT INFORMATION

Full Name: _____ Have you ever worked at The Broad?
Address: _____ ☐ Yes

☐ No
Phone: _____ If yes, when? _____
E-mail: _____

How did you find out about The Broad's Diversity Apprenticeship Program (DAP)?

REFERENCES

Please list three professional and personal references.

| | |
|-----------------------------|-----------------------------|
| Full Name: _____ | Full Name: _____ |
| Relationship: _____ | Relationship: _____ |
| Organization/Company: _____ | Organization/Company: _____ |
| Phone: _____ | Phone: _____ |
| E-mail: _____ | E-mail: _____ |

Full Name: _____
Relationship: _____
Organization/Company: _____
Phone: _____
E-mail: _____

WRITTEN STATEMENT

Please include a 1–2 page written statement answering the following questions:

1. Why do you want to be a preparator's apprentice? What do you hope to gain from this experience? How will the DAP help you reach your career goals?
2. We do not require previous preparator/art handler experience to participate or apply. It's important that we have a sense of the type of skills you already possess.

What types of skills will you bring to the apprenticeship? Please think broadly when answering this question (i.e., food handling or preparation, jewelry making, automotive/mechanic, sewing, carpentry, housekeeping, etc.).
3. The DAP strives for equity in diversifying museum staff. What are some of the ways you have demonstrated commitment to equity and diversity in your life? Please explain and provide examples.

OPTIONAL DEMOGRAPHIC INFORMATION

To help us ensure we are reaching a diverse range of communities in Los Angeles, please consider providing us with this optional demographic information. If you choose not to provide this information, it will have no effect on your opportunity for the apprenticeship.

Please indicate how you identify your gender:

Please indicate your highest level of education completed:

What is your total household income?

- ☐ Less than \$20,000
- ☐ \$20,000 to \$34,999
- ☐ \$35,000 to \$49,999
- ☐ \$50,000 to \$74,999
- ☐ \$75,000 to \$99,999
- ☐ Over \$100,000

Please indicate how you identify your race and/or ethnicity (check all that apply):

- ☐ American Indian or Alaskan Native
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Hispanic, Latino, or Latinx
- ☐ Native Hawaiian or Pacific Islander
- ☐ White, Non-Hispanic

APPLICATION SUBMISSION

Please ensure you've submitted your application on or before the April 18, 2018 deadline, and that your application includes references and the written statement outlined above.

DISCLAIMER AND SIGNATURE

I certify the information contained in this application packet is true to the best of my knowledge.

Signature: _____

Date: _____

DIVERSITY APPRENTICESHIP PROGRAM

APPLICATION REVIEW GUIDELINES

Thank you for participating in the Diversity Apprenticeship Program (DAP) hiring process! Hiring for the DAP has been intentionally designed to be an equitable process. Although not the last step in this process, the initial application review is a critical component in deciding who to invite to the next steps of the process. We appreciate you participating in this important step!

In order to ensure a timely and on-schedule process, all applications should be reviewed and scored by **Monday, April 15, 2019 at 5:00pm.**

Equitable hiring practices/processes are meant to eliminate or minimize the biases which can impact hiring decisions. In order to eliminate as many entry points for bias, the application review is a structured process. DAP application reviews are conducted by partners and program staff, and each application is scored on the same set of four (4) specified criteria (more details below).

To help with this process, please make time to review the following sections *before* you begin scoring applications:

1. Application review criteria
2. Scoring system and review form
3. Online system and inputting scores

Application Review Criteria

There are 4 main criteria we are focusing on during the initial application review, and thus 4 areas to be reviewed and scored. The first 3 criteria/areas correspond to each of the questions on the written statement of the DAP application. The final criteria/area asks if the candidate followed application instructions.

1. Career Goals – The career goals criteria correspond to Question #1 of the DAP application written statement.
 - Question #1 reads: Why do you want to be a preparator's apprentice? What do you hope to gain from this experience? How will the DAP help you reach your career goals?
 - In this area, we are attempting to understand a candidate's career aspirations, potential barriers they may have faced, and their commitment and/or desire to build a career in the museum field specifically or the arts more generally.
 - A few questions to consider:
 - Has the candidate clearly stated their career goals? Are their career goals related to the museum field specifically or the arts more generally?
 - Has the candidate shared any potential barriers they may have experienced in their attempts to start a career in this field? Is the candidate seeking a career change for work they know will be more fulfilling?

- Has the candidate clearly articulated how they perceive the DAP program is connected to the attainment of their career goals? In other words, is the DAP an important part of their career goals?
2. Relevant Skills – The relevant skills criteria correspond to Question #2 of the DAP application written statement.
- Question #2 reads: We do not require previous preparator/art handler experience to participate or apply. It is important we have a sense of the type of skills you already possess. What types of skills will you bring to the apprenticeship? Please think broadly when answering this question (i.e., food handling or preparation, jewelry making, automotive/mechanic, sewing, carpentry, housekeeping, etc.).
 - In this area, we are trying to get a sense of the physical skills a candidate already possesses. We know art handling and preparations work is a physical job. It requires someone who enjoys and thrives in hands-on work. We're also looking for clues that a candidate is sensitive to materials and enjoys this aspect of the work. While some candidates might have previous art handling experience, we also don't require it. As you read in the question, we encourage applicants to think broadly about the types of physical skills they already possess.
 - While skills like customer service and proficiency with word processing tools can be valuable, we're ultimately prioritizing a candidate's physical skills as evidence of their potential to enjoy, thrive, and be successful as an apprentice and in this line of work after the apprenticeship.
 - A few questions to consider:
 - Has the candidate shared physical skills they possess which might translate well to art handling and preparations work? Does the candidate already have previous art handling experience?
 - Did the candidate provide thorough and relevant examples of the types of work they've done which might indicate a strong fit?
 - Did the candidate share materials they've worked with, tools they might be familiar with, or specific projects they've worked on?
3. Commitment to Equity and Diversity – The commitment to equity and diversity criteria correspond to Question #3 of the DAP application written statement.
- Question #3 reads: The DAP strives for equity in diversifying museum staff. What are some of the ways you have demonstrated commitment to equity in your life? Please explain and provide examples.
 - In this area, we are looking for candidates who possess a strong commitment to the values and goals of the program: equity and diversity. In the question, we ask for specific examples from candidates. While candidates might express a theoretical commitment to the values of equity and diversity, we are most interested in those candidates who can show how they've taken actions in their life toward these values. This can, of course, come in many ways or take different forms. But a lack of example and explanation would hurt a potential candidate in this section.
 - In addition to identifying candidates who are committed to these values, we are also looking for candidates who will represent the program well (at partner sites, potentially at conferences, in media, and other events), and who can speak to the values and goals of the program well. We've learned that a previous experience

THE BROAD

or past history with these issues (in which they took some form of action) is a good indicator of this.

- A few questions to consider:
 - Is this candidate committed to the values of equity and diversity? Did the candidate provide clear and strong examples of this or only speak about their commitment in theoretical terms?

4. Following Instructions

- Here, we are looking for whether a candidate followed application instructions. The main way a candidate can lose points for not following instructions are:
 - Not answering the written statement questions. Even if a candidate didn't provide a strong written statement answer, they can score well on the instructions criteria if they answered all questions. A candidate who ignores the prompts will not score well.

Scoring System and Review Form

The DAP application review scoring system uses a 1- through 5-point scale, with half-points (i.e., 2.5) also allowed. Other decimal points (i.e., 2.25) are not allowed.

In general, scores correspond to the following broad assessments: 1 – poor; 2 – fair; 3 – average; 4 – good; 5 – excellent. But we ask that you make these determinations based on the above application review criteria in the 4 sections: career goals, relevant skills, commitment to equity and diversity, and following instructions.

Each of the above criteria is scored 1 – 5. The score for each criterion is then added together and multiplied by 1.5 for a total score on the application review.

For example, a candidate who scored a 4.0 on career goals, 4.0 on relevant skills, 5.0 on commitment to equity and diversity, and a 5.0 on following instructions would have the following total score: $4 + 4 + 5 + 5 = 18 \times 1.5 = \underline{27.0}$.

The highest possible score on the application review is 30.0 points.

To keep track of notes and each candidate's scores, we've provided the DAP Application Review Form (attached separately in email). Please use this form for each application you review. Once you've filled out the form, you'll transfer scores and any relevant notes to the online system. Please note: we will not be collecting these forms from you at the end of the review process. Instead, we're providing the form as a tool for you to use while you go through applications.

Online System and Inputting Scores

Once you've been registered as an application reviewer in our online system, you'll receive an automatic email to create a username and password. Your login will be unique to you, and you'll need to use it each time you log-in to review and score applications.

Once your username and password are created, you can visit the following page to login:
<https://thebroadcommunity.force.com/dapapplications/s/>

When you log-in to the application system, you'll be taken to the "Current Applicants" page. This is essentially the home page for the application review portal. Please do not click on

THE BROAD

applications on this page as we can't ensure these applications have been assigned to you. Instead, each reviewer has their own page or list of applications assigned to them, so you'll have to navigate to this section of the portal.

To do so, find the small green tape measure icon which reads "Current Applications" and click the drop-down arrow.



From this drop-down menu, select your name and you'll be taken to your application reviewer page. This page has all the applications which have been assigned to you for review. They are sorted by application number, which is automatically assigned to an application based on when it was submitted.

The page should look like this:

Applications
Julia Latane (LACMA) Applications ▾

5 items • Sorted by Application Reference Name • Filtered by all applications • Created Date, Partner Reviewer • Updated a few seconds ago

Search this list...

| | <input type="checkbox"/> | APPLICATION REF... ↑ ▾ | PARTNER REVIEWER ▾ | APPLICANT NAME ▾ | APPLI... ▾ | TOTAL S... ▾ | |
|---|--------------------------|------------------------|----------------------|------------------|------------|--------------|---|
| 1 | <input type="checkbox"/> | DAP-0816 | Julia Latane (LACMA) | Jamiee D Coleman | New | 0.00 | ▾ |
| 2 | <input type="checkbox"/> | DAP-0820 | Julia Latane (LACMA) | Levar Pate | New | 0.00 | ▾ |
| 3 | <input type="checkbox"/> | DAP-0952 | Julia Latane (LACMA) | Cently Rodriguez | New | 0.00 | ▾ |
| 4 | <input type="checkbox"/> | DAP-1071 | Julia Latane (LACMA) | Janet Macias | New | 0.00 | ▾ |
| 5 | <input type="checkbox"/> | DAP-1139 | Julia Latane (LACMA) | astor r bonder | New | 0.00 | ▾ |

To avoid confusion and clicking on applications which have not been assigned to you, please avoid navigating to other reviewers' pages. To ensure you are on the correct page, you should see your name and institution next to the green tape measure icon.

Here you'll see a list of all the applications which have been assigned to you. To review and score an application, click on the "Application Reference" number. For example, in the above screen, the application reference number for the first application is DAP-0816. It is the only link in blue font you can click on. Clicking on it will take you into that specific application.

Once you click on a specific application, your page should look like this:

Application
Jamiee D Coleman

New Contact Edit Clone ▾

Applicant Status: New Total Score: 0.00 No longer under consideration: ☐

[New](#)
[Under Review](#)
[Recommend...](#)
[Phone Interv...](#)
[Recommend...](#)
[In-Person Int...](#)
[Recommend...](#)
[Reference C...](#)
[Made Offer](#)
[Mark Applicant Status as Complete](#)

| Related Contact | Applicant Name | Applicant Email | Applicant Phone | Applicant Status | Applicant Type | Owner | Application Reference Name |
|-----------------|------------------|---------------------------|-----------------|------------------|----------------|----------|----------------------------|
| Jamiee Coleman | Jamiee D Coleman | daushauncoleman@gmail.com | (818) 983-3892 | New | DAP | SF Admin | DAP-0816 |

References (3)

| APPLIC... | FIRST NA... | LAST NAME | RELATION... |
|-----------|-------------|-----------|---------------|
| AR-2435 | Don | Harvey | Mentor |
| AR-2436 | Mila | Ellis | Previous M... |
| AR-2437 | Maurice | Adams | Previous M... |

View All

THE BROAD

Each application has the name of the applicant next to the green tape measure icon. If you continue to scroll on the page, you'll see the applicants written statements as well as the scoring section.

You'll also notice each applicant has a "Status Bar" which looks like this:



The default status for each application is "New". This means the application has not yet been reviewed. When you're ready to review and score an application, the first thing you should do is update the applicant's status from "New" to "Under Review".

To do this, click on the "Under Review" button in the status bar. This will highlight "Under Review" in blue, and then **you must click "Mark as Current Applicant Status"** on the right side of the bar:



It's important to click "Mark as Current Applicant Status" to save the current status. If you do not click it, it will not save, and it'll continue to show up as "New". Once you've saved the status, the bar will update to look like this:



You can now move on to read the applicant's written statement. To find the written statements simply scroll down.

In the written responses section of the page, you'll see answers labeled: Career Goals, Relevant Skills, and Commitment to Diversity. These are the answers that the applicant provided on their application. Please read each section carefully and with reference to the above criteria for each written statement.

Once you've read their responses and are ready to score the application, scroll down to the "Scoring" section of the page. This looks like this:

| Scoring | |
|----------------------------------|----------------------------------|
| Initial Application Review Score | Initial Application Review Notes |
| Phone Interview Score | Phone Interview Notes |
| Math Test Score | Math Test Notes |
| In Person Interview Score | In Person Interview Notes |
| Skills Assessment Score | Skills Assessment Notes |
| Reference Check Score | Reference Check Notes |
| Total Score | |
| 0.00 | |

THE BROAD

You should only be inputting scores into the “Initial Application Review Score” and “Initial Application Review Notes” sections.

▼ Scoring

| | |
|----------------------------------|----------------------------------|
| Initial Application Review Score | Initial Application Review Notes |
| <input type="text"/> | <input type="text"/> |

You can ignore the rest of the lines (i.e., phone interview score, math test score, etc.).

Individual scores for each of the 4 criteria will be entered in the “Initial Application Review Notes” section. To enter scores, click on the pencil icon under Initial Application Review Notes. Enter each score in order, separated by a slash. It should look like this:

▼ Scoring

| | |
|----------------------------------|--|
| Initial Application Review Score | Initial Application Review Notes |
| <input type="text"/> | <input type="text" value="4.0 / 3.0 / 4.5 / 5.0"/> |

Once you have each score entered, you can enter the candidates overall score for the application review. It should look like this:

▼ Scoring

| | |
|------------------------------------|--|
| Initial Application Review Score | Initial Application Review Notes |
| <input type="text" value="24.75"/> | <input type="text" value="4.0 / 3.0 / 4.5 / 5.0"/> |

Reminder: to get a final total score, add each of the individual scores and multiply this number by 1.5. You should not have a score higher than 30.

The final step is to recommend an applicant for a phone interview or not. If you believe the applicant had a strong score (typically anything above a 25.0), then you can update their status to “Recommend for Phone Interview”.

To do so, click the “Recommend for Phone Interview” button in the status bar:

✓

Under Review

Recommend

Phone Intervi...

Recommend...

In-Person Int...

Recommend...

Reference Ch...

Made Offer

Mark as Current Applicant Status

Then make sure to click “Mark as Current Applicant Status” to save the new status. If an applicant scored lower than a 25.0, then leave their status as “Under Review”.

You’ve completed the review and scoring process for this application! To go back, click on the home icon at the top of the page.



DIVERSITY APPRENTICESHIP PROGRAM PHONE INTERVIEW FORM

Candidate: _____

Reviewer: _____

Date: _____

| Question | Rating (1 - poor; 2 - fair; 3 - average; 4 - good; 5 - excellent) | Comments |
|--|--|---------------------|
| Share a little bit with me about what you understand about the Diversity Apprenticeship Program (program, goals, requirements, details, etc.) | 1 2 3 4 5 | |
| Why did you decide to apply to the DAP? | 1 2 3 4 5 | |
| Tell me about a time when you had to deal with a stressful situation (e.g. multiple things coming at you at once). Describe the situation, how you handled it, and the result. | 1 2 3 4 5 | |
| How would other team members or co-workers describe you? | 1 2 3 4 5 | |
| Describe how you would work to help create an environment that is welcoming and inclusive of everyone. | 1 2 3 4 5 | |
| Is there anything you would like to ask? | 1 2 3 4 5 | |
| Additional Notes: | | Total Score: |

DIVERSITY APPRENTICESHIP PROGRAM IN-PERSON INTERVIEW FORM

Candidate: _____

Reviewer: _____

Date: _____

| Question | Rating (1 - poor; 2 - fair; 3 - adequate; 4 - good; 5 - excellent) | Comments |
|--|---|----------|
| Talk to us about the physical skills that you've gained from previous experiences. How have those skills prepared you to be successful as preparator's apprentice in the Diversity Apprenticeship Program? | 1 2 3 4 5 | |
| Can you share a bit about your career goals and how you see the Diversity Apprenticeship Program fitting into them? | 1 2 3 4 5 | |
| How do you get along with others in a team environment? | 1 2 3 4 5 | |
| We strive to create an inclusive work environment where people from all backgrounds, with different learning styles, beliefs, and abilities feel welcomed and respected. How will you contribute to this kind of environment? | 1 2 3 4 5 | |

| | | |
|---|--------------------------|--|
| <p>What challenges do you foresee if you were to participate in the Diversity Apprenticeship Program?</p> | <p>1 2 3 4 5</p> | |
| <p>Talk to us about a time in your life when you were resilient.</p> | <p>1 2 3 4 5</p> | |
| <p>If selected, what will you contribute to the Diversity Apprenticeship Program? What would your best friend say you'll contribute to the DAP?</p> | <p>1 2 3 4 5</p> | |
| <p>Is there anything you would like to ask?</p> | <p>1 2 3 4 5</p> | |
| <div> <div>Additional Notes:</div> <div>Total Score: _____</div> </div> | | |

DIVERSITY APPRENTICESHIP PROGRAM

IN-PERSON INTERVIEW GUIDELINES

Thank you for participating in the Diversity Apprenticeship Program hiring process! Hiring for the Diversity Apprenticeship Program has been intentionally designed to be an equitable process. Although not the last step in this process, the in-person interview and skills tests are critically important components. We appreciate you participating in this important step!

Equitable hiring practices/processes are meant to eliminate or minimize the biases which can impact hiring decisions. In order to eliminate as many entry points for bias, the in-person interview is a structured process:

- DAP in-person interviews will be conducted by a panel of 3 to 4 interviewers.
- Interviewers include DAP program staff, partners/advisors, and other staff at The Broad.
- We are using the same series of questions for each applicant
- Questions will be asked in the same order and by the same interviewer
- Interviewers will take notes during the interview

Before interviews begin:

- Please make time to review applicant information provided by DAP program staff.
- Please review and familiarize yourself with the DAP In-Person Interview Form, which lists the questions which will be asked of all candidates.
- Time permitting, please review previous equitable hiring practices materials

During the interview:

- DAP program staff will start by welcoming the candidate. This includes congratulating them for making it to this stage of the hiring process and sharing a bit about the number of applicants for the DAP.
- Each interviewer will then briefly introduce themselves.
- DAP Program staff will then inform the interviewee of the following:
- We are asking all candidates the same questions in the same order to make the process as equitable as possible.
- We have 7 question, and at the end of the question they will have a chance to ask any questions they have.
- We will be taking notes during the interview.
- After the interview has concluded, we will move on to the skills tests component.
- DAP program staff will then begin interview by asking the first question.

After the interview:

- DAP program staff will conduct skills tests assessments.
- Interviewers will score applicants immediately after the interview and before discussing or comparing applicants.
- If comparison of applicants is required, it happens on a question-by-question basis.

THE BROAD

DIVERSITY APPRENTICESHIP PROGRAM SKILLS ASSESSMENT 1 AND 2: JARS

Supplies needed: 1 table 36" high, with acrylic sheet on top, and glass jars arranged as shown in figure 1. 1 table 30" high with a chair, 3 laminated images of assembled blocks, and 20 wooden blocks measuring 1" cubed, set up as shown in figure 4.

Set up instructions:

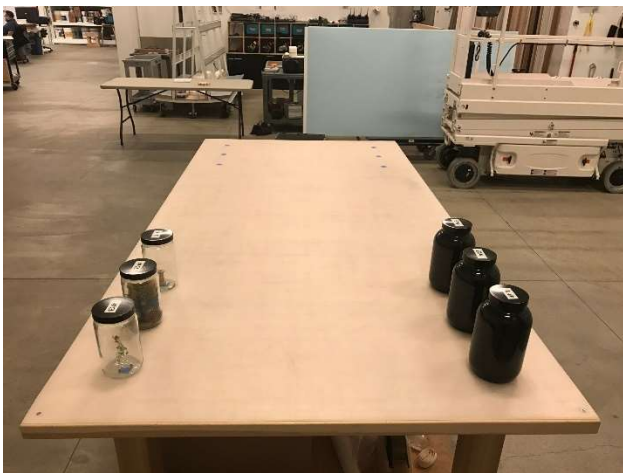


Figure 1.



Figure 2.

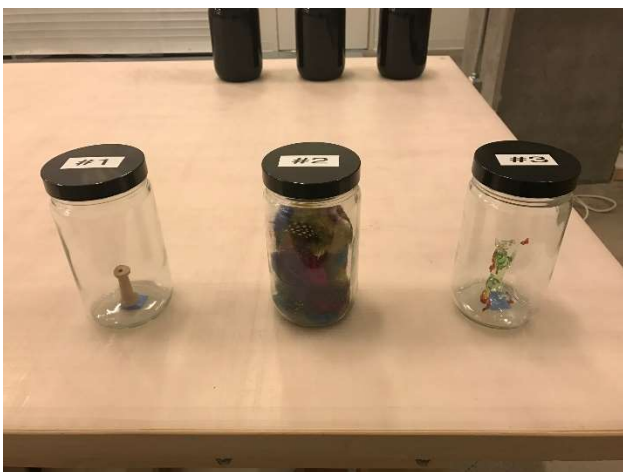


Figure 3.



Figure 4.

Opaque Jars – Instructions and Scoring Form

Date: _____

Candidate: _____

Test given by: _____

Scoring: Each candidate starts with 10 overall points. Points are deducted from candidate's overall score.

Jars are arranged on Table, as pictured in figure 2.

Instruct candidate to move the jars, one at a time, without disturbing the contents, to the opposite side (caddy corner) of the table and arrange them in the same order. Instruct candidate to start with Jar #1.

Observe the following:

Jar #1

| | | |
|--|--------------------------------|---------------------------------|
| Does candidate test or check the weight or balance of the jar before moving it? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does candidate move the jar carefully, and hold it securely? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does the candidate disturb the contents, drop the jar, or set the jar down loudly? | <input type="checkbox"/> n (0) | <input type="checkbox"/> y (-1) |

Jar #2

| | | |
|--|--------------------------------|---------------------------------|
| Does candidate test or check the weight or balance of the jar before moving it? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does candidate move the jar carefully, and hold it securely? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does the candidate disturb the contents, drop the jar, or set the jar down loudly? | <input type="checkbox"/> n (0) | <input type="checkbox"/> y (-1) |

Jar #3

| | | |
|--|--------------------------------|---------------------------------|
| Does candidate test or check the weight or balance of the jar before moving it? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does candidate move the jar carefully, and hold it securely? | <input type="checkbox"/> y (0) | <input type="checkbox"/> n (-1) |
| Does the candidate disturb the contents, drop the jar, or set the jar down loudly? | <input type="checkbox"/> n (0) | <input type="checkbox"/> y (-1) |

Overall Time: _____

Candidate gets 1 point deducted if they were excessively fast (careless), or excessively slow (overly cautious to the point of clearly not having an innate understanding of what the materials can handle).

Time Point (0 or -1): _____

Total points out of 10: _____

Notes:

Test 2: Clear Jars

Date: _____

Candidate: _____

Test given by: _____

Jars are arranged on Table, as pictured in figure 3.

Instruct candidate to move the jars, one at a time, without disturbing the contents, to the opposite side (caddy corner) of the table and arrange them in the same order. Instruct candidate to start with Jar 1.

Observe the following:

Overall Time: _____

Candidate gets 1 point if the time taken was within a reasonable range. Candidate does not get a point for time if they were excessively fast (careless), or excessively slow (overly cautious to the point of clearly not having an innate understanding of what the materials can handle). Point (0 or 1): _____

Jar 1

- Does candidate test or check the weight or balance of the jar before moving it? ☐ yes (0) ☐ no (1)
- Does candidate move each jar carefully, and hold it securely? ☐ yes (0) ☐ no (1)
- Does the candidate disturb the contents, drop the jar, or set the jar down loudly? ☐ no (0) ☐ yes (1)

Jar 2

- Does candidate test or check the weight or balance of the jar before moving it? ☐ yes (0) ☐ no (1)
- Does candidate move each jar carefully, and hold it securely? ☐ yes (0) ☐ no (1)
- Does the candidate disturb the contents, drop the jar, or set the jar down loudly? ☐ no (0) ☐ yes (1)

Jar 3

- Does candidate test or check the weight or balance of the jar before moving it? ☐ yes (0) ☐ no (1)
- Does candidate move each jar carefully, and hold it securely? ☐ yes (0) ☐ no (1)
- Does the candidate disturb the contents, drop the jar, or set the jar down loudly? ☐ no (0) ☐ yes (1)

Notes:

Total points out of 10: _____



DIVERSITY APPRENTICESHIP PROGRAM

SKILLS ASSESSMENT 3: BLOCK ASSEMBLY

Block Assembly Instructions and Scoring Form

Date: _____

Candidate: _____

Test given by: _____

Have candidate sit down at a table with 20 loose blocks in front of them, as pictured in figure 4.

Instruct candidate that they will assemble the blocks to match an image, and that they will be timed. Instruct the candidate to say “done” when they have finished. Turn over the image and begin the timer. Record the time it takes to recreate the blocks in the image. If the candidate takes longer than 3 minutes, stop the exercise, and mark 3+ minutes. At the end of each assembly, instruct the candidate to mix the blocks up again.

Assembly 1 Time: _____

Did the assembly match the image? ☐ yes ☐ no

Was the assembly messy or neat? ☐ messy ☐ neat

Assembly 2 Time: _____

Did the assembly match the image? ☐ yes ☐ no

Was the assembly messy or neat? ☐ messy ☐ neat

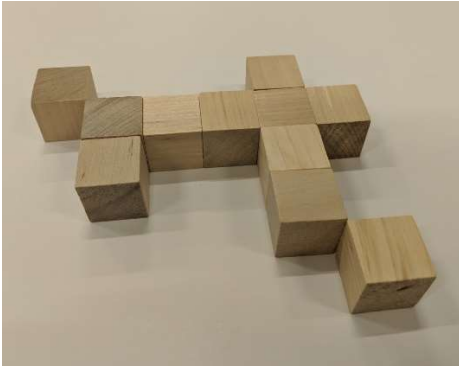
Assembly 3 Time: _____

Did the assembly match the image? ☐ yes ☐ no

Was the assembly messy or neat? ☐ messy ☐ neat

Notes:

Total points: _____



Assembly 1 Scoring

< 26.0 secs – 5.0

26.0 – 29.9 secs – 4.0

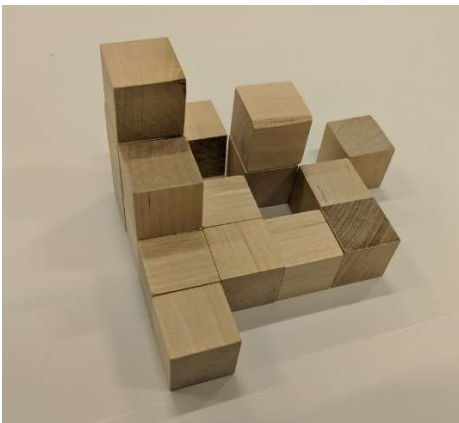
30.0 – 33.9 secs – 3.0

34.0 – 42.9 secs – 2.0

43.0 secs > - 1.0

- 1 for not matching the image

- .5 for messy assembly



Assembly 2 Scoring

< 40.0 secs – 5.0

40.0 – 46.9 secs – 4.0

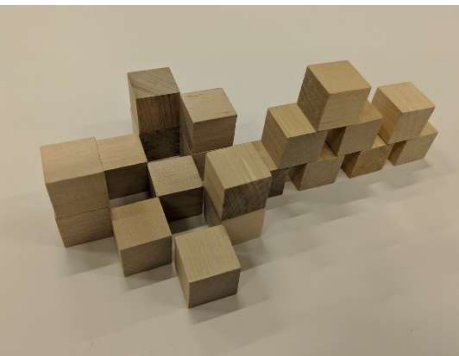
47.0 – 54.9 secs – 3.0

55.0 – 64.9 secs – 2.0

65.0 secs > - 1.0

- 1 for not matching the image

Minus .5 for messy assembly



Assembly 3 Scoring

< 45.0 secs – 5.0

45.0 – 52.9 secs – 4.0

53.0 – 60.9 secs – 3.0

61.0 – 74.9 secs – 2.0

75.0 secs > - 1.0

- 1 for not matching the image

- .5 for messy assembly

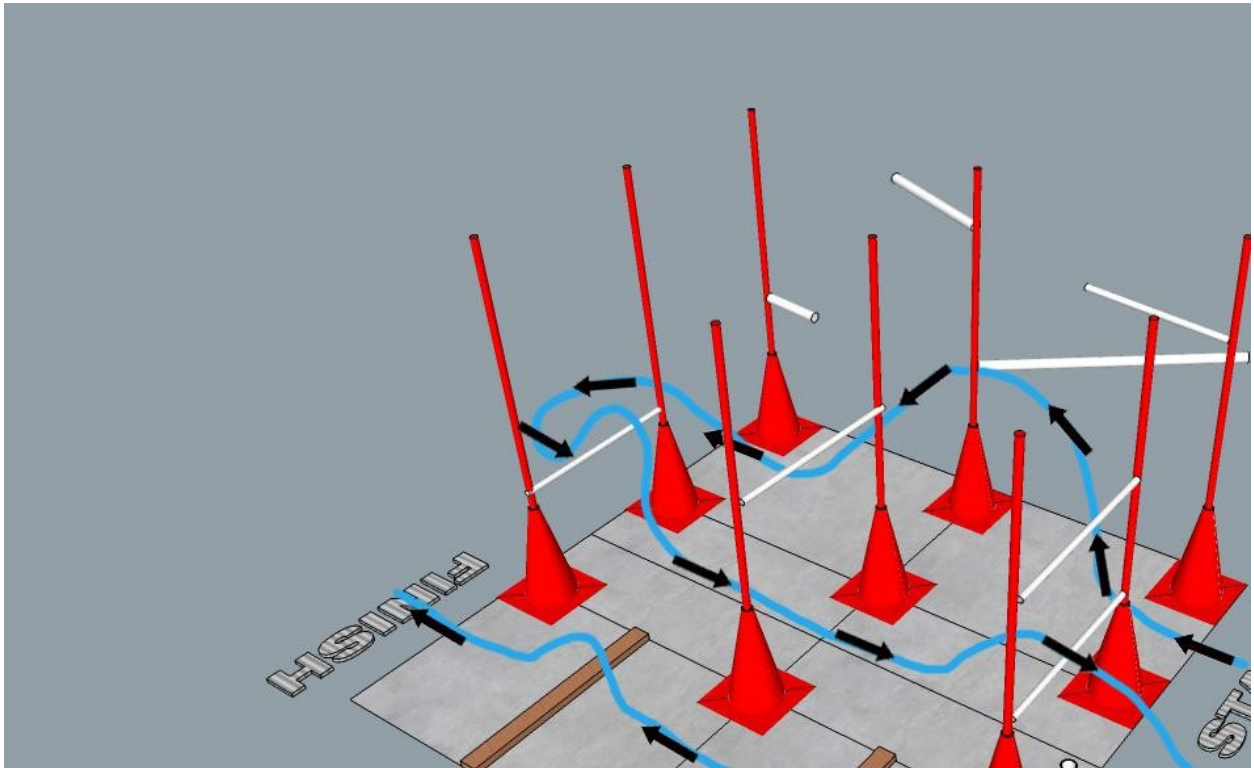
Each of these scores then is averaged for a final score on the block assembly skill test.

THE BROAD

DIVERSITY APPRENTICESHIP PROGRAM SKILLS TEST 4: OBSTACLE COURSE

Obstacle Course Set-Up

- All of the posts are numbered 1 - 9 (in the order you would walk through the course)
- All of the PVC-PVC connections are color-coded and marked with lines for exact alignment.
- The course is set up on a 9-foot x 9-foot square
- The spacing should be 3 feet from post to post, and to the far edge of the 2x4 boards in the cart pushing section (basically 3 equally spaced sections from R to L).
- The 6 PVC cylinders on the plywood board should be arranged in a pyramid as tightly as possible in the center of the board (which has 3 placement circles marked out for alignment)



THE BROAD

Obstacle Course Instructions

Stack the PVC cylinders on the wooden tray with 3 on bottom, 2 in the middle and 1 on top. Leave the tray sitting on a cart or table close to the course starting point.

With the candidate watching from the starting point the administrator walks through the course without the tray, explaining not to make bodily contact with any part of the course or spill the stack of cylinders on the tray.

When the administrator reaches the push cart they will inform the candidate of their options at that point, which are:

Place the tray sideways across the cart.

Place the tray longways down inside the top of the cart.

Administrator tells the candidate they must get the cart to the finish line without spilling the cylinders and without letting the cart or their body contact the boards on the ground to avoid acquiring points.

Tell them it is not a race, but they do have a 2:30 minute time limit.

Tell them they gain points for every fault and the fewer points they acquire the higher their score will be.

To begin the course have the candidate pick up the tray and give them up to 20 seconds to get a feel for the stack.

Let them know that they must keep the stack in the same orientation but may stop at any point to pick up a spill or to tighten the stack.

Have the candidate approach the starting line and tell you when they are ready. When they are ready tell them “go” and begin the stopwatch.

(use a stopwatch rather than a timer to keep track of their actual times)

THE BROAD

Obstacle Course Scoring Form

Date: _____

Candidate: _____

Test given by: _____

Obstacle Course Time: _____

Did the candidate touch any part of the course? ☐ yes ☐ no

How many cylinders did the candidate drop? _____

Obstacle Course Scoring:

Physical contact with any part of the course = 1 point

Each cylinder dropped = .5 points

5 - Under 2:00, 0 points accumulated

4 - Under 2:00, 1-2 points accumulated

3 - Under 2:00, 3-5 points accumulated

2 - Under 2:00, 6 or more points accumulated

1 - Over 2:00, 6 or more points accumulated

Notes:

Total points: _____

DIVERSITY APPRENTICESHIP PROGRAM

SKILLS TEST 5: MATH AND SPATIAL REASONING TEST

Math and Spatial Reasoning Test Instructions

Instruct the candidate that they will be taking an online math and spatial reasoning test.

The test consists of 10 total questions and includes addition, subtraction, and spatial reasoning questions. There are a few short sentences at the top of the quiz. Instruct candidates to read those before they take the quiz.

Instruct candidate that they are allowed to use a calculator on their phone if they have one, but that they are also being provided with one sheet of scratch paper and a pencil.

Let candidate know that when they are finished, they must click on the red “Done” button at the bottom of the page. Once the candidate clicks Done, they will be taken to a generic survey monkey webpage.

Let them know they will not be timed but they will be stopped if they go over 10 minutes.

On the screen in front of them is a document with a blue link. Let candidate know to click the link when they are ready.

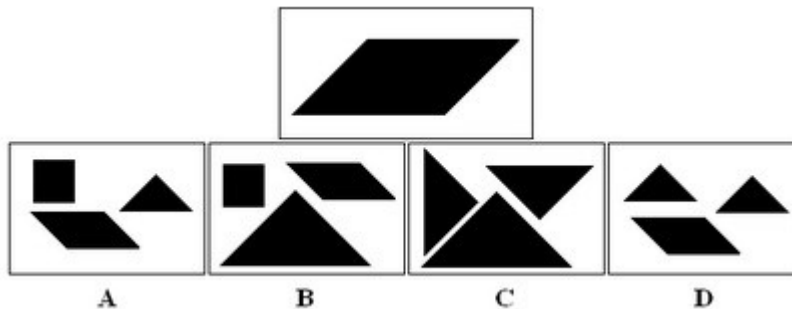
Math and Spatial Reasoning Test

On Screen Instructions:

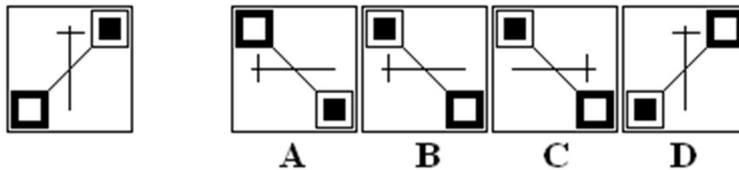
Preparators or Art Handlers use a variety of skills as part of their daily work. Among these are math and spatial reasoning. As we evaluate DAP candidates, it is important for us to assess their level of skill in these areas. The quiz below is as an opportunity to do so.

Please be aware: the score you receive on this quiz, while part of our evaluation process, will not eliminate you from consideration. We do not expect candidates to answer each question correctly. Instead, your score is only a small part of your overall application.

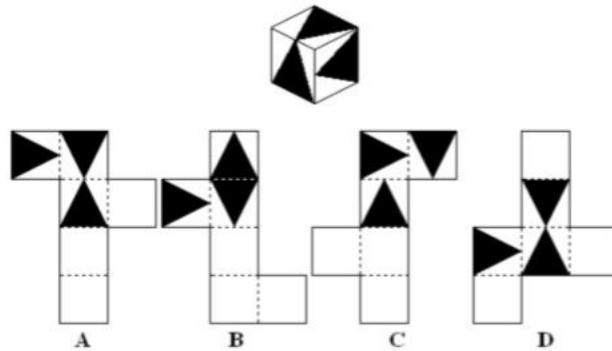
1. Name:
2. Which fraction is greater than $\frac{2}{3}$? A. $\frac{1}{3}$, **B. $\frac{4}{5}$** , C. $\frac{4}{6}$, D. $\frac{2}{6}$
3. What is $36.75 - 11.25$? A. 24.25, **B. 25.50**, C. 26.25, D. 48
4. What is $8\frac{1}{2} + 12\frac{3}{4}$? A. 21, **B. $21\frac{1}{4}$** , C. $21\frac{1}{2}$, D. $21\frac{3}{4}$
5. Which of the options below combine to make up the top shape?



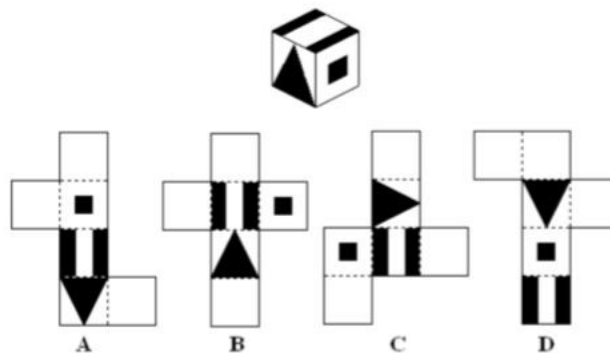
6. Which figure below is identical to the first?



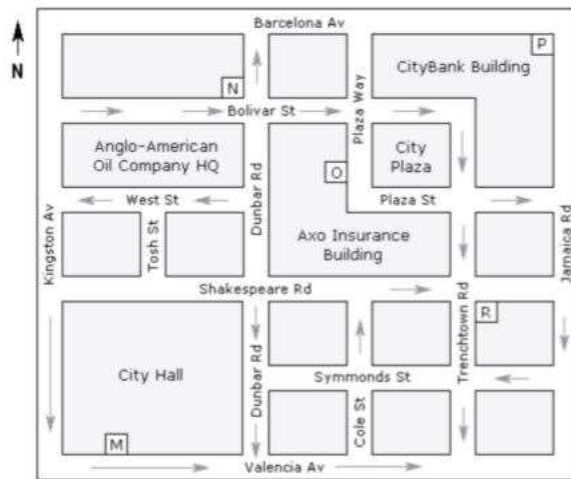
7. Which pattern below could be folded to make the cube shown?



8. Which pattern below could be folded to make the cube shown?



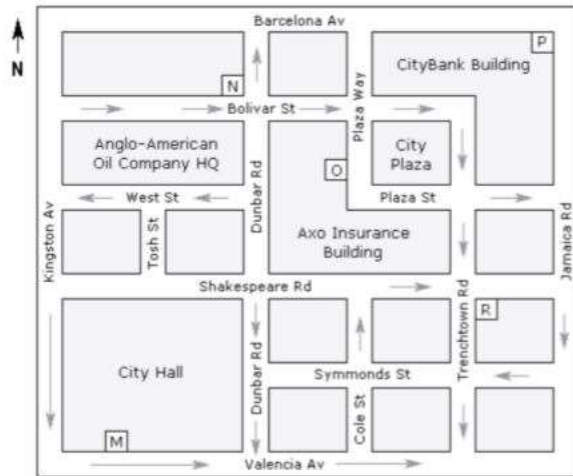
9. Officer Perez is on Tosh St with City Hall to her right. What direction is she facing?



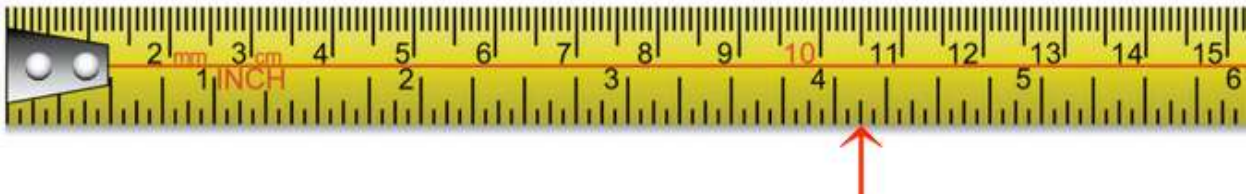
10. Officer Martinez starts from location 'M' and proceeds as follows: left onto Valencia Av -- heading East, second left -- heading North second right -- heading East, second left -- Heading North. He proceeds North for two

THE BROAD™

blocks. What is his location?



11. The red arrow below is pointing to:



DIVERSITY APPRENTICESHIP PROGRAM

HIRING SCORECARD

| | |
|--|--|
| Application Review - 30 points possible - 4 questions on application review form, scored 1 – 5. Score for each question is added together, then multiplied by 1.5 for total score on application review. | |
| Phone Interview - 30 points possible - 6 questions during phone interview, scored 1 – 5. Score for each question is added together for total score on phone interview. | |
| Math & Spatial Reasoning Test - 10 points possible - 10 questions on math & spatial reasoning test. Each question is worth 1 point. | |
| In-Person Interview - 30 points possible - 8 questions during in person interview, scored 1 – 5. Score for each question is added together, then multiplied by .75 for total score on in person interview. Individual interviewer scores are then averaged for final score on in person interview. | |
| Skills Tests - 20 points possible Test 1: Opaque Jars: Scored 1 – 10, then divided by 2 for total score on opaque jars. Test 2: Clear Jars: Scored 1 – 10, then divided by 2 for total score on clear jars. Test 3: Block Assembly: Scored 1 – 5. Test 4: Obstacle Course: Scored 1 – 5. Total scores from each test are added together for final skills test score. | |
| References - 15 points possible - 6 questions during reference check call, scored 1 – 5. Score for each question is added together, then multiplied by .5 for total score on each individual reference check. Individual reference check scores are averaged for a total score on reference checks. | |
| Total Score - 135 points possible | |

THE BROAD

| | |
|-----------------------|--|
| JOB TITLE | Preparator |
| REPORTS TO | Head Preparator, Director of Collections Management |
| CLASSIFICATION | Variable, hourly |
| DATE AVAILABLE | Candidates will be considered on a rolling basis |

Job description posted in January, 2015

BACKGROUND

In 2010, Eli and Edythe Broad announced plans to open The Broad, a new, public museum of contemporary art on Grand Avenue in downtown Los Angeles (opening fall 2015). Designed by world-renowned architects Diller Scofidio + Renfro, the museum will be a 120,000 square foot, three-level facility, and will include approximately 50,000 square feet of gallery space on two floors, a lecture hall for up to 200 people, and a public lobby with display space and a museum shop. The project will include a state-of-the-art archive, study and art storage space that will be available to scholars and curators who want to research works in the collection and borrow artworks for their institutions through The Broad Art Foundation's worldwide lending program. The museum will be adjacent to luminary cultural institutions such as the Music Center of Los Angeles and Walt Disney Concert Hall, the Colburn School of Music, and the Museum of Contemporary Art, forming a remarkable locus of culture in Southern California.

The museum's exhibition programming will focus on the contents of the renowned contemporary art collections of Eli and Edythe Broad, which feature in total 2,000 artworks by more than 200 artists and unparalleled, in-depth groupings of works by select artists such as Jeff Koons, Roy Lichtenstein, Cindy Sherman, Jean-Michel Basquiat and many others.

The Broads created The Broad Art Foundation in 1984 as a pioneering lending library for contemporary artworks. Dedicated to increasing access to contemporary art for audiences worldwide, the foundation has made over 8,000 loans to more than 500 museums and galleries around the world. In addition to The Broad Art Foundation's works, the loan program also makes available art from The Eli and Edythe L. Broad Collection. Together, the Broad collections are among the most prominent collections of postwar and contemporary art in the world. For more information on The Broad Art Foundation, please visit www.broadartfoundation.org.

Use apps like Textio and Hemingway to check for grade level and language accessibility.

Use both paragraphs and bullet points to attract more candidates

POSITION SUMMARY

Prepares galleries and casework for exhibitions. Handles and installs artwork for exhibitions, travel, and storage.

DUTIES AND RESPONSIBILITIES

- Read and understand technical drawings and installation instructions
- Prepare exhibition spaces and furniture for artwork, including patching, painting, running cables, cleaning
- Safely handle and install artwork for exhibitions, travel, and storage
- Adhere to the Broad safety procedures
- Other duties as assigned

Remove unnecessary requirements such as a college degree, the need for a car, or museum-specific experience

EXPERIENCE AND QUALIFICATIONS

- At least two years experience handling art or artifacts ~~in a museum environment~~
- Knowledge of best practices and materials for packing and installing artwork
- Ability to clearly communicate with supervisors and fellow preparators is required
- Must be self motivated, reliable and detail oriented
- ~~Candidates must have the ability to provide their own transportation to and from various locations through-out the city where artwork may be located or stored~~

PHYSICAL REQUIREMENTS

- Ability to comfortably lift 60 pounds
- Ability to use tools and equipment for art installation safely and skillfully
- Ability to work at heights over 8 feet

OTHER REQUIREMENTS

Employment is contingent upon a satisfactory background and reference check, which will include criminal reports as well as verifications of employment and educational records. You must be legally authorized to work in the United States for any employer.

SCHEDULE

This position will have a variable schedule. Selected candidates may have periods during which they are not scheduled to work at all, interspersed with periods of heavy workloads and overtime.

LOCATION AND TRAVEL

The Broad is currently under construction. This position may be based at The Broad Art Foundation's current offices in Santa Monica, California until the new facility is complete, at which time the position will relocate to downtown Los Angeles. Local travel throughout the city of Los Angeles may be required.

SALARY

The appointee's compensation package will be based on his or her experience and salary history.

TO APPLY

For consideration, please upload a letter of interest and resume at <https://thebroad.recruiterbox.com/jobs/fk0kl5>. We will only contact candidates chosen for further consideration.

EQUAL OPPORTUNITY EMPLOYER

The foundation does not discriminate on the basis of race, color, religion, ethnic or national origin, age, disability, gender, sexual orientation, veteran status or other characteristics covered by law with regard to employment opportunities.

The statements in this description represent typical elements, criteria, and general work performed. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required for the job.

Add your organization's commitment to diversity, equity, accessibility, and inclusion to make this section more meaningful.