Our News

Issue 5

May 18, 2022

Next Commission-wide Meeting

Thurs., June 23 at 4:00 EDT

Call to Instructors

During the 2022-23 academic year, the Commission will sponsor two class projects. Now is the time to consider if you would like to spearhead this opportunity with one of your undergraduate or graduate classes.

The Commission worked with Susan Squires and her graduate class at the University of North Texas on a research project in fall 2021, and with Bryan Tilt and his undergraduate class at Oregon State on blog posts in spring 2022. Propose an idea to us and give your students hands-on client experience!

CAREER READINESS COMMISSION

Building Careers in Anthropology Conference, Fordham University

"What a great conference! I am still full of adrenaline from it." (Practitioner)

"A fabulous conference! It was fantastic in every way: the speakers, the workshops, the opportunity for interactions…everything! I know my students loved it as well." (Instructor)

"I thoroughly enjoyed your workshop (Skill Building for Success) this afternoon." (Student)

Such were the rich reactions from attendees on May 13 at the conference hosted by the Career Readiness Commission and the Marketing Area of the Gabelli School of Business at Fordham. Anthropology students represented about 55% of the registrants, with the balance consisting of instructors and practitioners.



Many conference attendees in Platt Court

We saw strong participation by area schools including Columbia Teacher's College, Yale, Lehigh, Montclair State, Hofstra, Western Connecticut State, Central Connecticut State, and University of Delaware. The common pattern was for an instructor to attend with several students. Practitioners were primarily local, that is within a two-hour distance from Fordham.

We cover the Conference in detail in this Newsletter.

Update on Year I Workstreams

Group 7, **Articulating Anthropology's Value**, is led by Nazia Hussain. It held its first focus group on May 9. Its purpose was to gather practitioner experiences during the search for a job or project work. The group wanted to understand how and under what circumstances practitioners spoke successfully about anthropology's value or usefulness to an organization. At least one more focus group is planned before the data will be compiled and new tools developed.

Group 4, **Lessons Learned from Departmental Practice Initiatives**, is being very patient as it waits for Briody and Nolan to get their collective act together and review its report. Unfortunately, with all the work required for the Building Careers in Anthropology

Welcoming Remarks

Anthropologist and Clinical Professor of Marketing, **Timothy Malefyt**, welcomed conference attendees in the large McNally Auditorium. **Mohammend Nejab**, Chair of Marketing, also extended a warm welcome. Thanks to Fordham's generosity the Commission was able to benefit from the extraordinary space in the Business School and the professional assistance by its program manager, **Aida Lahood**, her assistants and volunteers, and Marketing's IT professionals.

Our Sponsors

Several of the conference sponsors sent representatives. Daniel Ginsberg spoke on behalf of the American Anthropological Association. Riall Nolan offered remarks on behalf of the Society for Applied Anthropology. And finally, Matt Emerson commented on the sponsorship of the Register of Professional Archaeologists. Each spoke about the importance of career preparation for students—at whatever level of college or university. The Career Readiness Commission enhances what these three associations already have in place in terms of career development. Other sponsors included the National Association of Student Anthropologists, the Consortium of Practicing and Applied Anthropology, and Cultural Keys LLC.



Booths: American Anthropological Association & Career Readiness Commission

Recordings and Slide Decks

All Commission members will have access to the recordings from the three plenary sessions and the 12 workshops. We expect to post this information on our website as soon as it is available to us – probably by the end of May.

Conference, the two were unable to complete this task. Look for the report in the coming month.

Group 2, **Compilation of Existing Training Resources**, will be transitioning in the upcoming weeks. A new set of leaders and members will take over the work of Kira Collins and Claire Sigworth as soon as the tagging strategy for the resources is finalized.

Finally, a set of astute, tech-savvy volunteers met on May 6 to offer their thoughts on two features of the work of Group 6—the **Future of Practice**. The focus of this discussion was to gather additional input on platforms that could be used by the Commission for both networking and online events. A key point was that technology continues to change rapidly so that the platform of today will unlikely be the platform of tomorrow. At the same time, introducing new platforms to Commission

Plenary Speakers

As the first speaker, **Elizabeth Briody** introduced the Commission's work. She focused on the Commission's goal and rationale, its seven workstreams, and various products: website, World of Work Blog, one-page "tools," reports, workshops, and sponsored class projects. She discussed "spreading the word" about the Commission through the Newsletters, Commission-wide meetings, meetings with many anthropological association boards, and presentations at conferences. To imagine that all this work has been accomplished by volunteers since the Commission was launched 12 months ago was astounding.



Elizabeth K. Briody, Gillian Tett, and Riall W. Nolan

Gillian Tett, Chair of the Editorial Board and Editor-at-large, U.S. of the *Financial Times,* was the second plenary speaker; she presented right after lunch via Zoom. Her topic focused on communicating anthropology to others. She used the image of a domino to make a critical point. One side of the domino represents ideas and information with which a person is familiar. The anthropologist taps into that area of familiarity and then plays the other side of the domino—by introducing something new in the form of anthropological insights.

Tett also spoke about the importance of communicating crisply and clearly to one's audience. While anthropologists discover the many "shades of gray" in their research, there is value in communicating in simple statements—soundbites, if you will—so that the message will be received and resonate.

Riall Nolan's plenary talk, "The Way Forward," rounded out the day. He pointed out that there is no agreed-upon, overarching model of training for anthropology students. Similarly, the education provided in U.S. colleges and universities does not typically equip students with the skills needed in today's workplace. While students may be able to diagnose and critique, they are unprepared to engage in problem solving: identify, implement, and evaluate solutions. Nolan sought input from the audience as he outlined Year 2 of the Commission's work:

1. Building ***capacity*** in instructors and departments for better preparation
2. Developing professional ***components*** for training
3. ***Connecting*** practitioners with one another and with the academy
4. Promoting a ***literature*** of practice
5. Increasing and enhancing our ***public presence*** and voice.

members (of a certain age) had the potential to be challenging. The group suggested that Zoom is still a useful platform for both Commission-wide meetings and other online events (e.g., webinars), while LinkedIn could potentially serve our purposes as a networking platform.

Components of Applied Anthropology Training Programs

The U.S. is fortunate to have some excellent examples of applied departments and a growing literature on how they operate. The Commission hopes to build on this work by speaking with practitioners and instructors about their own views of the key components of training programs. Part of the rationale is that practice, like technology, is fast-changing and must adapt to new workplace conditions. When a small group of volunteers met

Workshops

Three blocks of four workshops were scheduled: one block in the morning and two blocks during the afternoon. Attendees chose one workshop in each block which appealed to them, given their role and stage of career development. Each of the 12 workshops was scheduled for one hour.

Based on what we have heard so far, all workshops got great reviews. Each was designed to begin with an overview of the topic, followed by some interactive component such as an exercise or open discussion.



Jennifer Studebaker's workshop was called "Rework Your Teamwork: Techniques for Leaders and Team Members." She noted that anthropologists are not usually encouraged to collaborate outside of the context of the advisor/student relationship—which plays into the narrative of the "lone wolf" anthropologist. And yet, teams are critically important. Jennifer's key questions included: Why work in a team? What makes a successful team? How do you work in a team? How do you keep a team growing and learning? For the exercise, she asked participants to work in small groups of three to four and come up with two or three norms they would all want if they were working together on a team.





Patti Sunderland's workshop, "Bringing Anthropology into Consumer Research," helped participants understand that when anthropological research works well, it can change our assumptions. For example, children are drinking less and less milk today. We assume that moms are the target for the advertisements since getting kids to eat and drink is a mom job. Yet, there are ways to break down that assumption such as making Dads a partner in the effort, pouring milk into

on May 5, each first completed a free list of the top eight elements that should be part of an applied program. A discussion followed which, as you might guess, emphasized the importance of experience using an array of methods, having access to practitioners as class and departmental speakers, professional development skills, and internships.

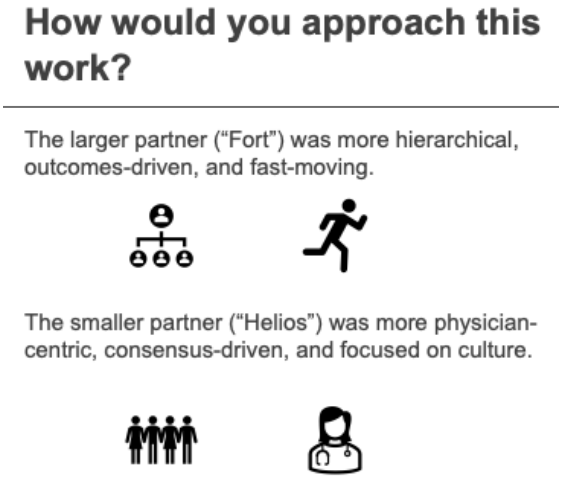
World of Work Blog

A new set of volunteers, shepherded by Priscilla Linn, has formed to solicit blog posts from students, practitioners, and instructors. Ideally, we would like to publish a blog post related to some aspect of careers at least twice each month.

For those of you who enjoy reading these short posts, please go to our LinkedIn page and sign up there. That way you will be notified automatically

a colored glass, not limiting milk to meals, or changing the milk up so it is frothed or has chocolate syrup added.

Barry Dornfeld and **Daphnie Pierre's** workshop was called "Organizational Consulting and the Anthropological Lens." The exercise was an actual case in which participants, working in groups, had to figure out whether the two hospitals should merge based on their cultural characteristics.





Beth Holland's workshop, "Nailing the Interview," was designed with the job seeker in mind. She advocated applying an "employer-focused mindset" to all aspects of the job search. The exercise portion asked attendees to put themselves in the shoes of an employer when answering job interview questions. For example, when asked: What experiences and skills make you a great candidate for this position? a good response includes:

- Specific and relevant experience and training
- Understanding of the details in job description for the position
- Consistent, purposeful pursuit of endeavors within the industry.

Riall Nolan's workshop, "Professional Development Using Learning Contracts," targeted students. Based on the work of Malcolm S. Knowles, learning contracts are aligned with one's own goals and are self-designed and assessed to build professional capacity. They are quite useful for practitioners who typically work on many different projects that require new skills and knowledge. They consist of four steps:

1. identifying one's objectives
2. specifying the learning strategies, resources, and activities
3. deciding what counts as evidence of learning
4. employing assessment standards to judge success.

Riall offered many tips which could be applied in the exercise linked with the four steps.

Tip:
Use your network to find other people who have had this same issue.

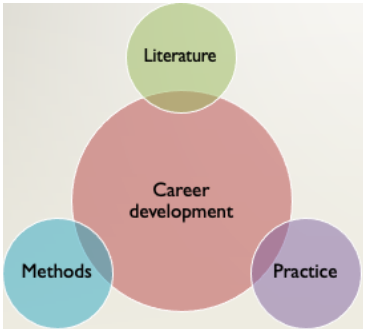
when a new post is published.

Some Interesting Questions for Our Collective Attention

1) What would be a persuasive elevator pitch to convince parents that having their child major in anthropology is an excellent decision?
2) How should the Commission support instructors who want to learn the best ways of teaching anthropological practice?
3) What can the Commission learn from the experience of CRM (Cultural Resource Management) and Applied Sociology as they sought to become more professionally oriented?
4) What are the strategies students might use to "push" practice in their



Heidi Bludau's workshop, "Teaching Students to Practice," appealed to instructors. She helped attendees think through and plan an outline for a syllabus that would "teach students the skills and knowledge specific to anthropology that they need to prepare for future employment." This graphic represents a conceptual view of her course—one of many. As the workshop moved through various topics, attendees actively participated. She identified several methods to which students were exposed (e.g., social impact assessment, program evaluation) and asked what other methods would be suitable. She also discussed the value of the placement requirement in a local organization and the assignments associated with it, and again asked for other input.





Tim Malefyt and **Bob Morais** currently teach in two different NY-area business schools but spent much of their careers as practitioners. Their workshop, "How to Straddle Academic and Industry Jobs," was particularly appropriate for instructors interested in practice or a career reset, or practitioners seeking to strengthen their connections with the academy. They offered examples applying theory and method in industry settings, as well as incorporating industry experience in the classroom. Their exercise involved crafting an "elevator pitch" for whichever of the two outcomes attendees desired.

Elizabeth Briody's workshop, "Getting Networking to Work for You during the Job Search," stressed the value of casual relationships or "weak ties" when looking for an internship or job. These weak ties enable the job seeker to tap into many different networks for a helpful job search technique: the informational interview. Attendees paired up during the exercise to learn about their partner's current (or past) job and obtain any career advice. They practiced asking questions about their partner's work, a typical/composite day, features they liked or disliked, and any challenging aspects of it. They also inquired about special skills that their

university departments?

5) How might the Commission develop and promote a Practitioner Speakers' Bureau to community colleges, four-year colleges, and universities?
6) What are all the ways that an anthropology course could change to get students to experience working collaboratively with their classmates?
7) What are the best communication media or forms of communication to connect with students?
8) How might we encourage instructors to reach out to their alums as potential sources of information and mentoring for students?

Please post your thoughts and ideas on our LinkedIn page! What a great way to start a conversation.

partner had to acquire, about how the hiring process works, and whether their partner might recommend others that might be up for an informational interview. Time for reflection and note taking about what was learned followed.

It was remarkable how our workshop presenters were willing to go the extra mile. **Jennifer O'Neil's** workshop, "Does Your Elevator Pitch Position You to Open Doors," targeted her elevator pitch training to anthropology students and practitioners, even though her professional work involves career advising at the Gabelli School of Business. She laid out the key steps for attendees:

Step 1 WHO are you and who do you help?
My name is _____ and I am a _____(specific expertise)

Step 2. What do you do?
I am passionate about _____and motivated to _____
(sense of purpose and motivations)

Step 3. What makes you different and WHY should they care?
My greatest contribution is _____ or I am most proud of _____

Step 4 What do you want?
I am looking for a position that _____(aspiration beyond getting a job)

Step 5 Call to action
Does that resonate with you? _____Is that similar to your culture/organization? _____

Phil Surles' workshop, "Anthropological Storytelling & Social Media," challenged attendees to use social media for "telling your story and building your personal brand" as well as "discussing your work in relatable and engaging ways." He provided advice on knowing the audience and the story a person wants to tell. Next, it is important to create a narrative, sharing only the most relevant data. Finally, one reads and edits the story to improve clarity, simplicity, and tone, among other features. Phil offered to "workshop" some of the stories and share them online via a Wenner-Gren project called *Anthropologists on the Public Stage*.

Autumn McDonald offered a workshop called "Skill Building for Success" which focused on three skills: executive presence (i.e., exhibiting confidence and being perceived as confident and competent), project management, and qualitative research interviewing. When



Ina Rosenthal-Urey Mentorship Program

Some instructors encouraged their college juniors to apply for this award offered through the American Anthropological Association. At least 30 juniors applied; up to three of them will receive the award. Winners will be mentored by both a practitioner and an instructor between June and November. The mentors are chosen with the student's stated interests in mind.

Next Newsletter

Our next Newsletter will be out about mid-July. It will be far shorter in length! After all, summertime is just around the corner.

Commission Website

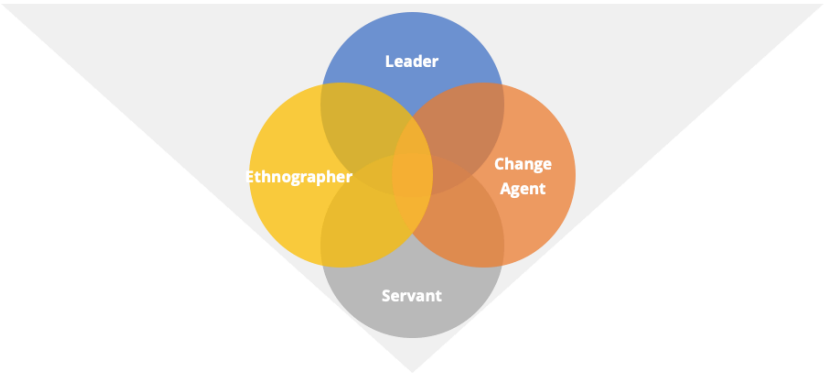
From time to time, visit our website: anthrocareerready.net.

her workshop ended, attendees asked if she would be willing to hold a follow-up workshop for them on qualitative interviewing; she agreed to do so and is in the process of scheduling it.



One other example of going the extra mile involved **Matt Emerson**. He and other attendees were awaiting the arrival of **Robert Adams** who was running a litte late for his workshop on "Becoming an Entrepreneurial Anthropologist." Matt, an archaeologist who has worn many hats, thought to himself: "I'm an entrepreneur; I can lead this discussion until he gets here."

By stepping in, everyone benefitted. Attendees were able to learn from two different professionals—one who currently leads field schools for the Register of Professional Archaeologists, and the other who works as a consultant for ThomasLeland. In many ways, several of the features



pertaining to Robert's consulting roles—leader, change agent, servant—might have applied reasonably well to Matt.

Food + Networking

Food has a way of bringing people together. The food served at Fordham was varied and delicious! Attendees enjoyed a continental breakfast with Starbucks coffee. The lunch menu was Mediterranean—pasta, chicken, salads—and no one will forget the famous New York cheesecake. At the conclusion of the conference, hors d'oeuvres were served and a cash bar was available.



Matt Artz works very hard to keep it updated and fresh.

Video promotions about the Building Careers in Anthropology Conference

Just an FYI: Matt Artz produced three short videos highlighting three of the 12 workshops. The first is of **Robert Adams:** https://youtu.be/bfQgbdcXrXQ
The second is of **Jennifer Studebaker:** https://youtu.be/f8V-p-lvOMQ
The third is of **Beth Holland:** https://youtu.be/xY16laL8jMc

As a 2nd Reminder: Conference Recordings and Slide Decks

All Commission members will have access to the recordings from the three plenary sessions and the 12 workshops. We plan to post this information on the Commission's website as soon as it is available.



A spirit of community pervaded the conference. Attendees commented on the energy present, the interest in learning, the desire to be helpful, and the prevailing sense of welcome.





And of course, people posed for many pictures, only a few of which we can reproduce here.





A closing thought:

"The conference was an inspiring source of guidance for students and faculty, and a very welcome opportunity to exchange ideas with colleagues in person. Assembling with our tribe without a digital platform as intermediary helped me rekindle some of the professional energy which had been sapped by the pandemic. Thank you!" (Practitioner)