DEPARTMENTAL EXPERIENCE WITH APPLICATION AND PRACTICE

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INTRODUCTION

Most anthropologists involved with practice and application believe that academic departments need to do more to prepare students for careers outside the academy. Within departments, however, the extent to which career preparation is done, the forms it takes, and the obstacles to be surmounted are neither well known nor well understood.

We set out to investigate this by identifying initiatives taken by some of the most proactive U.S. anthropology departments to promote practice and application. We also wanted to explore factors relating to the success or failure or these initiatives.[1]

Like most of the Commission work, we used *rapid assessment* research techniques focusing on discovery rather than verification.[2] In situations of unfamiliarity and/or uncertainty, rapid assessment can provide an early look at salient information, which can later be used to focus more detailed investigations. Rapid assessment can give us a sense of things like variability, range, significance, prioritization, thematic content, and patterns, within a given context.

We kept two things in mind during our investigation. One was *optimal ignorance*; we focused on key areas of direct relevance, and left others temporarily behind. The other was *appropriate imprecision*; we kept our findings simple, rather than "drilling down." We sought above all to identify key themes and patterns of particular interest, significance, or impact in the development of applied programs. (See Appendices A, B, C, and D for additional insight and commentary that directly contributed to the combined content of this report.)

DATA AND METHODS

To begin with, we identified instructors at institutions that had experience in application and practice. We conducted interviews with 13 instructors in anthropology departments at 13 institutions: nine public research universities, two public colleges, and two community colleges. All departments had programming or coursework in applied and practicing anthropology. Four of the 13 departments offered applied programs as a named concentration, master's degree, or certificate.

Semi-structured interviews were conducted remotely using audio recordings. Transcriptions were done both manually and with voice-to-text technologies. Interviews were conducted during October and November 2021. Our interviews covered several basic questions:

- What kind of application and practice programming was tried in your department?
- Why were these choices made?
- Were the changes successful or unsuccessful?
- Why did things turn out as they did?
- What advice would you offer other departments?

We used content analysis to identify themes and patterns across the interviews. Several members of our team worked independently and then collaborated to compile what emerged as salient. Our early drafts are included in the three Appendices.

TYPES OF APPLIED APPROACHES

Differences in approach were apparent across the different programs (See Figure 1). We selected three types of approaches as examples. These approaches vary in many ways, including the effort involved, the extent to which application and practice are integrated into the curriculum, and the prominence of applied and practice content within the university.

Stand-alone courses typically involve an individual instructor who teaches an applied course or possibly, several such courses. These courses require departmental approval. They may or may not be cross listed with other departments.

Figure 1: Types of Approaches to Application and Practice

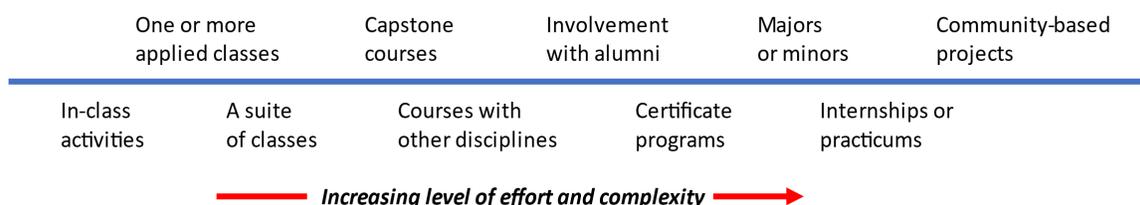| Stand-alone Courses	Certificate Programs	Applied Anthropology Programs
• Offered in anthropology programs by individual instructors • May be cross listed with other departments • Require departmental approval	• Entail developing and teaching a cohesive set of courses by several instructors • Often cross-listed with other departments • Require at least Dean approval	• Involve a collective effort by instructors to create and teach courses with a problem-solving component • Typically entail experiential learning • Require Dean approval

A second approach is that of a *certificate program*. Courses listed as part of a certificate program typically include content found outside of anthropology (e.g., user experience, design, marketing) within the curriculum; these courses are often cross listed across departments. This offering becomes a collective effort, as multiple instructors are usually involved. Approvals beyond the department are usually needed.

A third approach is that of an *entire anthropology program* dedicated to application and practice. Here, instructors integrate application and practice into most if not all their courses, and instruction usually emphasizes problem-solving. In a robust applied program, students often learn through various forms of hands-on experience (e.g., client projects, internships, or service-learning). Higher-level approvals are required for this type of program.

EXAMPLES OF TEACHING ACTIVITIES

We found that instructors used a wide range of activities to integrate application and practice into the curriculum. Some incorporate readings, exercises, or a "module" into an existing course, components that are relatively straightforward and done with a relatively small amount of effort. More complex approaches include class projects, partnerships with other departments, internships, or long-term community or organizational projects. Figure 2 shows a continuum of activities associated with application and practice that emerged from our interviews, in increasing order of effort and complexity.

Figure 2: A Continuum of Application and Practice Activities

One or more applied classes		Capstone courses		Involvement with alumni		Majors or minors		Community-based projects
In-class activities	A suite of classes		Courses with other disciplines		Certificate programs		Internships or practicums	

→ *Increasing level of effort and complexity* →

Level of Effort

The engagement and approval of additional parties—whether internal or external to the department or the institution—are required as the level of effort increases. It is relatively easy to tweak an existing course, but harder to develop a set of new courses. Having more than one instructor involved may make some tasks easier and others more complex. In any case, someone needs to take the initiative. One interviewee summed it up this way: *"You have to have a champion. You have to get buy in and time from other people."*

Application and practice can be presented piecemeal, or in an integrated fashion. Integration fosters cohesion and consistency in training, as well as developing among students a sense of belonging to a cohort. One instructor remarked, *"Listen to your students. What do they need, and what do they want?"* Another stated, *"The way the major is structured resulted in students feeling that really strong connection to the program; they've graduated, but they still feel that kind of link in terms of identity but also practical links."*

Level of Complexity

Level of effort and complexity are related. As one moves across the continuum of activities, more input is necessary from more people—instructors, staff, administrators, and organizational and community partners. Thus, a convergence of interests is required to initiate and sustain a dedication to application and practice. Without such agreement, programs may be associated with (and limited to) one or two instructors, rather than being incorporated fully into the program's culture. An instructor put it this way: *"The college just revised and implemented a new core curriculum in the last couple of years, where there's a lot of emphasis now on what they call professional development…What can you do with a degree in anthropology? That's what I'm thinking about and what I'm trying to work on."*

CHALLENGES AND CONSIDERATIONS

A number of issues came up in our discussions with instructors, in connection with the factors which influence the success or failure of changes in academic programs. Here are some of the most important.

College and University Policies

Recruitment, tenure, and promotion policies can serve as a barrier to the introduction of application and practice into anthropology curricula. Anthropologists who engage primarily in applied and practice-related activities are not often considered for positions in many anthropology programs. Even among our sample, respondents said that departmental selection committees generally seek candidates with a track record of devoting significant time and energy to basic research. This same pattern is also evident when lower-ranking faculty members are under consideration for tenure or promotion to a higher rank.

One instructor remarked*, "In many places there is a competition between theoretical or academic training and applied training. That is a theme that you will face—the high value placed on the autonomy of the researcher/teacher compared to the situation of the applied anthropologist. That's a big deal."* Another commented*, "Trying to sell this (the value of anthropology) to the general public versus to the academic reward system has always been a conflict. Often, people would do the 'right' applied thing, but it wasn't in their long-term interest for promotion and pay raises."* Another was even more blunt: *"Don't do it when you're trying to get tenure."*

Making Programs Successful

Even when colleges and universities encourage application and practice, programs face other obstacles. For example, labeling something in a curriculum "applied or practice-oriented" does not necessarily mean that it actually helps prepare students for careers in practice. Nor does it necessarily build faculty skills in teaching application and practice. Knowing *about something* is not the same as knowing *how to do something*.

Some departments offer "professional development courses" which focus on specific skills such as communication, project planning, teamwork, and proposal writing. Some interviewees recommended that such content be broken up and distributed throughout the curriculum. One interviewee advised, *"Have students learn a form of communication that is not just academic writing. Make a useful product that is not an academic paper."* Internships, ongoing field projects, and laboratory work can also offer students opportunities to practice professional skills. Such opportunities are, however, often missing from programs, even in our sample.

Two observations arise from our discussions about professional development courses. One is that such courses should focus not just on getting a job (e.g., on resume preparation) but also on basic aspects of doing a job. Secondly, such courses should come earlier rather than later in the degree sequence.

Resource Needs

Low staffing levels can be an obstacle to success. When only one or two faculty are involved, time commitments are high, which may have negative effects on instructors' career prospects. Applied and practice courses which are not offered regularly may fail to build capacity in both students and instructors and may signal the marginality of these topics within the curriculum. Finally, sustaining a

focus on practice and application requires both internal and external financial resources. It is our impression, from our quick review of programs, that few departments have set up such arrangements.

Connections and Networks

Establishing and expanding external networks is essential in anthropology programs with an orientation to application and practice. Such networks include outside practitioners (particularly those who are program alumni), outside organizations which use anthropologists, and the communities surrounding the university.

These connections enable departmental members to access outside resources and gain information while allowing those outside groups to benefit from the work of students and instructors, while providing them at the same time with a potential pool of good job candidates.

Some programs bring in practitioners regularly to lecture or mentor students, while others incorporate practitioners as adjuncts or visiting faculty. Connections with alumni can involve regular mentoring discussions or get-togethers at events such as career forums or job fairs. One interviewee noted the importance of *"… the alumni's experience and their knowledge of how they used their degree to find a first job and get a foothold in the labor market, and then how that first job might develop into a career or profession…."* A few other programs have linkages with organizations or communities beyond the campus which become pipelines for students into internships, practica, and employment.

While our interviews revealed numerous opportunities for fruitful connections beyond the academic institution, many of those potential linkages seem to have remained largely untapped by anthropology programs.

Linkages within the university itself are also beneficial. Such connections can strengthen anthropology's core offerings while complementing others. Through linkages such as cross-listing, joint teaching, or joint projects, anthropology departments develop a better understanding of how various professional disciplines (e.g., engineering, nursing, business) prepare their students for careers – understanding which they can then use to improve their own programs. As one instructor remarked, *"Building strong relationships with other departments where this kind of practice is directly relevant, that's very important."*

Formal connections with other departments were infrequent across our sample. When connections existed, they generally took the form of certificate or joint-major arrangements. When attempts were made to create a pipeline between community colleges and nearby four-year institutions, the path was not always smooth; courses related to application and practice taken at community colleges were often not accepted for full credit.

Program Sustainability

Sustainability is of course a major concern when introducing practice into the curriculum. Some of the activities we have noted here are relatively undemanding in terms of time and commitment. Others, however, require a substantial level of effort which must be maintained over time. For instance, internships or community-based projects generally require both multi-year, multi-instructor commitments and a continuous search for new connections at regular intervals.

Several interviewees commented on the need to maintain the emphasis on application and practice that had been initiated. *"Figure out how it can last beyond you,"* said one interviewee, referencing the fact that many initiatives are the work of a single faculty member. Another stated, *"You've got to be persistent at this stuff…it takes a while to build a program. You've got to stay the course. You've got to stay with it."*

A closely related issue is the extent to which curricular changes are embedded within the institution. Written policies for rotating faculty members' teaching assignments, firm budget lines supporting curricular change, the establishment of a named certificate related to practice, and/or changes in recruitment, promotion, and tenure policies are all examples of how change is embedded. Keeping good records is also an important part of maintaining and strengthening changes. One instructor commented: *"We did some things that have then become part of what the institution does, and so that's good for us, because then it strengthens what we're doing."*

DISCUSSION

Main Findings from the Survey

Our survey of selected departments pointed to a number of important patterns.

1) Practice and application are a minor emphasis in most programs.

Practice and application have rarely held a central position in most anthropology programs. Nor do they today. With the exception of a few dedicated degree programs, teaching related to application and practice generally exists at a minimal level.

2) There's little if any cohesion in how practice and application are taught.

Our findings revealed virtually no standardization of anthropology programs across our sample, and we suspect that this is true for the nation as a whole. Each department, in effect, constructs its own curriculum. In our interviews, we found little discussion about the pedagogy of practice, and in particular, little emphasis on the theory/practice connection. Moreover, within most departments, each instructor inherits existing courses or designs his or her own courses. In many programs, coursework appears to be piecemeal. Departmental offerings seem to reflect the interests of individual instructors more than they do widely shared ideas of what anthropology students should learn.

3) Practitioners themselves are conspicuously absent from most programs.

There seems to be a general inability or unwillingness to hire instructors with experience in application and practice. Although it is possible to teach about practice without ever having had practice experience oneself, this lack of experience makes it harder for instructors to design appropriate activities, develop relevant networks outside the department, and advocate for a prominent role for application and practice within the department.

4) There is little policy support for practice and application in most institutions.

Recruitment, tenure, and promotion policies at most of the institutions we looked at do not generally recognize application and practice, much less encourage it. Instead, they emphasize more "scholarly" pursuits centered on theory, research, publication, and securing grants. As we learned, younger faculty are routinely discouraged from engaging in practice-oriented activities or teaching—at least until they get tenure.[3]

5) Methods, if taught, are often unrelated to problem-solving and change-making.

Methods are not a focal point of emphasis among our interviewees, a pattern consistent with findings from our earlier Delphi analysis (Nolan et al. 2021, Nolan et al. 2022). Instead, more attention seems to be placed on teaching theory.

We know from previous research that practitioners routinely engage in problem solving for organizations and communities, contributing useful insights, advice, and recommendations.[4] We also know that many if not most of the organizations that practitioners work for are engaged in activities directed at change and improvement of one kind or another.

In most of our departments, however, there is neither an expectation that anthropology students acquire a problem-solving orientation, nor a willingness among instructors to promote a solutions mindset or to introduce models for planned change into anthropology programs.

6) There are few mechanisms for promoting the sustainability of introduced changes.

Many of our respondents mentioned how important – and difficult – it was to ensure that changes to a program lasted through time. Innovations often disappear, for a variety of reasons (e.g., staff departures, leadership mandates, changes in department areas of focus, student recruitment initiatives). As evident in our interviews, sustainability of initiatives related to application and practice emerges as a key issue. Thus, there may be little in the way of a "build effect" where the efforts of one cohort of instructors are carried forward, and added to, by others. As Fredrik Barth (1967: 668) pointed out long ago, "institutionalization, not innovation alone, is the true hallmark of social change."

The Broader Context of Disciplinary Change

Although our focus in this survey was on the experience of individual departments, both we and our respondents were very aware of the wider context within which anthropology programs exist and operate. It is worth noting some of the salient characteristics of this wider context.

1) A discipline conflicted on matters of ethics and change.

Anthropology as a discipline has always seemed to have had a difficult relationship with power, and with the participation of their members in work outside the academy. Although ethics is integral to the success of the work of anthropologists, the discipline has been slow – and reluctant – to acknowledge and address the variety of ethical issues arising from practice.

Anthropology has had an equally difficult time accepting the fact that most practitioners, in one way or another, are in the business of crafting and promoting change. It is only recently, in fact, that serious discussion has arisen on the nature of anthropological "engagement," despite the

fact that practitioners have been engaged with many of society's most pressing issues for decades. Anthropologists have begun to call for the discipline to move "towards informing change for the better" (Podjed and Gorup 2021: 2).

The neglect of an orientation to change and the ethics of change within anthropological training is detrimental to anthropology and to social science generally. Briody and Meerwarth Pester (2014: 29) commented, with respect to the 2012 American Anthropological Association's Principles of Professional Responsibility:

> *Only four occurrences of the word 'change' appear… and none of them refers to changes in the culture of the group involved. There is no discussion of the notions of "planned change," 'organizational-culture change,' 'cultural transformation,' or 'community change' that are tied to applied research or practitioner work…Thus, we conclude that change is not considered a priority within the ethics code, even if it enhances or improves the current state.*

2) Universities with an emphasis on theory and research.

Institutional culture plays a major role in determining how well application and practice efforts will fare in a given program. The more prestigious and elite R1 anthropology programs, found for the most part at larger research universities, continue to view academic jobs as the most desirable positions for their graduates. These programs do not emphasize the value of practice in the curriculum, nor do they seek ways of institutionalizing career preparation for all workplaces. Instead, they continue to emphasize theory and basic research in their approach to recruitment, promotion and tenure, and to train students almost exclusively for a dwindling number of tenure-track academic jobs.

Colleges and universities which see themselves primarily as teaching institutions may offer a more welcoming environment for efforts to change the training curriculum. And those institutions whose mission includes the preparation of students for the workplace may be particularly receptive to application and practice.

It is unfortunate, however, that many institutions, in their attempts to climb in the rankings, choose to place more and more emphasis on "scholarly" indicators of performance, thus making it even more difficult to bring application and practice into the curriculum.

3) The constraints of the tenure system.

Tenure, as a structural feature of US higher education, is not going away anytime soon. As most anthropologists will readily appreciate, however, the tenure system functions as a social control mechanism, a cultural "enforcer" designed to promote stability and conservatism.[5] Resistance to practice within anthropology departments is directly tied to the demands of tenure policies.

Efforts to reform the tenure system and to make it more accepting of practice within the discipline of anthropology have, for the most part, failed. The discipline, as a whole, has shown little interest in tenure reform. It may be that in the future, tenure will become more tolerant of practice, but it is hard to see how this will happen on its own. In the meantime, it may be that the best options for practice – both for instructors and for students – lie with those institutions

with a clear teaching mission, and with those institutions which do not have tenure systems at all.

4) Minimal support from national associations.

Career-related resources from national organizations can be enormously helpful to students, practitioners, instructors, and those seeking a career reset. And indeed, national associations have begun to respond to issues of practice and career development. Yet, our interviewees did not comment on the career value of the national/international associations.[6]

Unfortunately, there is still opposition within the associations to application and practice just as there is in within anthropology departments themselves. Decades ago, a brief proposal for certification by the National Association for the Practice of Anthropology and the Society for Applied Anthropology proved quite controversial and was soon dropped. The topic consistently crops up from time to time, but each time it is met with significant resistance.

5) Little understanding of anthropology by the public at large.

Despite an increase in emphasis on what is called "public anthropology" in recent years, awareness of the value of anthropology among the general public remains quite low (Tett 2021; Abram and Pink 2015). Our earlier Delphi surveys of practitioners (Nolan et al. 2021, Nolan et al. 2022) revealed that many practitioners felt that they had not been well prepared by their programs to explain anthropology to supervisors, colleagues, and the public at large. In particular, respondents noted that workplace colleagues were specifically interested in knowing how anthropology would help the organization do its work. This recalls John van Willigen's prescient comment (1986: 215) that rather than worrying about whether a particular job is "real" anthropology, students should think instead about how to use their anthropology to help people solve problems.

6) No clear plan for the discipline going forward.

In the past several decades, we have seen enormous changes in both the academic environments in which anthropology emerged, and the wider society which surrounds these. The solution to many of our so-called "grand challenges," both here and abroad, require the kind of social knowledge and anthropologists excel at generating.

Despite this, there seems to be little sense of a plan or strategy for the discipline as a whole. Decades ago in 1981, Rynkiewich and Spradley observed:

> We are doing all this [work] in anthropology is a planless sort of way. . . with no understanding or knowledge of how we are distributing manpower in anthropology, and therefore, necessarily no understanding of how we should distribute our efforts except through rarely voiced but deep prejudices that the best schools should concern themselves with the most esoteric work in the most ivory tower manner. . . (1981: 179-180).

This situation is exacerbated by the low levels of communication that occur across departments or institutions, and the limited agreement among either departments or institutions as to what constitutes an acceptable core curriculum, let alone a set of standards or best practices.

Consequences for the discipline result when anthropology programs do not share some basics (e.g., methods, theory, practice); high levels of variation lead to differential outcomes, a situation that is problematic for students and potential employers.
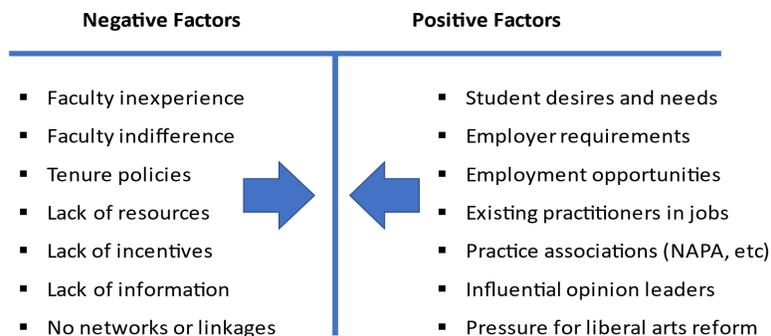
CHANGING THINGS

What does this preliminary assessment tell us about where to go next? How can we encourage and support changes in how our academic programs prepare students for careers in industry, non-profits, and government, in addition to academia?[7]

One approach (See Figure 3) is to examine the current situation in terms of a *force field* containing positive and negative factors. A force field sets out those positive and negative factors which create or support the status quo. Once these factors are itemized, we can do several different things:

- Increase positive factors;
- Decrease or eliminate negative factors;
- Bring new factors into the picture.

Figure 3 below illustrates a force field, based on our survey findings, of those factors which influence efforts to bring application and practice more fully into academic programs.

Figure 3: Force-field Analysis

Negative Factors	Positive Factors
Faculty inexperience	Student desires and needs
Faculty indifference	Employer requirements
Tenure policies	Employment opportunities
Lack of resources	Existing practitioners in jobs
Lack of incentives	Practice associations (NAPA, etc)
Lack of information	Influential opinion leaders
No networks or linkages	Pressure for liberal arts reform

To increase the **positive factors,** we can:

- Develop mechanisms for linking student groups together to discuss shared concerns relating to training and employment.
- Work with practitioners in specific sectors understand what they do and how; and feed this information to departments.
- Publicize the work of the Career Readiness Commission among the major professional associations.
- Identify opinion leaders within the discipline and help them advocate for the reform of tenure policies.
- Identify institutions where curriculum reform seems possible, and work with them to develop model programs.

A variety of steps should help minimize or eliminate the influence of **negative factors:**

- Develop joint training sessions involving practitioners and instructors to address specific aspects of teaching practice.
- Develop and publicize resources and guidelines addressing issues of curricular change.
- Explore and address aspects of faculty indifference, reluctance, or opposition to the teaching of practice and application.
- Conduct a detailed examination of tenure arrangements and procedures on selected campuses which have successfully modified these to include practice and application.
- Survey current and potential sources of financial support for practice-oriented activities within departments and make this information available to departments.
- Identify and examine non-monetary incentives to support and sustain applied programs.

What **new factors** might be brought into this mix, to promote changes?

- Create a national directory of practitioners.
- Establish an "invisible college" of instructors—a small informal community of faculty members who interact with one another outside of formal channels, exchanging ideas and supporting one another. Such a group would be at the forefront of curricular innovation and could spread ideas and experiences throughout a wider network.
- Create checklists, outlines, case studies, metrics, and templates to assist with teaching application and practice.
- Encourage a broad "community of practice" by creating one or more online platforms for practitioners to connect with one another, and with students and instructors, to share ideas, and exchange news and information relevant to their work.

All these ideas can be broken down into discrete steps or projects. Some projects are short term. Some are longer-term undertakings, more process-oriented and developmental. Some can be done by the Commission and its members, while others require participation by others. Short-term, for example, we can design workshops and Zoom sessions on specific topics and common concerns, offering them on a regular basis. Longer-term, we will need to address structural issues, such as tenure reform.

IN CONCLUSION

Anthropology today is at an inflection point. There is rising interest in anthropological practice and application among practitioners, students, and instructors. As a result, there is increasing need to transform the way our students are taught, to enable them to take advantage of those career opportunities now existing beyond the academy. Building departmental capacity for application and practice will also help to transform the way anthropology is understood – and used – in the public sphere.

This investigation has looked at some of the factors that are driving, challenging, and inhibiting efforts within the discipline to bring practice and application more fully into academic training. The barriers to change are numerous, varied, and complex, and will require sustained commitment to overcome.

One of the main goals of the Career Readiness Commission is to provide encouragement, support, and practical ideas for transforming academic training, and to bring these to the attention of the discipline. Awareness is a necessary first step toward action, and eventually, resolution. This transformation will take time and be difficult, but if we do not try, then things will stay the same.

CONTRIBUTORS

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A companion study completed by Dr. Susan Squire's University of North Texas graduate design anthropology course (Fall 2021) has already helped inform the Commission's work.

NOTES

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[1] This work builds on two previous investigations into applied programs (Briody and Nolan 2011; Briody and Nolan 2013).

[2] See Sangaramoorthy and Kroeger 2020; Beebe 2014; Isaacs 2013.

[3] Tenure and promotion issues were identified by Briody and Nolan (2011; 2013) as a key constraint to the adoption and use of application and practice in the curriculum.

[4] See, for example, Studebaker et al. 2022; Nolan et al. 2021, Nolan et al. 2022) and many other sources (Moussa, Newberry, and Urban 2021; Youngblood and Chesluk 2020; Miller 2018; Denny and Sunderland 2014).

[5] In discussing the upbringing of children in Samoa, Margaret Mead made an observation which has direct relevance to the tenure system in most universities:

> *The longer a child is kept in a subject, non-initiating state, the more of the general cultural attitude it will absorb, the less of a disturbing element it will become. Furthermore, if enough time is given them, the dullards can learn enough to provide a stout body of conservatives upon whose shoulders the burden of civilization can safely rest. Giving titles to young men would put a premium on the exceptional; giving titles to men of 40, who have at least acquired sufficient training to hold them, ensures the continuation of the usual. It also discourages the brilliant so that their contribution is slighter than it might otherwise have been (1928:224.)*

[6] Over the last few decades, national associations have given at least some attention to issues of practice and of careers specifically. For example, the American Anthropological Association has produced guidelines for tenure and promotion review, and a series of career-related webinars on the job search and on types of employment. Since 1990, the National Association for the Practice of Anthropology has operated its Mentor Program, which has expanded to include a variety of other career resources. Since 2007, the Society for Applied Anthropology has sponsored a student-led podcast team which creates podcasts of key sessions at the annual meetings and makes them publicly available. From its home page, the Linguistic Society of America has a link to various professional development resources and careers. It also began offering a Linguistics Career Launch (or boot camp) in summer 2021. The Society for American Archaeology Career Center provides job and internship listings among other services. The American Association of Biological Anthropologists has a robust set of job postings, though they are largely university (i.e., teaching and research) based.

[7] Curriculum change requires strong and experienced advocates—individuals with clear ideas of what should be done and the ability to bring these ideas to fruition. In addition, published materials are now available to help instructors wishing to transform their teaching (Redding and Cheney 2022; Briller and Goldmacher 2021; Bakker, Cohen and Faaij 2021; Podjed et al. 2021; Kimmerle 2014; Nolan 2017; 2013; Guerrón-Montero 2008).

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Appendix A: General Executive Summary

Peter Van Arsdale

Introduction: This executive summary is based upon the substantial work of Group 4 team members Angela Ramer, Kathryn Anderson-Levitt, and Jenell Paris, with insights from others. (The work of Aimee Huard, Andrew Lanser, and David Flood is being summarized separately.) Although I'm the newest Group 4 member, I believe that I've been able to capture and synthesize "the essence" of what they have discovered through their anthropology department (and other) interviews. Their contacts spanned 12 universities and colleges, with both undergraduate and graduate programs represented.

Within the overall mission of the Career Readiness Commission, the mandate of Group 4 is as follows: To develop departmental narratives by "interviewing members of Anthropology programs which have implemented some form of practice (e.g., applied courses, internship requirement). This group is intent on identifying both successful and failed attempts so that a set of lessons can be crafted for academic programs seeking to introduce practice."

While likely the most comprehensive venture regarding applied careers, related programming, and professional development opportunities yet attempted by the AAA or one of its affiliates, this is not the first to tackle the issue. For example, the National Association for the Practice of Anthropology (NAPA), through its bulletin series, in 2008 produced *Careers in Applied Anthropology in the 21st Century: Perspectives from Academics and Practitioners*, edited by Carla Guerrón-Montero. I was a contributing author, as was Riall Nolan. In 2017 Riall published *Using Anthropology in the World: A Guide to Becoming an Anthropologist Practitioner.* Several of the organizational and analytic perspectives used in these volumes are employed in this summarization. I also am using several of the analytic insights offered by the student researchers working with Susan Squires, as presented via Zoom on December 7, 2021.

Analytic Perspectives: The interview data that our colleagues have collected is comprehensive in both its spread and depth. That is, we have a wide variety of information accompanied by a good deal of detail. Angela Ramer, our group's initial coordinator, is analysis lead for the "interviewee/ departmental attribute inventory." Kathryn Anderson-Levitt is analysis lead for "what has been tried and why?" Jenell Paris, now the Group 4 coordinator, is analysis lead for "what would you tell other departments as advice?"

I.   **"Interviewee/Departmental Attribute Inventory"**

Of the 12 institutions contacted, 9 are public research universities, 2 are public colleges, and 1 is a community college: Northern Arizona University, Portland State University, St. Mary's College/Maryland, Bunker Hill Community College, Clemson University, SUNY – Potsdam, University of Kentucky, Purdue University, University of Florida, University of Connecticut, Wayne State University, and Oregon State University. The data are available through the commission's archive.

As Angela's summary indicates, amongst them A.A. Sociology (incorporating Anthropology), B.A. Anthropology, M.A. Anthropology, M.S. Anthropology, and Ph.D. Anthropology are "standard" offerings. Many of these incorporate applied programming. Four of the 12 institutions explicitly

offer "applied" in terms of a named concentration, masters degree, or certificate.   As other data indicate, corollary certificates range from business anthropology, to medical anthropology, to body culture landscape. Three of the institutions cross-reference (one each) the closely aligned disciplines of sociology, social work, and gerontology in their offerings. Three cross-reference (one each) urban sustainability, business anthropology, and forensics.

Beyond the "standard" anthropology programs, there is little uniformity to the applied programming (as the subsequent analyses, below, confirm). A number of departments within the United States, not researched here, offer "applied anthropology degrees" by this title, with little uniformity. One in this sample offers a degree by this title.

II.   **"What Has Been Tried and Why?"**

This portion of the analysis features data obtained from the representatives of 10 of the 12 universities and colleges: Northern Arizona University, Portland State University, St. Mary's College/Maryland, Bunker Hill Community College, Clemson University, SUNY – Potsdam, University of Kentucky, Purdue University, University of Florida, and University of Connecticut. Again, the data are available through the commission's archive.

There are several ways to slice the data, without simply reiterating it. First, following Kathryn, is this overview:

10 coursework examples (i.e., in-course assignments)	4 certificate programs
8 courses in applied anthropology, methods, capstones	2 alumni contact efforts
4 graduate courses in applied anthropology	2 cross-campus collaborations

It was noted that four of the campuses have explicitly taken multiple initiatives – Northern Arizona, Portland State, St Mary's, Bunker Hill – while others have considered one or more, not always in integrative fashion.

Another way to slice the data is by using constructs. I suggest that four can be used to consider the major implications of the efforts evaluated. The first construct is *sustainability* – assuming a degree of viability, can the effort(s) be sustained over time?

*With few exceptions, the data suggest that many of the initiatives are what I would term "trials," "pilots," or "one-off efforts." Sustainability is not explicitly apparent.

*Where a career office is involved, it appears that sustainability is more likely. Where what I would term a faculty "career or applied champion" is involved, it also appears that sustainability is more likely.

Second is *capacity-building* – assuming a degree of viability, does the effort(s) build "applied capacity" within, and among, departments? This construct can be operationalized as: Substantively aiding anthropology students within a supportive institutional environment.

*Details on funding are not widely available, but it can be inferred that – for most of these departments – resources for substantive applied development/expansion are modest. A few have received beneficial grants.

*Most of the departments have not explicitly used the phrase "capacity-building," yet all (by implication) are strongly interested in it. Some see it in terms of "in-reach," others in terms of "out-reach," and a few in terms of both [see following section]. Other thrusts also are underway.

*Capacity-building and collaboration/partnering [see below] appear to correlate well. Continuity of leadership which appreciates cross-disciplinary approaches can be inferred as being essential here.

Third is *accessibility/usefulness* – again assuming a degree of viability, is the effort(s) such that students interested in applied careers actually can engage "the essentials" meaningfully?

*Meaningful engagement begins with meaningful coursework (whether in-person or on-line). In this regard, it is useful to categorize the types of courses that are being taught in these departments. Four types can be identified: (1) "Traditional," e.g., on Native American cultures; (2) methods-oriented, e.g., on how to conduct field interviews; (3) issue-oriented, e.g., on agricultural development constraints; (4) immersive, e.g., for experiential or service learning.

*Capstone courses and capstone projects, complementing other applied offerings, show promise as learnings are integrated.

Fourth is *collaboration/partnering* – again assuming a degree of viability, can necessary intra- and inter-departmental collaborations and partnerships that involve "applied principles *writ large*" be realized?

*A majority of the departments surveyed that are attempting some form of collaboration are emphasizing applied principles, broadly. Several see it actualized through the use of a key meta-method (e.g., ethnography), whereas others through a key field activity (e.g., engaging an applied, issue-driven project), whereas others through a key process (e.g., cross-departmental colloquia), whereas others through innovative classes (e.g., ones including both anthropology and non-anthropology majors).

Another way to slice the data is via "in-reach," "out-reach," and "bridging both." The efforts noted can be grouped as follows:

In-Reach	**Bridging Both**	**Out-Reach**
*Certificate programs		*Alumni contacts

for existing students   *Doing client research

*New/targeted courses   *Field trips

< Virtual job shadowing >

*Career explora. seminars   *Informational interviews

*Cross-dept. collaboration   *Certificate programs

*Lab work, usually cross-   for working professionals

 Disciplinary   *Mentoring

< Internships >

Of special note, where records are being kept (e.g., as with alumni contacts and how students benefit), more sustainability seems to be present. Of special note, where a staff person is assigned to the effort, centrally (e.g., as through a career office), more capacity-building is likely underway.

Another way to slice the data is "the why," i.e., why was a particular initiative or set of initiatives tried? Broadly speaking, the findings can be divided into two thrusts: To benefit students and to benefit the department/institution. To the credit of those interviewed, most responses were student-centric. Benefiting students, the following observations (paraphrased) were offered:

  Because graduates will be working in diverse professional environments

  Because of viable career preparation/career readiness needs

  To provide current student and graduated student support *writ large*

  Because students are deserving of support

  Because issues such as "a career is more than salary" and "equity" also must be considered

  To enable students to see what professional anthropologists really do

  To enable students to truly use their degree

Benefiting the department/institution, the following observations (paraphrased) were offered:

  To grow a department's enrollments

  To build a program, in part aided by hiring practicing anthropologists

  To enhance practical campus collaborations and/or external partnerships

Another way to slice the data is in terms of "non-traditional applied tasks" that several departments have implemented: Writing policy briefs, doing research for clients (some of whom pay),

students making presentations to off-campus professionals, virtual job shadowing, and conducting informational interviews.

While some departments demonstrate more silo-ing of effort, and others more collaboration (either intra- or inter-departmental), none in this sample – save one – explicitly indicate that they have made a strong, sustained effort to learn from other departments. It is difficult to infer if systematic outreach efforts benefiting career development -- with the notable exception of Purdue University -- have been made to senior professionals elsewhere (e.g., regarding field projects, mentoring, service learning, seminar sponsorships).

III.   **"What Would You Tell Other Departments as Advice?"**

Jenell has provided a systematic summary of data derived from interviews regarding the question of departmental advice. Taking what I would term an institutional/organizational culture approach, complemented by what I would term a lessons learned/best practices approach, she has summarized and divided the findings into two broad categories: Advice regarding the curriculum, and, advice regarding the anthropology program, department, and university/college. The following represent her interpretations, in her words (paraphrased).

Category 1: Advice regarding the curriculum

Institutions should embed career-readiness initiatives in the curriculum. Career readiness information should be inserted into the first-year curriculum and be extended to the upper level. While valuable to the student, this is also often valuable to institutions which are prioritizing return-on-investment and professional development.

Introduce career pathway opportunities constantly, complemented by various pragmatic techniques. Listen to students. Departmental representatives must ask them what they want and need regarding career readiness.

Students need places for practice (such as ongoing field project settings or learning laboratories), as well as venues for discussing and reformulating practice (such as departmental seminars).

Category 2: Advice regarding the anthropology program, department, and university/college

Efforts should focus on maintaining strong links between alumni, faculty, and current students. Alumni are vital for career networking and guest speaking, and they are "unique" to each anthropology program (i.e., each department has its own set).

Continually share and build awareness of what alumni, faculty, and current students are doing.

There are trade-offs when comparing what a faculty member working alone offers, versus embedding initiatives in an institution. Some interviewees stressed the importance of embedding this work in the institution so it isn't just the initiative (and the burden) of one or two faculty. Other interviewees said it is important for individual faculty to build on the autonomy and energy that

they have, and not wait for a department or institution to realize (read: value) what they are doing.

Systematic attention must be paid to Identifying a department's strengths and weaknesses. Representatives should play to the strengths, rather than trying to correct the weaknesses. University structures must be engaged effectively, with such engagement with administration seen as a form of applied anthropology.

Focus on the identification of resources that are essential for the sustainability of a career readiness initiative. Develop and bridge social capital. Bring in speakers from other disciplines. Collaborate systematically with other departments on campus. Maintain ties with key employers in your area.

Conclusions: A wide range of initiatives have been attempted by the 12 universities and colleges represented in Group 4's work. Based on the three data sets that are analyzed here (of the six total within Group 4), it is apparent that the capacity-building construct (operationalized in terms of substantively aiding anthropology students within a supportive institutional environment) at both the undergraduate and graduate level has been paramount. The other three constructs I used to analyze certain of the data -- sustainability, accessibility/usefulness, collaboration/partnering – also have been addressed, but less consistently. It is apparent that every institution has put a good deal of thought into what can be done better. Some initiatives, particularly those that are cross-departmental, have been very innovative.

Consistent threads across these universities and colleges do not exist. It can be inferred that little systematic communication regarding career development among similar departments within the U.S. takes place. It is not clear as to whether systematic attention has been paid to essential resources such as the volumes by Carla Guerrón-Montero and Riall Nolan.

Work toward diminishing the "departmental silos" that exist in many institutions is underway, but the results are mixed. Cross-departmental efforts seem to be bearing fruit in some places, but details are lacking. Where staff or faculty roles include dedicated assignments as champions of an effort, success seems more likely. Tenured faculty are more likely to spearhead promising efforts, although untenured faculty (such as regular guest lecturers) have much to offer.

University structures must be understood. Administrative priorities must be assessed. Organizational culture must be interpreted. "Top-down" and "bottom-up" initiatives must be employed as appropriate. Target existing strengths.

The ongoing involvement of career offices and officers shows promise. These often afford cross-departmental bridging opportunities. Career readiness initiatives should be embedded in curricula. To the degree that experiential learning (tied to what students say they need) is emphasized, on-campus and post-campus opportunities are strengthened. Ongoing links among alumni, faculty, and students are essential, as are links to prospective employers.

Institutionalizing practice into a curriculum requires sustained effort. It must be integrated, not "an add-on." Methods and design courses are widely viewed as useful complements. Faculty incentives must be considered. The use of an advisory board can be beneficial here.

Marketing (although this precise term was rarely used by those interviewed) is underway widely, and takes on a wide range of interpretations.   There is on-campus marketing and off-campus marketing; sometimes it is seen as "P.R." (public relations).   Letting "those out there" know what applied anthropologists "really can do" often remains a difficult task. Portland State University's "Uses of Anthropology" course tackles this. Wayne State University's applied team-based research also tackles this, from a different angle.

Although the term "applied toolkit" was not used explicitly by any of these respondents except those from St. Mary's College, as developed by NAPA this concept is exceedingly useful. In fact, it captures much of what was shared by respondents, but phrased differently. A viable toolkit builds on what has been studied, practiced, and critiqued. It affords the graduate viable career skills, methods, insights, and marketability.

Special note should be made of the initiatives and interpretations offered by community colleges. The insights offered by faculty associated with Bunker Hill Community College are extremely practical. In consultative work I've been doing with Arapahoe Community College of Colorado, I've found the same thing.

Appendix B: Lessons Learned in Introducing Applied and Practice Initiatives

Sergio López

1. **Interviewee/Departmental Attribute Inventory**

- Group 4 interviewed faculty members in 12 departments that have applied anthropology programs or coursework. The guidelines included in this summary are based on those interviews.

- Applied anthropology in the 20th century and in the new millennium has rarely achieved centrality in the composition and curricula of our leading departments.

- There are far more anthropology graduates than academic positions. Training needs to be adapted to this reality of the market and aim to prepare anthropology graduates for non-academic positions.

- Four of the 12 institutions explicitly offer applied programs as a named concentration, masters degree, or certificate.

- Three of the institutions cross-reference the closely aligned disciplines of sociology, social work, and gerontology in their offerings.

- Three of them cross-reference urban sustainability, business anthropology, and forensics.

- There is little uniformity to the applied anthropology programs.

2. **What has been tried, why, and what has to be considered in applied initiatives?**

- We have observed multiple initiatives: major-minor programs, certificates, capstones, and cross-campus collaborations.

- Reasons to build a program include student benefits (it provides a career and opens up professional opportunities) and department benefits (it may increase enrollment and/or enhance campus collaborations).

When creating an applied anthropology program, the following should be considered:

- Sustainability: Can the applied initiative be maintained over time? Metrics may be needed to follow up (cross campus collaborations, alumni contact, student enrollment, etc).

- Capacity building: Does this program build "applied capacity"? (Grants, partnerships, administrative support from the college/university, continuity of leadership).

- Engagement and usefulness of the coursework to the student:

  - Meaningful coursework, in (a) traditional courses, (b) method-oriented, (c) issue-oriented, (d) immersive.

- Capstone courses and experiences. E.g., Student presentations to off-campus professionals, student-faculty-staff collaboration in project development and execution , etc.

- Partnerships/internships (out-reach resources): alumni contacts, clients, fieldtrips, informational interviews, certificate programs for working professionals, mentoring, virtual job shadowing

- Collaboration (In-reach resources): certificates for existing students and alumni, career seminars, cross listed courses/labs and department collaboration. E.g. nursing, medicine, agricultural extension.

3. **Program components that lead to success**

Key components

- Integration of career readiness throughout the curriculum

- Courses should be taught by several faculty members, rather than having one applied course and a "champion" professor.

- It is recommended the creation of a dedicated career or professionalism course early in the program.

- The name of the degree or certificate should recognize its applied component, e.g. "applied medical anthropology".

- Sustained field opportunities for internships, practicum and observation in governmental, business and NGO/CBOs.

- Hiring of designated faculty with non-academic experience in tenure-track positions to develop and sustain applied programs. Adjunct positions for practicums, labs with applied components, and student advising.

- Developing alternatives for the capstone projects (e.g. portfolios, novels, poems, theater, art).

- Long-term, community-based projects led by faculty and with rotation of students.

Advice regarding the curriculum

- Career readiness contents should be scaffolded throughout the curriculum. Career and internship opportunities should be introduced at all levels of the curriculum.

- Students: constant communication with them is needed. Provide them with places for practice (ongoing field projects, laboratories), and departmental seminars.

Advice regarding the anthropology program, department, and university/college

- Maintain strong links between alumni, faculty, and current students. Alumni are vital for career networking and guest speaking, and they are unique to each anthropology program.

- The workload of an applied program or initiative has to be embedded in the institution, so that it does not become the burden of a single faculty member.

- Collaboration: bring in speakers from other disciplines, collaborate systematically with other departments on campus and maintain ties with key employers in your area.

Other aspects to consider:

- When records are being kept (e.g., as with alumni contacts and how students benefit from the program), more sustainability seems to be present.

- When a staff person is involved in the initiative (e.g., as through a career office), more capacity-building is likely underway.

- Play to the strengths, rather than trying to correct the weaknesses.

4. **Barriers to success**

- Financial difficulties, leading to problems on hiring of new practice-oriented faculty. Lack of funds to pay for internships.

- Faculty burnout, especially when there is only a single faculty champion, leading to: (a) jeopardizing potential tenure, (b) causing potential leave, (c) requirement for extensive time commitment.

- Resistance by anthropological faculty wedded to a traditional program. Strict disciplinary boundaries within the four fields of anthropology.

- Faculty not used to interdisciplinary teaching and programs.

- Lack of continuity of programs due to faculty turnover.

- Career counseling done predominantly in the last year of a program.

- Practice course credits not easily transferable from community college to four-year schools.

- Applied and practice courses not offered regularly; a mark of their perceived marginality in a department.

Appendix C: Executive Summary on Implementing and Sustaining Practice and Career Preparation

Steve Schensul

Introduction

Within the overall mission of the Career Readiness Commission, the mandate of Group 4 was to identify the initiatives taken by US University and college departments of anthropology to develop programs and courses in applied anthropology, practicum experiences and preparation for careers outside the academy. Individuals in Group 4 interviewed faculty members in departments that have implemented practice programs to identify successful and less successful practice training guidelines for the introduction and sustainability of applied practice into academic programs.

This component of the Executive Summary focuses on the initiatives of departments to implement and sustain practice and career preparation for the great majority of undergraduate and graduate students that will be seeking jobs outside of the academy. Interviews were conducted with faculty based in Wayne State University, University of Connecticut, SUNY Pottstown, Portland State University, Clemson, Purdue, Bunker Hill Community College, Great Bay Community College, University of Kentucky, University of Florida, University of North Carolina, Greensboro, University of Maryland, Oregon State University, Northern Arizona University and St. Mary's College. Thematic analysis of the narratives identified successful and less successful efforts, reasons for these outcomes and strategies to address negative outcomes.

The context

Applied anthropology in the 20th century and in the new millennium has been a consistent component of our discipline, but has rarely achieved centrality in the composition and curricula of our leading departments. The thought that anthropologists would be involved in program development and "directed change" was and continues to be anathema to many academically-based faculty. Classroom and field training in qualitative and quantitative methodology (learning how to collect data) continues to be under-represented with a curriculum that emphasizes theory, setting up a false dichotomy between science and humanism. The expectation of faculty and therefore the curriculum is that students emerging from doctoral training would enter faculty positions at the university, with little thought of the career directions of undergraduate majors or master's students. As a function of the expansion of universities in the later part of the 1960s and 70s coupled with anthropology becoming a separate from sociology, there were a surfeit of academic positions available to doctoral graduates. By the 1990s, the employment picture began to change, with constraints on university growth and limitations on new positions in the social sciences in general and anthropology in particular. In the last decade, it has become clear that there are far more anthropology graduates than academic positions requiring to the need to modify training for positions outside of academia. For the most part the departments, the central entities that must adapt to this new context, have been slow to respond. In this component, we explore the efforts of Departments of Anthropology to respond by identifying the factors that contribute to relative success or failure.

Program components that lead to relative success:

1. The integration of methodology, field experience and career readiness throughout the curriculum rather than one applied course.

2. Multiple faculty supporting entrance into non-academic positions rather than a single champion

3. Institutionalization through a change in the name of the degree, e.g. "applied medical anthropology" or establish a practice certificate with concomitant support from the institution

4. Sustained field opportunities for internships, practicum and observation in governmental, business and NGO/CBOs in the locale.

5. Structuring training for practice for undergraduate and master's students

6. Educational linkages with other departments, creating an interdisciplinary environment for learning and career adaptation, e.g. nursing, medicine, agricultural extension

7. Opportunities to work under and apprentice to faculty conducting applied research or anthropologists based in a practice setting; while it is critical for students to experience practice setting, with no anthropologists providing guidance, utility and training is limited.

8. Finding new approaches to curriculum, practice and placement that are not limited by traditional courses

9. Development of a final project modeling practice in close association with both a faculty member and staff at the practice setting

10. Opportunities for continuing education for alumni

11. Hiring of designated faculty with practice experience in tenure track positions to develop and sustain practice programs

12. Collaboration among different levels of academic institutions, e.g. community colleges, undergraduate only colleges and Master's and PhD universities

13. Developing alternatives for the capstone projects (e.g. portfolios, novels, poems, theater, art)

14. Creating interdisciplinary teams of students led by interdisciplinary faculty (now called "interprofessional education")

15. Long term, community based projects maintained and led by faculty but integrating waves of students

16. Creation of a dedicated career course early in programs

17. Adjunct positions for practice anthropologists in the radius of the institution to teach a course and/or advise students and establish recognition of their work and expertise

Barriers to success

1. Institutional financial difficulties that undermine certificates, new courses, hiring of new practice-oriented faculty and payments for internships

2. The development of practice programs by a single faculty champion leading to burnout, difficulty in achieving tenure and potential for leaving

3. Resistance by anthropological faculty wedded to a traditional program and lacking the skills and interest for change

4. Faculty not used to interdisciplinary teaching and programs

5. Lack of funds (e.g. grants, endowed chairs) to pay for internships

6. Extensive commitment of time to set up practice programs

7. Maintaining links with community-based programs and practice oriented teaching is a challenge that can negatively affect tenure and promotion

8. An inflexible tenure process that undervalues applied and practicing anthropology

9. Insufficient links between practice experiences and coursework in theory and methods

10. Lack of continuity of programs due to faculty turnover

11. Strict disciplinary boundaries within the four fields of anthropology preclude acquisition of diverse knowledge and skills, useful in seeking career opportunities

12. Career counseling appearing in the last year of a program

13. Lack if integration of practice and regular courses place an undue burden on faculty and students

14. Practice course credits not easily transferable from community college to four year school

15. Applied and practice courses not offered regularly; a mark of their perceived marginality in a department

Discussion

This period is a difficult one for higher education and for anthropology. Many institutions are increasing their investment in technology and other fields with a high-income potential, while disinvesting in the social sciences and the humanities, thus reducing the number of available positions. Meanwhile there is a jobs crisis in anthropology, yet to be fully discovered by faculty leaders of traditional departments, who continue to roll out graduates in their image seeking tenure track positions in anthropology departments. There are departments with significant programs in applied and practicing anthropology, but graduates of these departments represent only a small percentage of those receiving PhDs. Further, these graduates may still be looking for positions in the academy but in such schools as public health, medicine, agriculture and education where their research, publications and conferences relate more to the identity of their schools than to anthropology. Meanwhile, the lack of a practice and professional orientation for our discipline leaves undergraduate majors and Master's prepared people disconnected as their career orientation and jobs takes them away from anthropology.

In a Donor's meeting today (12/17/21), Ed Liebow PhD (anthropology), the executive director of the American Anthropological Association, in response to a question of what he anticipated from the Career Readiness Commission, stated that Departments of Anthropology had to the key to change. At the same time, the results of the analysis of these faculty interviews suggest the need for a dramatic change in higher education that will support the efforts for change at the Department level. The challenge for forward thinking faculty must not only be new models of training anthropology students, but also participating in changes in their institutions and institutions and the society at large. Group 4 hopes this executive summary contributes to this change.

Appendix D: **The University of Connecticut Applied Medical Anthropology Program: A Case Study (1978-1988)**

Stephen L. Schensul

In 1972, Prof. Pertti (Bert) J. Pelto initiated the Medical Anthropology Program in the Department of Anthropology at the University of Connecticut at Storrs. Professor Pelto also developed a link with the Department of Community Medicine and Health Care at the UConn School of Medicine that involved fellowships for health social science students (sociology and anthropology) and participation on research projects. In 1976, S. Schensul was hired by Community Medicine, in part to develop collaboration with community groups in Hartford, CT involved in health action. In 1977, Dr. J. Schensul, an applied educational anthropologist joined with Pelto and S. Schensul to contribute to health and medical research and development in the Hartford community.

S. Schensul identified two community-based initiatives: (1) Black and Latino public housing residents who had organized to address the poor environmental health and lack of medical services in the Charter Oak Housing Project, and (2) the Puerto Rican Health Committee had organized to address the need for culturally and linguistically relevant medical services to address the needs of the rapidly growing the Latino community in Hartford. By the summer of 1977, both of these efforts has expanded to include negotiations with health officials, preliminary research, health fairs and generating broader support among residents. These activities were more than three anthropologists could handle. Prior to the start of the fall semester of the medical anthropology graduate program, incoming students gathered for orientation; instead Pelto took them into Hartford and immediately engaged them in the two centers of action.

By 1978, a research grant (S. Schensul, PI) from the Office of Minority Affairs of NIH and funds from a local foundation provided the resources for the Puerto Rican Health Committee to establish the Hispanic Health Council (the "Council"), a community-based organization committed to research, advocacy and the improvement of health services for Puerto Ricans and other Latinos in Hartford. Its first director, Maria Borrero, who was the chair of the Puerto Rican Health Committee, was its first director Council director and J. Schensul became the head of research. In 1984, Dr. Merrill Singer joined the Council and became the head of research when J. Schensul founded the Institute for Community Research (ICR) in Hartford. For the next two decades, Singer continued the research and generation of HIV grants at the Council, some in collaboration with ICR.

In the decade after the first grant, the Council was successful in generating research and intervention grants from NIH and other funding sources in the areas of mental health, otitis media, maternal and infant health, nutrition, child abuse, smoking, child health services, HIV, alcohol, injection drug use and cultural competence training. In 2018, the Council celebrated its 40 anniversary and continues with its recently hired fifth director, its own building and a budget of six million dollars.

By 1977, the residents of the Charter Oak housing project were committed to the founding of a community health center that could serve the health and medical needs of the community. The anthropologists and community residents were involved in conducting, a community health needs survey, supporting the residents' advocacy focused on health regulatory agencies and state and municipal leaders. Despite the opposition from the city hospitals, the Charter Oak Health Center was formed in 1978 with a State of Connecticut "block" grant. One of the residents on the organizing committee shifted apartments to allow the health center to be set up in an apartment facing the street for easy access. A director, physician, nurse practitioner and outreach workers from the community were hired and a community board established. The mayor of Hartford, cut the ribbon and the Center was opened, serving 32 patients in its first month. In 2018, it also celebrated its 40th anniversary and is now a "Federally-Qualified Health Center (FQHC) with 110,000 patients annually.

Anthropologists played a key role in the co-founding and continued development of these organizations. Pelto was based in the Department of Anthropology on the main campus some 40 miles from Hartford, S. Schensul was in the School of Medicine in Farmington, and seven miles from Hartford and J. Schensul were based in the Council. Pelto arranged faculty appointments for S. Schensul and J. Schensul in the Department.

Students were introduced to these two organizations, which became a regular part of the medical anthropology curriculum during this time. The students were "apprenticed" to the anthropologists in their work as collaborators in the process of grant writing, analyzing quantitative data, conducting community observations and interviews, translating research into interventions and report writing and publication. During the decade of "medical anthropology in the community," many anthropology graduate students were trained in a wide variety of skills, made important contributions to the development of these two organizations and have gone on to prominence in positions both within and outside the academy.

However, as good as this program was for the decade, there was little support for continuity of this kind of graduate education from the UConn Department of Anthropology. As the circumstances of careers and lives changed for Pelto and J. and S. Schensul, no effort was made to engage new, incoming faculty to continue the applied, community-based orientation. For the last 30 years, there has been little or no relationship between those outside of the Department of Anthropology and those within.

Some of many lessons learned for graduate curriculum in anthropology:
(1) Departments seeking to train students in a variety of "applied" skills for positions in or out of the academy need to have ongoing projects that function both as a contributors to the community and as learning laboratories for students.
(2) Training of students requires not just exposure to community-based projects, but also apprenticeship to anthropologists who are seeking to be direct contributors to those projects. Sending students to organizations without supervising and involved anthropologists to serve as role models is insufficient for the educational process.
(3) Students need the opportunity to have academic seminars where this community-based work is discussed, challenged and reformulated. It is important that "applied" be presented as inclusive of theory, mixed methods and contributory to advancing the discipline.
(4) Anthropologists outside academia and non-anthropologists who are leaders of community projects need to be recognized by Departments as vital to the learning process and provided incentives (appointments, funding, co-authorships) to co-mentor students.
(5) On-going community-based projects and associated curricula need to be recognized as a central building block of an anthropology department to ensure sustainability and not have it based on the initiative a one or two faculty.