Bringing Practice Into Your Program:
A Framework for Curriculum Development

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This workshop presents a comprehensive framework for academic training for anthropological practice. The framework was developed out of research done by the Anthropology Career Readiness Network, drawing heavily on the experience of recent practitioners. The workshop has three parts:

- ***Part 1**: Examining the framework and suggesting possible changes and improvements;*
- ***Part 2**: Hearing from workshop participants about change initiatives they've undertaken; and*
- ***Part 3**: Discussing possible future changes and innovations with participants and identifying potential resources as well as ways to overcome obstacles.*

ANTHROPOLOGY
CAREER READINESS
NETWORK

Introductions

Who Are We?

Riall Nolan — *Professor Emeritus at Purdue University. Interests and experience in international development, cross-cultural learning and adaptation, and applying anthropology to global grand challenges.*

Elizabeth Briody — *Business anthropologist and founder of Cultural Keys, a consulting practice specializing in organizational culture and change issues.*

Who Are You?

Please tell us your:

- Name
- Affiliation(s)
- Why You Came today

Purpose & Outcomes

Purpose

To present and explain a comprehensive framework for career preparation which can guide curricular development at the departmental level.

Outcomes

When this session ends, you will:

- Understand the elements of the framework;
- Understand how others have introduced curricular changes, and with what results; and
- Have discussed some strategies for introducing curricular changes of your own.

Anthropology Career Readiness Network

"Helping to make anthropology more effective in the world"

- Formerly the Career Readiness Commission
- Collects and develops resources for students, instructors, practitioners, and career changers
- Volunteer-run, with about 400 current members
- Supported by over 20 anthropology professional associations across all subfields
- Everyone is welcome to join!
- Check out our website at:
  - https://anthrocareerready.net/

ANTHROPOLOGY CAREER READINESS NETWORK

Part 1: Why a Framework?

Anthropology has no overall framework for how the discipline is taught.

There's therefore no way of telling whether a graduate has an "adequate" background in anthropology.

Our research (interviews, focus groups, and surveys) revealed two things:

1. A wide variation in what is taught and how across schools; and
2. A generalized lack of training and preparation oriented toward practice.

Instead, instructors appeared to believe that students would either not use their anthropology in any direct way, or that students would (or should) go into academia.

It's time, therefore, to discuss an overall framework for what we are doing.

Developing the Framework

From our initial investigations, it became clear to us that in terms of preparation for anthropological practice, two quite different kinds of training were needed.

- One was specifically anthropological and involved "operationalizing" aspects of the discipline to make it more useful outside the academy. This included things like theory, method, and ethics. Here, the need was to build on and extend what was already being taught.
- The second was not specifically anthropological, but involved a set of key workplace skills needed across many if not most domains of practice. This included things like teamwork, project design and management, and presenting oneself and one's work to clients, colleagues and the general public.

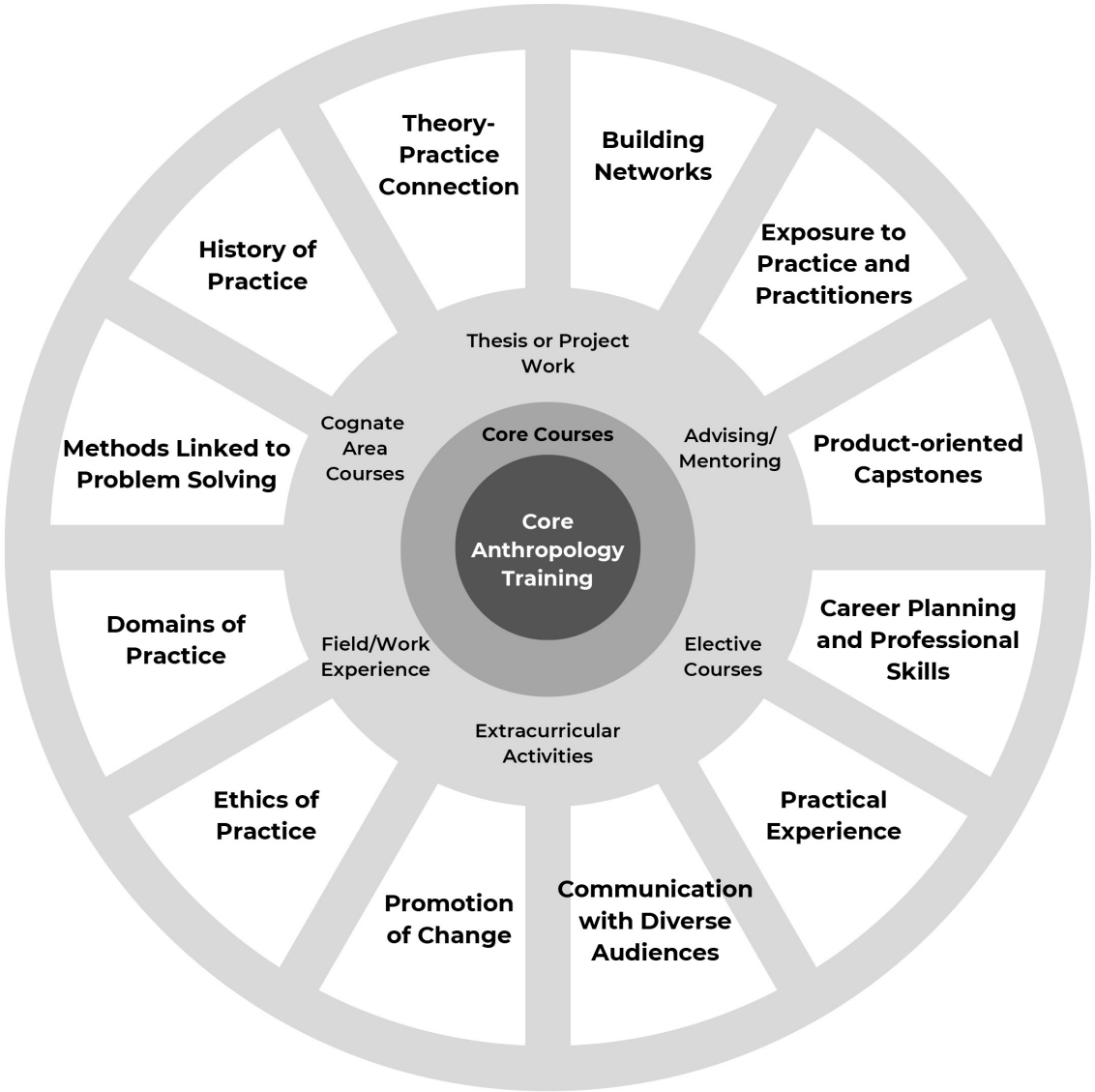
Through a series of discussions with practitioners and instructors, we developed a framework for thinking about teaching about practice.

Elements of the Framework

Here are the elements of the framework.

The hub of the wheel represents traditional university training, present in one form or another in many if not most programs.

The outer spokes of the wheel represent aspects of training which are found far less frequently in programs, but which are necessary for adequate preparation.



Using the Framework

The framework is not intended to be prescriptive. It is a guide to curriculum development and improvement.

Using the guide, instructors and departments can identify areas for improvement. This could include:

- Developing new courses, modules, activities or sequences;
- Expanding or reworking existing offerings to include aspects of application;
- Comparing and contrasting the curriculum at one institution with that of another.

Additions, Corrections, Amendments

Now that we have outlined the framework, you probably have questions and comments.

You may also have ideas for improving the framework.

Let’s take some time now to get your feedback.

Part 2: Learning From Experience

In this second part of the Workshop, we'd like to examine several specific case studies of curricular change arising from your own experiences.

We've asked each of you to think of an example of where you have made a change – large or small – in a course you've taught, to make it more focused on issues of practice.

We'd like to hear those experiences now. We would ask each presenter to speak for no more than five minutes as you present the case. When everyone has had a chance to present, we will discuss the cases and what we have learned from them.

If possible, you should use the STAR method in your presentation.

The STAR Method

Think of yourself in an interview situation for a new academic job. Someone on the search committee asks you, *"Give us an example of how you brought practice into your teaching."* You don't have forever to do this; the committee has many other questions. So briefly, you present your example in just a few minutes, by focusing on four things:

- **S = Situation**
  - Set the scene: describe the issue, challenge or opportunity.
- **T = Task**
  - Describe what you wanted to do, and why.
- **A = Action**
  - Explain your choice of approach, and what you did.
- **R = Results**
  - Describe the outcome you achieved, and whether it was satisfactory.

Discussion of Cases

Now that you've heard the cases, you will probably have questions. Here are a few to get us started:

- How do you choose what to change and why?
- What are some of the difficulties you are likely to encounter?
- What are some of the assets you have which can help overcome these?
- How do you know whether your changes have been successful?

Part 3: What Lies Ahead

In this final part of the workshop, let's talk about what might happen in the future. If you plan on making other practice-related changes to your teaching at some point, we would like to hear your ideas, and respond to them with comments and suggestions.

As before, please keep your statements short, to five minutes or less, so that we can hear from as many people as possible. When everyone who wishes to present has had a chance to do so, we'll discuss.

Tell us in brief terms:

- What you would like to do;
- Why you think this is important; and
- How difficult or easy this is likely to be.

You can finish your statement, if you wish, by indicating any specific things you'd particularly like to hear from the rest of us.

Acknowledgements

- *We acknowledge that we meet today on the native homeland of the Indigenous Algonquian speaking tribes, including the Delaware, Miami, and Shawnee tribes.*

- Thank you to:
  - The participants in our surveys, discussions and focus groups.
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  - The Society for Applied Anthropology team and volunteers.