Report on COPAA Website

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1. Executive Summary

This report presents findings from a user study of the COPAA website. We interviewed members of the three groups COPAA serves: faculty in applied anthropology programs, students, and practitioners. We explored ways that COPAA might be useful to them in accordance with its mission to advance education and training.

Our research showed that members of these groups currently draw on a broad palette of resources in order to meet their needs, and experience frustration in certain areas where they lack effective tools. The study identified opportunities for COPAA not only with regard to the website, but for offline activities as well.

While the current website primarily targets faculty members as its audience, we found students to be the neediest group and the one most likely to use the Internet. However, members of all groups were eager to see certain services provided by COPAA's website. Such services revolve around both building community, and a need for various kinds of information related to applied anthropology programs.

The final section of the report presents an extensive list of possible additions to the website based on the study's findings. Participants in the 2005 annual meeting of COPAA can use this list to select and prioritize the changes to the website that should be implemented.

2. The Project: A User Study of the COPAA Website

This project had its origins in the 2004 annual meeting of the Consortium for Practicing and Applied Anthropology Programs (COPAA). At that time, meeting participants discussed ideas for improving the existing COPAA website, located at www.copaa.info. I was attending the meeting for the first time, and indicated that I had experience in designing websites. For instance, I manage the website for the department of anthropology at the University of North Texas.

When meeting participants asked me to head up the effort to expand the COPAA website, I agreed. I was subsequently given funds to hire a research assistant.

The approach that I followed was based on my training in the field of design anthropology (Blomberg et al. 1993, Squires and Byrne 2002, Wasson 2000). Design anthropologists conduct ethnographic research with the users of various technologies, products, or services in order to gain insights into the roles that these items play in the lives of their users. The anthropologists then collaborate with designers in order to develop new products or services that are targeted to the understandings and needs of the users.

My research assistant and I conducted a user study of the COPAA website. We now have extensive information about how the website might be used by the three groups that COPAA serves: faculty, students, and practitioners. Our information forms the body of this report.

I plan to use these findings as a basis for developing the website in a way that is targeted to the needs of its audiences. At the 2005 annual meeting of COPAA, I will ask meeting participants to examine the palette of recommendations in chapter 8, in order to choose and prioritize the ones they consider most important. Subsequently I will work with a website designer to implement the recommended changes.

The research design was developed in consultation with Linda Bennett and other COPAA members. We decided to interview eight people: three faculty members in applied anthropology programs, three students in applied anthropology programs, and two practitioners. All of the faculty and students were located at different universities, providing a sample of six applied programs. Each person was interviewed over the phone. Both the interviewee and the interviewer were at a computer. During the interview, the study participant was asked to look at the COPAA website as well as the SfAA and NAPA websites for comparison. Interviews were tape recorded and formed the basis for detailed field notes. The research assistant carefully analyzed all field notes for patterns. In addition, she and I held a series of analysis meetings in which we listened to interviews and brainstormed ideas and interpretations.

Websites are important because they can be powerful tools for organizations to communicate with their intended audiences. They can raise the profile of the organization. They can also provide a variety of valuable services to their users, both in terms of addressing their information needs and in terms of networking and building community. More and more people are turning to websites for these purposes. For the University of North Texas anthropology website, for instance, we are seeing continually rising usage statistics. In the month of February 2005, this website received 18,262 hits.

References

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3. COPAA's Mission and Goals

Accomplishing COPAA's Mission

COPAA's mission is:

> "To collectively advance the education and training of students, faculty, and practitioners in applied anthropology"

This means that as an organization, COPAA seeks to serve members of three groups: faculty, students, and practitioners. However, because COPAA is a fairly new organization, it is still in the process of identifying specific ways it can be helpful to these three groups. Many of our interview subjects did not have a clear understanding of what COPAA was and what services it provided to them. This report can help COPAA define its goals in relation to these three groups and then publicize them.

In this report, we review the whole range of needs and wishes expressed by our study participants, in order to assist COPAA in its development. Our hope is that this feedback from the people whom COPAA seeks to serve will help COPAA design further activities that are targeted to the needs of its constituents. The research also confirms that COPAA's existing activities and directions are well targeted.

There are some services that applied anthropology faculty, students, and practitioners seek that are probably best met by NAPA and SfAA, rather than COPAA. In our study, we found some overlap between the activities of these three organizations. Therefore, we recommend that COPAA should define its role clearly, in relation to NAPA and SfAA. COPAA is a much smaller organization than the other two, so the more ambitious services that our study participants would like to have could be more easily developed by NAPA or SfAA. COPAA could collaborate with NAPA and SfAA by sharing the findings from this study.

Providing Online and Offline Resources

In our research, study participants identified a broad range of needs that COPAA might assist with. Chapters 5-7 provide information about the particular issues of faculty, students, and practitioners. Our research shows that members of these groups draw on a broad palette of resources in order to meet their needs. They also experience frustration in certain areas where they lack effective tools.

The palette of resources that members of these groups currently draw on includes a mix of online and offline tools. Since chapters 5-7 present the perspectives of interviewees, their use of both online and offline resources will be discussed. How they use the Internet must be understood in the context of their general use of resources.

The holistic nature of our study means that COPAA not only gains insight into its website, but can also develop other activities that respond to the expressed needs of its members. Furthermore, our study provides confirmation for the directions that COPAA is already taking. For instance, COPAA's focus on bringing practitioners closer to the organization, and its efforts to develop a visitor program, are both well targeted to the needs articulated by our interviewees.

4. How the Website Can Support COPAA's Mission and Goals: Introduction

Target Audiences for Website

Our research shows that the COPAA website could be redesigned to provide significant support to COPAA's mission and to the needs of members. Perhaps the most central insight gained from the study is the question of who are the intended audiences for the website.

Currently, the website targets only one of the groups that COPAA seeks to serve, namely faculty members in applied anthropology programs. The students and practitioners we interviewed pointed out that there was little of interest to them on the website.

However, the neediest group, and the one most likely to use the Internet, is the students. Practitioners came second in terms of their needs and likeliness to turn to the web for solutions, and faculty came in third.

In general, most COPAA members currently do not visit the website on a regular basis because the website offers such limited information. In fact, none of our study participants visited the website with frequency.

Relationships between Groups

Chapters 5-7 provide the perspectives of each of the three groups that COPAA seeks to serve. Each of these three groups has a relationship with each other group, forming a triangle. However, perspectives on these relationships sometimes differ between groups.

Faculty and Practitioners

Practitioners and faculty stressed the importance of connecting academia and practice. This connection often took the form of networking and developing partnerships. However, how faculty and practitioners went about locating these partnerships were different. Faculty preferred to make contacts through people they know. This preference was done to ensure that the people they work with are trustworthy and work hard. The practitioners on the other hand were comfortable posting a request online or searching for appropriate individuals via online resources. For example one practitioner finds other practitioners by visiting the World Email Directory of Anthropologists (WEDA), the online version of the AAA guide, and NAPA's directory.

Students and Faculty

Faculty and students communicate frequently, because students heavily depend upon their faculty for their information needs. This dependence upon faculty causes stress among some students. They wish to ask their faculty for advice; however, they would also like to have access to some of the information prior to talking to their professors. Access to additional information would facilitate the mentoring process. It allows the professor to better understand the student's interests and allows the student to contribute to his or her own development. When students search for information, they typically use the Internet. However, they are not happy with the information it has to offer. They would like to have a single, comprehensive website that provides them with all the information they need on particular topics of interest.

Practitioners and Students

Students would like to build community with practitioners, locating mentors among experienced practitioners. These individuals would provide advice to them when they request assistance. Practitioners frequently mentor students and wish to build community with students as well. This community building is typically restricted, however, to the students that directly work for them. Practitioners would like to find more students for contract work, internships and practicums, and students want them. Both practitioners and students use the Internet frequently; however, they do not currently connect because they do not have a location they both visit. Both groups suggested a location where internships are posted on the Internet. This location would be populated and have a number of open positions posted. Additionally both groups also suggested a location on the Internet where students could post their information including CV, letters of recommendation, interests, and willingness to travel so practitioners could contact them if an applicable opportunity arose. However, most students preferred access to local internships either near campus or near their hometown.

Faculty, Students, and Practitioners

The most striking difference between how the three user groups network is through their method of placing students in positions for both practicums and post-graduation employment. Typically faculty members networked with practitioners. When these practitioners had openings, the faculty member would recommend one or two people for the position. Practitioners however preferred to post a position on the Internet and received information directly from multiple interested candidates.

Some faculty members did not specifically place students in positions, forcing them to locate practicums and internships alone. This process left students feeling uninformed and abandoned. Unfortunately because a central location for internship postings does not exist, this process did not meet the needs of practitioners either.

5. Findings Concerning Faculty in Applied Anthropology Programs

Theme: Connecting Academia with Practice

Faculty strongly stressed the importance of connecting academia with practice. This connection manifested itself around their needs. Faculty needs revolve around networking and information. Their networking needs involve a reciprocating relationship between colleagues within academic and non-academic settings. Their information needs involve the exchange of ideas about the design of masters programs as well as information specifically targeted towards students.

Currently faculty are the group best served by the COPAA website. The COPAA website emphasizes faculty and their role within COPAA. For example one student mentions that the COPAA website seems to be geared towards members and member departments, emphasizing the benefits of departmental membership. It currently does not offer membership to practitioner organizations or students. This website targets faculty; however, faculty, in general, are not heavy users of web-based information.

Characteristics of Faculty Members Interviewed

The faculty members interviewed are mid-career, successful, and tenured instructors at academic institutions. They are well established within their departments with which hold them in high regard. All professors acquired their PhD and have extensive research experience.

The degree of Internet-savviness is quite variable among faculty members. Some professors avoid the Internet, limiting their exposure to checking their email a few times a day. Other professors are Internet savvy, frequently visiting and utilizing it for research purposes.

Networking

As mentioned in Chapter 3, faculty members from various universities focus on their need to network. Currently faculty fulfill their need to network with other academics through meetings, conferences, and workshops. In addition to other academics, faculty network with practitioners. These practitioners are more difficult to locate. Because of this elusiveness, practitioners are located through various means. These means include:

- Networking at meetings
- Conferences

- Workshops
- Board positions accepted at local not-for-profit organizations
- Alumni from their university

Through these networks faculty find internships and practicums for their students and partnerships for themselves. One faculty member mentioned that he/she finds most of his/her information through these networks because it is difficult to assess the quality of the information online. He/She has a healthy skepticism of online information especially when she does not know the source of the information.

COPAA and Networking

All faculty members appreciated the role COPAA plays in networking and encourage COPAA to continue to seek out ways to improve connectivity among applied anthropologists. When asked about his/her knowledge about COPAA, one faculty member stated that she/he thinks faculty can learn a lot from each other and look forward to the possibilities faculty can offer each other.

Directory

One suggestion faculty members had regarding networking was for COPAA to create a directory of academic and practicing anthropologists. This directory would be used primarily to connect faculty with other faculty members and practitioners that share their interests and locate internships for students and individuals. Additionally this directory can be used to locate qualified, external program evaluators for departmental reviews.

Information Needs

In addition to networking the faculty have basic information needs. These needs include information regarding education resources, their own research, and their career. By far the biggest information need involves educational resources.

Information about the Design of Applied Anthropology Programs

Faculty are eager to discover and share information about applied anthropology programs, including:

- Exchange of syllabi
- Exchange of innovative training ideas
- Curriculum structure
- Best teaching practices
- Advice on departmental reviews

- Information from the perspective of alumni
- Information for placing students in non-local positions.

The amount of need for these resources varies depending upon how established the applied anthropological programs are. The more established the program is; the less need they have for the above information.

Information for Students

Information needs for students include the specializations of graduate programs, field schools, practical training including community-based experiences, new methodologies, and information exchange on internships.

Desire for Nontraditional Information Sources

Faculty members rely heavily on information they find at various conventional information locations. As a supplement to these conventional information sources, faculty members would like easy access to nontraditional information sources. These sources include:

- Papers in process
- Reports on topics of interest, academic and non-academic
- Grant applications, those recently submitted and those accepted

Faculty members would also like to know more information on not only current research but on innovated field method techniques like GIS training, needs assessment and rapid assessment, and interest-specific publishing venues friendly to anthropological research.

Career Planning and Development

Regarding information needs surrounding career development, the faculty members do not have a lot of need. They would like to have a location where they can look for open academic job positions for applied anthropologists. Faculty members did not mention the need for information or assistance in achieving tenure. However this may not adequately reflect the needs of faculty members in general. Because the faculty members interviewed were all well established at their university, this lack of a need for information on career planning may be due to the seniority level of those individuals interviewed.

How Information Needs Are Currently Met

Faculty fulfill their information needs differently depending on the type of information sought. The means used include:

- Email with colleagues
- Attending meetings
- Library
- Museums
- Historical societies
- Alumni
- Internet, infrequently

The faculty members interviewed are extremely busy individuals. Because of this they do not spend much time surfing the Internet. They do view the Internet as an information resource. However they believe it takes too much time to access this information. To fulfill their information needs with the COPAA website, access to information on the Internet must be quick and easy to locate.

6. Findings Concerning Students

Primary Theme: Career Planning

Of all the subjects interviewed, students had the most unmet needs. They represent a big opportunity for COPAA's website since they are an especially relevant population for a consortium of applied programs. Their needs revolve around career planning; they are anxious about planning their future and hungry for information that would assist them with this transition. They tend to look for information and answers to questions on the Internet significantly more than faculty or practitioners. Currently most students do not know about COPAA or its mission.

Characteristics of Students Interviewed

The students interviewed were currently enrolled graduates and undergraduates. The graduate students were all masters candidates in applied anthropology. The undergraduates were nontraditional students returning to school after years of professional employment. The perspective portrayed in this report reflects their level of experience. Interestingly, a majority of these students did not know what applied anthropology was prior to graduate school, and are questioning their choice of pursuing a degree in applied anthropology.

Regarding the Internet, these students were extremely savvy, frequently visiting multiple websites. They view the Internet as an information resource that is easily accessible to them because they generally enjoy "surfing the web." Unfortunately most students we interviewed are still on a dialup connection, which greatly increases the time it takes to call up each web page.

The rising cost of tuition and decreased funds allocated for financial aid have forced students, both graduate and undergraduate, to work while attending school. This phenomenon reduces the amount of time they allocate to school and educational pursuits. All students interviewed work while attending school and expressed difficulty balancing work and school demands.

Although our findings reflect the needs of graduate and undergraduate students, they are also applicable to anyone thinking about entering an applied masters program.

How Information Needs Are Currently Met

Students needs are currently met in multiple ways. In order of importance, these ways are:

- Strong reliance on professor knowledge, connections, and resources
- Internet resources
  - Anthropology department websites
  - Websites of individuals, academic or otherwise
- Word-of-mouth/hearsay
- Library

Of these sources, the web appears to have the least amount of information for students interested in applied anthropology. Despite the fact that an informant was extremely Internet-savvy, spending most of his week on the Internet, he/she mentioned in his interview that he/she receives all of his/her information on applied anthropology entirely through second-hand information.

The information on the COPAA website could be used to supplement these sources, reducing the reliance of students on hearsay. The website would not, however, replace other sources of information. These sources, particularly the student's connection with their major advisor, are all valuable means of information transfer.

Student Information Needs regarding Career Planning

Student information needs predominantly revolve around career planning and development. One informant when asked about information needs regarding his/her career said that he was disappointed that no one had complete lists. He was expecting the professional associations would have extensive links to resources; however, he finds these resources are narrowly focused. He/She finds that frustrating. The students' needs can be divided into five topics

- Description of fields of interests
- A career map
- Information on graduate programs
- Resume creation
- List of qualifications

Description of Fields of Interests

First, students would like general descriptions of fields of interest, such as medical anthropology or business anthropology. These descriptions would explain the field in general, the types of techniques this field uses and examples of potential projects. Generally speaking, students felt uninformed regarding their research interest choices. They wanted basic information that would help them understand possibilities.

A Career Map

Secondly, students would like a map of the steps typically taken by applied anthropologists based on the goal they plan to attain. This map would tell students what they should be doing now based on where they are at in the process. It would include:

- Minimum requirements for educational levels
- Number of publications recommended
- Amount and types of field experience
- Information on career options.
- List the type of jobs that hire anthropologists
- List of typical clients

Information on Graduate Programs

Thirdly, students would like organized and structured information on graduate programs in one central location. They would like information on schools focusing in applied anthropology, the school's areas of specialization, faculty including their background, contact information and interests, how to apply, the schools' expectations from their students, where they are located, and their relationship to the rest of the university.

Resume Creation

Fourthly, students seek information on how to construct a resume for practitioner positions and a CV for academic positions.

List of Qualifications

Fifthly, students requested a list of qualifications all applied anthropologists should have. Students would use this list to ensure they have learned all of the basic requirements necessary to become a well-qualified applied anthropologist. Generally speaking, students were not highly entrepreneurial when it came to career planning. They were interested in finding out what fields anthropologists have been successful in, so they could consider these fields for careers rather than selecting a novel field of interest and applying an anthropological approach to it.

Innovative Field Methods

Like faculty members, students were also interested in learning about innovative field methods. They hoped knowledge of these new methods would provide them with an edge.

Second Theme: Increase Communication and Connectedness to the Anthropological Community

In addition to career information issues, the students identified information needs surrounding networking and research interests. Students, like faculty and practitioners, have a great need to network.

Directory: An Introduction to Community Members

Students were particularly interested in knowing who was doing what in applied anthropology. One student mentioned that he/she had a hard time finding a masters program because she could not find someone to work with. Now that she is applying for a PhD program, she really does not want to apply to a school without an interested faculty member. One solution students suggested for this problem is a directory of applied anthropologists. They believe it would be extremely helpful with this need. This directory would include a listing with the following information:

- Who the anthropologist is
- Where they are located
- Where they are in their career
- A picture of themselves so they can be easily identified at conference
- Their interests

Conferences: A Physical Location to Network

Students would also like to know about conferences and other meetings they could attend. At these conferences, they would meet the applied anthropologists they identified through the directory. Students wanted information on the following:

- Which conferences they should be attending
- When they are
- Where they are located
- How to present at them
- Who organizes them
- Conference structure

Mailing Lists, Bulletin Boards, and Blogs: Online Locations to Network

To improve networking between conferences and meetings, the students suggested discussion locations like mailing lists, bulletin boards, and blogs. These lists would have a component that would allow both anonymity and a way to identify oneself. These forms

of communication, however, are useless if faculty members, students and practitioners do not frequently use them.

Practitioner Mentors and Internships

Outside of their information needs, students mentioned their need for non-academic mentors, and internships within their field of interest. When one informant was asked what type of support he would like to have to foster growth, he/she said he/she would like a national mentoring program for the United States not attached to academia. He would like to have someone he could go and ask questions to and find pro bono work for if they needed extra help.

7. Findings Concerning Practitioners

Theme: Partnerships

Like the faculty, practitioner needs center on networking in the form of partnerships. Their networking needs involve relationships with other anthropologists, anthropology departments and students.

Characteristics of Practitioners Interviewed

The practitioners interviewed were well established in their careers, having multiple years of extensive experience. The perspective portrayed in this section of the report reflects this level of experience and knowledge. Regarding the Internet, these practitioners are savvy, frequently visiting multiple websites of interest to them. They view the Internet as an information resource that is easily accessible to them because they spend a considerable amount of time at their desk. Because these practitioners are well established in their career, oftentimes they do not have time to personally conduct research on the web. To compensate for this lack of time, they ask staff to collect the needed information. These staff members include subordinates, interns and corporate librarians.

Partnerships with Anthropologists

Because most practitioners do not meet many anthropologists during their daily work, they need a way to develop partnerships with other anthropologists. These partnerships would be used by practitioners to work on research projects together or form panels for conferences. An informant mentioned that he/she would like to be able to identify collaborators for presentations and panels through a single venue. Right now he/she can go to the AAA or SfAA website and advertise; however, he/she feels these venues do not reach everyone he/she would like to reach. To facilitate this partnering, practitioners would like the following information on academic anthropologists and other practitioners:

- Information on the anthropologist's interests
- Projects they work on
- New field methods they are developing

Partnerships with Anthropology Departments

Practitioners are also interested in partnering with anthropology departments by teaching a few classes. This mutually beneficial partnership would enable the practitioner to

remain current in anthropology, while providing universities with qualified and relatively inexpensive lecturers. In general, practitioners are interested in sharing applied anthropology with multiple audiences. Students provide one more audience to educate.

In addition to teaching, they feel intermittent consulting arrangements regarding the academic training of students would be beneficial to faculty, students and themselves. One informant states that this partnership would verify that training of students matches expectations of prospective employees.

Partnerships with Students

Practitioners would like to network with students. This networking would provide practitioners with a location to acquire qualified contract employees hired on a project by project basis. Through these projects, practitioners can locate good anthropologists when positions within their organization become available.

Practitioners use two different methods of locating students for positions. The first method is placing a posting on the Internet. Practitioners would like to be able to place these positions on the Internet and have a large number of responses directly from students. This first method is the method predominantly used by practitioners.

The second method was for the practitioner to contact an academic they are familiar with and ask them for a suggestion. The academic would provide the practitioner the names of one or two students to fill the position. Practitioners that used this method of contact did not favor it because it was too time-taking.

Practitioner Information Needs

In addition to networking, practitioners have various information needs. These needs include:

- Links to databases with practical information or new data sources
- Information on the latest and greatest in anthropology in general
- Information on new research techniques and methods

For the most part, practitioners need information in order to accomplish their own work. However, they also tend to be given the role of "anthropology expert" in their workplace. When individuals within the practitioner's organization need information on anything anthropologically related, the applied anthropologist becomes the "go to" person. Often times this requires knowledge and expertise in a field not familiar to the practitioner. The practitioner typically does additional research and connects the organization with specialist academics and practitioners.

How Information Needs Are Currently Met

Currently practitioners meet these information needs by asking company librarians or interns to collect the information. They locate this information by:

- Utilizing online resources like Google
- Using library catalogs
- Accessing research databases
- Visiting libraries
- Reading journals

They predominantly rely on the Internet for their information needs because it is convenient for them.

8. Recommendations

Strengths of Current COPAA Website

The informants considered the following aspects strengths of the COPAA website:

- Simple, clean look of the website
- Prominent placement of the mission statement
- The links to member departments
- The committee lists and the responsible parties associated with these committees
- Meeting minutes

The faculty thought the website was good considering the age of COPAA. The practitioners and students did not know of COPAA prior to the interview so they generally did not have opinions on the website. They did notice that the website was geared towards faculty. Unless this focus changed, they did not expect to visit the website regularly.

Selecting and Prioritizing the Recommendations to Act On

A wide range of recommendations surfaced during this research project. Their scope varies from simple to highly ambitious. The task of the COPAA membership is to group and prioritize this list of recommendations. It would be useful to categorize each recommendation as:

1. Something COPAA will accomplish this year
2. Something COPAA will accomplish in the next 2-5 years
3. Link to an existing SfAA or NAPA resource
4. Something COPAA will partner with SfAA or NAPA to accomplish, with most of the resources being provided by the larger organization
5. Not an appropriate activity for COPAA, SfAA, or NAPA

This list of recommendations is quite long, and it would be completely unrealistic to expect COPAA to rapidly implement such a large number of suggestions. We are simply presenting all of the recommendations we received from our interviewees. It is up to the COPAA membership to select a small number of actions that will bring significant benefit to members at a reasonable cost.

The interviewees themselves cautioned against overly ambitious plans. "Do not over promise," one said. They argued that it was better to do a small number of things well than to attempt too many additions and then do them in a mediocre manner.

The Palette of Recommendations

1. Bringing People to the Website: Links to COPAA on Other Websites

COPAA should ask all relevant organizations to place a link to COPAA on their links page. At the very least, COPAA should have links to SfAA, NAPA, AAA, and all member programs. This will help drive traffic to the COPAA website.

In addition to linking anthropological organizations to COPAA's website, all COPAA email correspondence could include a link to the COPAA website. For instance, COPAA officials could add the URL to their email signature file.

2. Situating COPAA in the Applied Anthropology Community

The website could include an explanation of the relationship between COPAA, SfAA, NAPA, and AAA, and what the particular niches and roles of each organization are. The website should also include links to these organizations.

In addition, the website could include a definition and explanation of applied/practicing anthropology. This would be especially useful for students.

3. Mailing Lists, Bulletin Boards, and Blogs

Students, especially, are interested in all of these forms of electronic community building as ways to develop their networks. However, various interviewees noticed that the forums on SfAA were rarely used – a posted question might not receive an answer for months. Obviously such electronic communities are only useful if they are widely used.

4. Directory of Applied/Practicing Anthropologists

All of the groups interviewed stressed the importance of having a directory of anthropologists both academics and practitioners, including:

- Who the anthropologist is
- Their interests
- Where they are located
- Where they are in their career
- A picture of themselves so they can be easily identified at conference

NAPA has already created such a directory. However, it is currently not that useful because members have to go to the website to fill in information about themselves, and many have not done so.

5. Information about the Design of Applied Anthropology Programs

   Faculty members would value access to the following information:

   - Exchange of syllabi
   - Exchange of innovative training ideas
   - Curriculum structure
   - Best teaching practices
   - Advice on departmental reviews
   - Information from the perspective of alumni
   - Information on placing students in non-regional positions.

6. Innovative Field Methods and Techniques

   Members of all three groups were eager to learn about cutting-edge research approaches. This could be accomplished in various ways. Offline, COPAA or other groups could sponsor workshops at conferences. Online, there could be an Innovative Methods page, with links to articles, PowerPoint presentations, and other sources of information.

7. Nontraditional Information Sources

   Faculty and practitioners expressed interest in having access to the kinds of "grey literature" collected by John van Willigen, such as reports and grant applications.

8. Career Map

   Students are the neediest group interviewed in this study. They have a particular interest in planning their career. One solution to address this need would be the creation of a map of the steps typically taken by applied anthropologists based on the goal they plan to attain. This map would tell students what they should be doing now based on where they are at in their educational process. It could be visually designed as a path with hyperlinks at various stages along the trail – "click here to learn more about X". Topics examined would include choosing a specialization, choosing a graduate program, gaining field experience, navigating conferences, finding a job, and so forth.

   Although pieces of such a map already exist on the web, and there are books that address these topics, there is no single web page that provides an overall picture of career development.

9. Resume Creation

Students want to learn how to create a resume. This function already exists on the NAPA website.

10. Mentor Program

Students would like a mentor program that would link them with practitioners. This is already available through the NAPA website.

11. Areas of Specialization within Applied/Practicing Anthropology

COPAA could create a list of areas of specialization in applied/practicing anthropology. This list would be simple but thorough in its explanation of the different fields. The information and FAQ for environmental anthropology on SfAA's website is a good example of what these web pages could look like. Each section could also include

- A brief bibliography
- A list of field-specific publishing venues friendly to anthropological research.
- List of qualifications for a successful career in this field
- Conferences in field

12. Programs in Applied Anthropology

Both faculty and students requested information on programs in applied anthropology. This website feature would include information about areas of specialization, faculty, and curriculum.

13. Jobs and Internships Databases

Practitioners would like a website that includes a location for posting open positions. These positions include internships, practicums, and contract work. Additionally they would like a location where they can have access to the resumes of multiple students. This would also be a valuable service for students who are looking for non-local practicums or employment options.

The NAPA website already has a jobs database as well as a list of internship opportunities. COPAA can link to these. However, neither feature is well-known or much used. The jobs database has only a few entries. So part of the challenge is communicating the existence of these features to the intended users.

14. News and Events

>   The website could include a section that provides links to news and events. This could be combined with recommendation 3, mailing lists, bulletin boards, and blogs.

>   Informants stressed the importance of having a live website, one that is frequently updated. The informants suggested that the website should be updated at least once a month, preferably once a week. This new information drives individuals to the website. Once at the website, hooks in strategic locations, like prominently placed forum discussions, might bring back anthropologists time and time again.

General Recommendations on Visual Design

In addition to the above recommendations the participants mentioned a number of suggestions regarding the look and feel of the website. The visual design of the website directly impacts how frequently a website is visited and who visits it. People know what they want to see and receive from the websites they frequent. One informant eloquently described this phenomena by stating "People want to see magazine pages when they access the Internet. They want visually compelling as well as content compelling information." Recommendations on visual design are summarized below.

Layout and Navigation

- COPAA could develop a logo. It helps build community among COPAA members allowing members to identify with a common symbol. This logo would be prominently placed on the website.
- Websites that open very quickly are more likely to be visited again later
- Simple layout, not too busy
- Bright colors, informants liked something striking
- Easy navigation: navigation bars should remain in place throughout the website, and a way to get back to the home page
- Simple graphics and photos of people doing applied anthropology
- Pictures of the representative COPAA members/committee members
- Links to other related organizations to build connection and community. These links should be clearly designated and active.
- The entire page should be seen without having to scroll down.
- Visited links should change colors
- Easily accessible search functions are good to have on the website
- If the website is outdated, missing information or awkward to use they will go somewhere else to find the information
- Informants have no patience for websites that are not intuitive.

Design of Content

- Simple, easy to read language, less words are typically better. Use bullets instead of paragraphs.
- Dated material should be posted in reverse chronological order with the most recent posting on top.
- Easy access to people responsible for the website
- The website should not have pages "under construction." If the page is live then it should have applicable information on it.

9. Appendices

A. Users' Perceptions of the SfAA Website

B. Users' Perceptions of the NAPA Website

C. Interview Guides

D. Current COPAA Website Pages

A. Users' Perceptions of the SfAA Website

Below is a summary of the comments interviewees made concerning the SfAA website. These comments are presented without analysis. During our interviews, we asked study participants to browse the SfAA website and talk to us about what pages they chose to visit, and what they considered the site's strengths and weaknesses.

This appendix is provided as a free source of feedback for those responsible for maintaining the SfAA website.

Strengths

- Website opens very quickly
- The front page is clean, clear and simple. The informants liked it.
- Informants like the color of the website. It was soothing and inviting yet vibrant.
- The website is updated frequently in many areas
- Navigation is easy
- The information on environmental anthropology is simple and educational. The informants viewed this positively. The FAQ is easy to find and answers questions.
- Typically people visit the website to look up information on the annual meeting
- The forums are good. They provide an opportunity to network.
- Visitors liked the mission, strategic values, where you are, and where you are going sections of the web page.
- Members like to know where their money is going
- The by-laws are useful.
- Visitors like the ethical responsibility section
- Members like online member payments.
- SfAA website does a good job promoting the annual meeting
- Visitors like the employment page
- The website appears alive, populated, and cared for

Opportunities

- Some things are too busy however most things are not. The information on the annual meeting might be a little busy. One informant mentioned that registering or find hotels it is tough to accomplish. However this person also said that the website is a lot better than it used to be.
- The left-hand navigation column does not remain in place on all of the pages of the website. It moves from the left side to the bottom. Visitors wanted the navigation location to remain the same. Additionally they wanted navigation options other than returning to the front page.

- The About SfAA section goes straight into organizational business without telling visitors who SfAA is. Placing the mission or a definition of applied anthropology in a more prominent location would be helpful.
- The environmental anthropology section is so useful perhaps SfAA should consider creating more of these for other emerging fields of interest.
- Forums are great but they need to be populated with people. Some questions were asked back in October and never answered.
- Outdated information should be removed from the website as soon as possible. The employment posting were particularly frustrating to the informants.
- One informant mentioned that highlighting key members would be nice.
- One member was interested in having a forwarding e-mail address. Ex. theirname@sfaa.net

B. Users' Perceptions of the NAPA Website

Below is a summary of the comments interviewees made concerning the NAPA website. These comments are presented without analysis. During our interviews, we asked study participants to browse the NAPA website and talk to us about what pages they chose to visit, and what they considered the site's strengths and weaknesses.

This appendix is provided as a free source of feedback for those responsible for maintaining the NAPA website.

Strengths

- Visitors claim that the NAPA website "has its act together." They believe the website meets their quality expectations for an information-based website.
- Every informant mentioned that the NAPA website had lots of great information on it. It is very informative.
- Everyone that visited located something on this site that they found interesting, useful or fascinating.
- The informants claim this website is incredibly organized and compartmentalized
- A student appreciated the fact that it explains anthropology.
- Many informants praised the NAPA website for being a live website. To qualify as a live website, it has to have new information at least monthly, timely removal of outdated material, and be populated with visitors that contribute to a website community.
- Stating the mission on the website was well received
- The "breadcrumb" used to indicate the pages that were visited are good.
- One student mentioned that he/she liked the cold fusion driven links under the museum
- Visitors liked the anthropology in the news section
- One informant liked the tips on not only what to include in your resume but what to exclude from your resume. He/she said lots of people assume that people know how to construct a resume. The reality is that most students do not know how to construct a resume. This informant also liked the fact that he could post his/her resume after creating it.
- The informants liked the knowledge section particularly the portion regarding how to identify skill sets.
- The links were appreciated. Particularly they like links to interesting books, and topics of interest. For example one faculty member enjoyed the survey results on graduates and where they go. She found this information useful.
- Your directory is great. It has regions and area of expertise. It is very useful.

Opportunities

- The NAPA front page looks a little busy. It becomes overloading, off-putting, not friendly, and ultimately confusing.
- Navigation system is confusing. Visitors do not acknowledge the blue navigation bar. It breaks the common rules when it comes to standard navigation. The submenus are good. They help a lot with navigation.
- The "breadcrumb" used to indicate current location are good however one visitor would like to know where they have been.
- Informants did not like the multiple pages that were under construction.
- The employment section needs to be populated with more employment opportunities. 2 positions are not enough to drive students and practitioners to the website.
- Directory is great. It has regions and area of expertise. It is very useful. However it needs to be populated with more people.
- Some of the information is viewed as outdated for example one informant mentioned that a 1999 PowerPoint presentation is too old for his to look at and consider current.
- A few members commented on the photographs. One said that some of the photos on the website look like someone took PhotoShop, poorly cut a picture, and placed it on the website. These photos should be replaced.
- In the training section under field school, the navigation bar does not read training.

C. Interview Guides

i. Interview Guide for Faculty

ii. Interview Guide for Students

iii. Interview Guide for Practitioners

Interview Guide for COPAA Website User Research – Faculty

Background	• What is your position at the university? What does that entail? • How did you get there? (Degrees, work experience, etc.) • Tell us about experiences with applied anthropology.

Department's Information Needs	• Your university offers applied anthropology (training programs). Tell us about them. (BA/MA)
	• What information needs does your program have? How is it currently addressing those needs? Where do you get information on:
	    1. How to structure an applied anthropology curriculum
	    2. How to connect with practitioners
	    3. How to design practicums/ internships
	    4. etc. [Get as long a list as possible]

COPAA	• How did you hear about COPAA? What have you heard about COPAA? • How can COPAA be useful to your program? What role would you like to see COPAA play? • Have you participated in COPAA activities? If so, which ones? What did you like about these activities? Dislike about these activities?
COPAA Website – How Used	• Do you use the COPAA website? If not, why not? • If so, tell me about the last time you accessed it? (Purpose) • If so, how often do you access the website? What do you use it for? • If so, how do you get to it? • If so, where do you use it? • What are your expectations of the COPAA website? • [Have them look at the COPAA website, elicit reactions] • What would you like to see on the COPAA website that's not there now?
Website Comparison	• [Show them NAPA (www.practicinganthropology.org)] • This is the NAPA's website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • [Show them SfAA (www.sfaa.net)] • This is the SfAA website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • In general what do you like about websites/what don't you like? • Do you have a favorite website? Which one? Why?

Suggestions	• Do you have any other suggestions for us regarding the COPAA website? How else could it be improved? • Thank you so much for your willingness to participate in our research project!

Interview Guide for COPAA Website User Research – Students

Background	• What applied anthropology degrees are you seeking? • How did you get here? (Degrees, work experience, etc.) • Why did you decide to pursue a degree in anthropology? • What are your plans for the future?

Information Needs – Applied Anthropology	• What information needs do you have with regards to applied anthropology? How are you currently addressing those needs?
	   1. Planning a career
	   2. Attaining internships or employment
	   3. Anthropology programs
	   4. Information about applied anthropology in general
	   5. etc. [Get as long a list as possible]

COPAA	• How did you hear about COPAA? What have you heard about COPAA? • How can COPAA be useful to your program? What role would you like to see COPAA play? • Have you participated in COPAA activities? If so, which ones? What did you like about these activities? Dislike about these activities?
COPAA Website – How Used	• Do you use the COPAA website? If not, why not? • If so, tell me about the last time you accessed it? (Purpose) • If so, how often do you access the website? What do you use it for? • If so, how do you get to it? • If so, where do you use it? • What are your expectations of the COPAA website? • [Have them look at the COPAA website, elicit reactions] • What would you like to see on the COPAA website that's not there now?
Website Comparison	• [Show them NAPA (www.practicinganthropology.org)] • This is the NAPA's website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • [Show them SfAA (www.sfaa.net)] • This is the SfAA website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • In general what do you like about websites/what don't you like? • Do you have a favorite website? Which one? Why?

Suggestions	- Do you have any other suggestions for us regarding the COPAA website? How else could it be improved? - Thank you so much for you willingness to participate in our research project!

Interview Guide for COPAA Website User Research – Practitioners

Background	• What organization do you work for? • What is your position? • What does that entail? • How did you get there? (Degrees, work experience, etc.) • What are your plans for the future?

Information Needs – Personal	• What information needs do you have with regard to applied anthropology? How are you currently addressing those needs?
	   1. Planning a career
	   2. Hiring interns or employees
	   3. How to connect with other practitioners
	   4. Information about applied anthropology in general
	   5. etc. [Get as long a list as possible]

Information Needs – Their Organization	• Does your organization have a need for other anthropologists?
	• If so, what information needs does your organization have with regard to anthropology? How is it currently addressing those needs? Where does it get information on:
	   1. Hiring interns or employees
	   2. How applied anthropology has helped other organizations within your realm of interests
	   3. etc. [Get as long a list as possible]

COPAA	• How did you hear about COPAA? What have you heard about COPAA? • How can COPAA be useful to your program? What role would you like to see COPAA play? • Have you participated in COPAA activities? If so, which ones? What did you like about these activities? Dislike about these activities?
COPAA Website- How Used	• Do you use the COPAA website? If not, why not? • If so, tell me about the last time you accessed it? (Purpose) • If so, how often do you access the website? What do you use it for? • If so, how do you get to it? • If so, where do you use it? • What are your expectations of the COPAA website? • [Have them look at the COPAA website, elicit reactions] • What would you like to see on the COPAA website that's not there now?

Website Comparison	• [Show them NAPA (www.practicinganthropology.org)] • This is the NAPA's website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • [Show them SfAA (www.sfaa.net)] • This is the SfAA website. Please spend a few minutes browsing around. As you are looking around, tell me what you like or dislike. [For each comment made, ask follow up questions like "why?"] • Overall how would you rate this website? Why? • In general what do you like about websites/what don't you like? • Do you have a favorite website? Which one? Why?
Suggestions	• Do you have any other suggestions for us regarding the COPAA website? How else could it be improved? • Thank you so much for you willingness to participate in our research project!

D. Current COPAA Website Pages

i. Home Page

ii. About COPAA

iii. COPAA Members

COPAA

Consortium of Practicing and Applied Anthropology Programs

Mission

To collectively advance the education and training of students, faculty, and practitioners in applied anthropology

To learn more about COPAA, please select a link below

About COPAA   COPAA Members

About COPAA

Consortium of Practicing and Applied Anthropology Programs

About COPAA	COPAA Members

COPAA is a consortium of representatives from 22 university academic departments involved with the practice of applied anthropology. COPAA Officers, Member Departments, and Standing Committees can be viewed by following the "COPAA for Members" link above. In addition, COPAAweb is an web-based list serve for COPAA members to communicate and discuss various issues and COPAA activities.

New departmental members are considered at the time of the annual meeting of the Consortium held during the winter-spring of each year. Departments may request membership by contacting the chair of the Consortium or members of the Consortium may recommend certain departments to be invited to join.

Benefits of Departmental Membership

- Link to the COPAA website and internship/practica bulletin board
- Listing in publications and promotional materials as a Member Department
- Inclusion in e-mail correspondence about the Consortium
- Invitation to the annual meetings of the Consortium and all Consortium-sponsored activ
- Ability to draw upon the resources and expertise of the Consortium for Departmental Program needs

Obligations of Membership

- Pay annual dues of $150 (used primarily to support the development and maintenance website and bulletin board)
- Send a representative from the department to the annual meeting of the Consortium
- Participate in the activities of the Consortium as its members attempt to meet its missic

COPAA Members

Consortium of Practicing and Applied Anthropology Programs

| About COPAA | COPAA Members |

Minutes of Meeting of the Steering Committee (held March 5, 2002)

Minutes of Meeting of the Steering Committee (held March 18, 2003)

Minutes of Meeting of the Steering Committee (held March 30, 2004)

New departmental members are considered at the time of the annual meeting of the Consortium held during the winter-spring of each year. Departments may request membership by contacting the chair of the Consortium or members of the Consortium may recommend certain departments to be invited to join. Listed below are the current (2003-2004) Officers, Member Departments, and Standing Committees.

Officers

- Chair: Linda Bennett (University of Memphis)
- Secretary: Kerry Feldman (University of Alaska, Anchorage)
- Co-Treasurers: Gina Sanchez (Indiana University-Purdue University at Indianapolis)

  Jeanette Dickerson Putman (Indiana University-Purdue University at Indiana

Member Departments (2004-2005)

- American University (Washington, DC)
- California State University-Long Beach
- California State University-Hayward
- George Washington University (Washington, DC)
- Georgia State University (Atlanta)
- Indiana University-Purdue University at Indianapolis
- Mississippi State University (Starkville)
- Montclair State University
- Northern Arizona University (Flagstaff)
- Oregon State University (Corvallis)
- Santa Clara University
- University of Alaska (Anchorage)
- University of Arizona and BARA
- University of Florida-Gainesville
- University of Georgia (Athens)
- University of Kentucky (Lexington)

- University of Maryland-College Park
- University of Memphis (Tennessee)
- University of North Carolina-Greensboro
- University of North Texas (Denton)
- University of South Florida-Tampa
- Wayne State University (Detroit)

Standing Committees

- Executive Committee
- Advisory Board Development
- COPAA Website
- Internship/Practica Bulletin Board
- Tenure and Promotion and External Program Reviews
- Guidelines for Training Programs
- Professional Exchanges
- Continuing Education
- Funding

Executive Committee

Members
Officers and Chairs/Co-Chairs of committees (see below)

Advisory Board Development Committee

Purpose
To plan the formation of an Advisory Board consisting of non-academically based anthropology organizations that are applying anthropology. This Board will serve in an advisory role to the Consortium.

Members
John Young, Chair (Oregon State University)
Erve Chambers (University of Maryland)
John van Willigen (University of Kentucky)

COPAA Web Site Committee

Purpose
To plan the creation of the COPAA web site that will link Member Departments and Advisory Board Members.

Members
Christina Wasson (University of North Texas)
Judith Freidenberg (University of Maryland)
Paul Shackel (University of Maryland)

Internship/Practica Bulletin Board Committee

Purpose
To develop a Bulletin Board for posting internship/practica opportunities and for students to communicate their interests in particular types of practica/internships (to be coordinated with the COPAA web site)

Members
Gina Sanchez, Co-Chair (IUPUI)
Allen Batteau, Co-Chair (Wayne State University)
Kerry Feldman (University of Alaska, Anchorage)

Tenure and Promotion and External Program Reviews Committee

Purpose
To collect information from Member Departments regarding tenure and promotion procedures and criteria and regarding external program reviews in each department. Identify procedures and criteria that specifically address the inclusion of applied and practitioner accomplishments in tenure and promotion decisions. Develop a network of potential reviewers for academic programs.

Members
Ken Brook, Chair (Montclair State University)
Willie Baber (University of North Carolina, Greensboro)
Linda Bennett (University of Memphis)
Linda Whiteford (University of South Florida)

Guidelines for Training Programs Committee

Purpose
Building upon the work of leaders in the Society for Applied Anthropology and the the National Association for the Practice of Anthropology in the early 1990s, this committee will review the Guidelines to Departments (1994, authored by John van Willigen) to consider changes and expansions. The Guidelines will be considered in light of the mission of the Consortium and the current needs of departments foe educating and training students at the master's and doctoral levels to go into applied and practitioner anthropology positions.

Members
Linda Whiteford, Chair (University of South Florida)
Robert Trotter (Northern Arizona University)
Tony Oliver-Smith (University of Florida)

Professional Exchanges Committee

Purpose
To establish a structure that would help facilitate short term faculty exchanges between member departments.

Members
Ann Jordan, Co-Chair (University of North Texas)
Barbara Miller, Co-Chair (George Washington University)
Ben Blount (University of Georgia)
Christina Wasson (University of North Texas)

❖ Continuing Education Committee

Purpose
To initiate and coordinate workshops and other types of sessions that would address needs in the continuing education of practitioners and faculty members in applied anthropology.

Members
Susan Andreatta, Chair (University of North Carolina, Greensboro)
Kathryn Kozaitis (Georgia State University)
Nancy Rosenberger (Oregon State University)
Ron Loewe (Mississippi State University)

❖ Funding Committee

Purpose
To explore opportunities to apply for funding to support Consortium-sponsored education and training efforts.

Members
Robert Harman, Co-Chair (California State University, Long Beach)
Tim Finan, Co-Chair (BARA, University of Arizona)