

FALL 2017 NAPA COMBINED REPORTS



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PRESIDENT'S REPORT

NAPA Governing Council Meeting
Fall 2017 Meeting: Washington, D.C., November 30, 2017
Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Lisa Henry

Accomplishments	AAA Fall Membership Campaign NAPA participated in the AAA Fall Membership Campaign. Any new or renewing members received a 10% discount if they joined by October 31 st .
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	<p>Marketing Items I spent a great deal of time this fall preparing for the AAAs. I designed and ordered a table cloth, new badge ribbons, t-shirts, bags, lip balm, and cleaning cloths. T-shirts will be given to anyone who joins NAPA during the meetings and raffled during the Networking Social. I designed cardstock invitations for the Networking Social.</p> <p>Monthly Emails I have been emailing NAPA members almost every month to keep them updated with activities.</p> <p>Treasurer Vote Kevin Preister has been voted in as our new nominated treasurer. His elected term ends at the close of the AAAs, at which point his nominated term begins.</p> <p>Donations We have discovered that it is possible for people to make donations that are earmarked for NAPA. We have a link on the website.</p> <p>Volunteer Award David Himmelgreen, Rachel Hall Clifford, Jason Lind and I revised the team of GC members who will work on this award. There were too many peas in the pot. The President-Elect is the main point person and will work with the Volunteer Coordinator through the nomination/voting process.</p>
<p>Work in Progress</p>	<p>Mission Statement and Tagline For the development of a mission statement, we wanted an approach that included the NAPA membership. We received 19 ideas from members. Next, Cathleen and I chose 4 that we felt represented the 19 submitted. We sent those 4 out for feedback. Via email discussion, the GC decided that the proposed mission statements were more like taglines. With additional revisions, we voted on the following tagline: "applying anthropology for real world results." We need to form a committee to develop a larger mission statement using the information provided by the membership. Tim has volunteered to work on this committee. We need additional members.</p> <p>Banner and Brochure design Jason and I worked on a large pop-up banner to sit next to the NAPA table. We developed the basic content and worked with a former UNT alum on the design. We would like the GC to consider funding a professional designer for the pop-up banner and brochures so they would have the same professional look. If we can find a designer who will donate their time, even better.</p> <p>Budget Process Kevin and I are researching the budgeting process to develop a system to better track budget requests and modifications to those requests.</p> <p>NAPA Exclusive Programming This year we will continue to work on developing NAPA exclusive events. Please see addendum.</p>

	<p>Bylaws Re-type the NAPA Bylaws (we cannot locate a word processor copy of the bylaws) so I can make the changes to the treasurer's position.</p> <p>SfAA Program Ellen Puccia and I are setting a plan to talk to the SfAAs about co-sponsoring the meetings.</p>
Problems Encountered and Recommended Solutions	<p>Mission Statement See above</p> <p>Pop-Up Banner See above</p>
Issues / Motions for Board Resolution:	<p>Sustaining Member It is time for the 2018 section dues updates. Our dues are \$35/members and \$20/students. I propose no changes to these dues. I am asking the GC to consider establishing a "sustaining" membership category. Creating a sustaining category would allow members to make a donation to NAPA that is built in to their membership dues. Currently 9 out of 40 sections have a sustaining category. The range of cost is \$25-100, which is 50%-240% above regular dues. The deadline is Dec. 11th.</p> <p>Internship Program The AAA is asking each section to pledge \$500/year for 3 years to help support the AAA Summer Internship Program.</p> <p>NAPA Exclusive Programming See above and addendum</p>
Budget Request (Items and cost)	
Comments:	

TREASURER'S REPORT

NAPA Governing Council Meeting
Fall 2017 Meeting: Washington, D.C., November 30, 2017
Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Kevin Preister, NAPA Treasurer

Committee Members	Kevin Preister
Accomplishments	Prepared the 2018 budget and received NAPA GC approval; reviewed and paid appropriate reimbursement requests.
Work in Progress	
Problems Encountered and Recommended Solutions	NAPA Membership continues to drop. According to AAA figures, NAPA membership dropped from 432 (January, 2015) to 342 (September, 2017), a decline of 90 members, or 21% of our membership.

Issues / Motions for Board Resolution:	
Budget Request (Items and cost)	<p>For the Twelve Months Ending Saturday, December 31, 2016</p> <p>Net Assets at Beginning of Year \$132,633.46</p> <p>Revenues to Date 11,858.94</p> <p>Expenses to Date 14,797.35</p> <p>Change in Net Assets (2,938.41)</p> <p>Net Assets at End of Period \$129,695.05</p>
Comments:	

ANNALS OF ANTHROPOLOGICAL PRACTICE REPORT

NAPA Governing Council Meeting
 Fall 2017 Meeting: Washington, D.C., November 30, 2017
 Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
 FROM: John Brett, editor

Committee Members	Tim Wallace (chair), Chad Morris, Peter VanArsdale, Robert Rubenstein, RuthBeth Finerman
Accomplishments	Two issues of volume 41 have been published. Volume 41 is the first volume of the all-volunteered papers format.
Work in Progress	The AAP has now fully transitioned from its theme-based format to the all-volunteered format. Following a very large marketing campaign in 2016, spearheaded by John Massad and Terry Redding and additional efforts by Wiley and the AAA, we have received a slow but steady stream of submissions so have been able to publish each issue though they are still a little slim.
Problems Encountered and Recommended Solutions	The largest challenge we face remains attracting manuscript submissions. While we have gotten a fair number of submissions as a result of our marketing campaign last year, we need to continue promoting the journal. I will be working with the AAA and with Wiley to continue promoting the journal. I would again encourage all GC members to seek out submissions from presenters of excellent papers they encounter.
Issues / Motions for Board Resolution:	
Budget Request (Items and cost)	
Comments:	

ANTHROTALKS REPORT

NAPA Governing Council Meeting

Fall 2017 Meeting: Washington, D.C., November 30, 2017

Report Period: March 2017 - November 2017

This report is a public document.

TO: NAPA Governing Council

FROM: Inga Treitler

Committee Members	Inga Treitler, Taapsi Ramchandani		
Accomplishments	<ul style="list-style-type: none"> • Web site as audio portal AnthroTalks.org and AnthroTalks.com • Social media links • Review by Sapiens for possible franchising • Collaboration agreement with AAA • Two features launched (Dressing the Part; How we Learn) • Branding and image emergent as crowdsourced, cocreated, nondisciplinary, created + accessible on the fly 		
Work in Progress	<p>Features currently in production</p> <ul style="list-style-type: none"> • Waiting in Line - things in short supply, serendipity and unpredictability even in structured context, betwixt and between • In the Aftermath – natural disasters, medical diagnoses, risk assessment • Low income Wizardry – ways of saving, spending, economizing, investing <p>Logistics to increase rate of production</p> <ul style="list-style-type: none"> • Coordination with UTK to engage students as co-producers - critical for bringing the generational perspective of users [future opportunities elsewhere] • Exploring crowdfunding to access popular imagination 		
Problems Encountered and Recommended Solutions	N/A		
Issues / Motions for Board Resolution:	N/A		
Budget Request (Items and cost)		Annual	
	Wordpress	\$99 (renews Jun 2018)	
	GoDaddy Domain*	\$35.34 (renews Nov 2017)	
	Audioblocks*	\$99 introductory rate (renews May 2018 for \$149)	
	Adobe Audition	\$262 (renews May 2018)	
		\$495.34	
	*invoices to be submitted in November, 2017		

BUSINESS ANTHROPOLOGY REPORT

NAPA Governing Council Meeting

Fall 2017 Meeting: Washington, D.C., November 30, 2017

Report Period: March 2017 - November 2017

This report is a public document.

TO: NAPA Governing Council
FROM: Inga Treitler

Committee Members	Tim Malefyt, Bob Morais, and Allen Batteau
Accomplishments	<p>Business Anthropology has “come of age” in recent years, and Tim, Bob and Allen have created a series of sessions and workshops for this AAA meeting, under the title of Business Anthropology Matters. The business anthropology endeavors share a vision with EPIC and provide another venue for anthropologists, researchers, marketers, managers to collaborate. Considering that the funding base is more foundation and academy sourced than industry, the contributions may open new areas of pursuit. But no clear difference is articulated other than clearer disciplinary focus in anthropology.</p> <p>NAPA member Adam Gamwell has built a web page buisnessanthro.com</p> <p>Tim and Bob have worked with AN to add a Business anthropology tab to the AN and have created a series of short articles by business anthropologists: http://www.anthropology-news.org/index.php/2017/11/03/business-anthropology-comes-of-age/</p> <p>Business Anthropology events for AAA 2017 are: https://www.buisnessanthro.com/single-post/2017/11/09/Business-Anthropology-Matters-Events-at-the-American-Anthropological-Association-Conference</p>
Work in Progress	<p>The Global Business Anthropology summit, coordinated and organized by Allen Batteau, is a fully funded event (by foundations and universities) that brings together perspectives from researchers and practitioners around the world, and at different career stages, to discuss and publish a monograph on the future of business anthropology.</p> <p>The summit will be held at Wayne State University in early 2018</p>
Comments:	N/A

COMMUNICATIONS COMMITTEE REPORT

NAPA Governing Council Meeting
Fall 2017 Meeting: Washington, D.C., November 30, 2017
Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Terry Redding

Committee Members	Amanda Woomer, Bethany Grove (Twitter), Zelda Harrison, Sophie Goodman, (Facebook), Kristy Keller (LinkedIn Administrator), Julia Wignall (AnthroCurrents), Amanda Whatley (website), Natalie Morrissey (NAPA Notes Senior Editor), Brandon McClure, Natalie Cox, Amanda Jo (AJ) Wildey, and Allison Formanac (Contributing Editors), Amanda Tack (Print media), Ana Belen Conrado (Special projects), Robbie Murie (videographer), Jo Aiken (Deputy Chair), Terry Redding (Chair)
Accomplishments	<p>Jo Aiken has agreed to take over as chair in January 2018. Orientation is ongoing and a transition plan is in the works.</p> <p>Got two newsletters out, and got the newsletter subcommittee more strongly oriented and independent.</p> <p>Created webpage for NAPA's AAA activities, and separate webpage for workshops.</p> <p>Social media continue to grow, but more slowly than in the past. Facebook is growing fastest. LinkedIn: 4,200 members Twitter: 10,400 followers Facebook; 2,300 followers</p> <p>Added additional profiles/pages to the careers section of the website.</p>
Work in Progress	<p>Currently promoting AAA meeting activities.</p> <p>Currently working with student team from UNT to evaluate different aspects of the website. Changes will be made in the new year.</p>
Problems Encountered and Recommended Solutions	Need to find someone to take on the Friday "job of the week" blog.
Issues / Motions for Board Resolution:	Spin off the newsletter subcommittee into its own GC level committee. This is how it was in the past.
Budget Request (Items and cost)	
Comments:	Zelda Harrison (Facebook coordinator) has received volunteer of year award. Her co-coordinator Sophie Goodman also will receive a special recognition. This is well deserved, and both were very excited about the recognition.

ETHICS COMMITTEE REPORT

NAPA Governing Council Meeting
 Fall 2017 Meeting: Washington, D.C., November 30, 2017
 Report Period: March 2017 - November 2017
This committee report is a public document.

TO: NAPA Governing Council
 FROM: Chad Morris

Committee Members	Steve Pavey Tracy Meerwarth Pester Anne Pfister Robert Rubinstein Niel Tashima Chad Morris, Chair
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Accomplishments	The NAPA Ethics Subcommittee on Revision to the Ethics Statement, chaired by Niel Tashima, has completed its two-year long journey toward on a revised statement of Ethical Guidelines for NAPA. The Ethics Committee has approved the draft (with slight changes), and the Statement (attached) has been sent to the GC to be considered for ratification by the NAPA membership.
Work in Progress	Ethics Statement Review
Problems Encountered and Recommended Solutions	Some Ethics committee members have been unresponsive. We will likely remove a few committee members and add new ones soon (perhaps from the subcommittee, which had several productive members who might well be worth considering for future NAPA office). New Committee members will likely have good ideas about highlighting a new Ethics Statement (if approved) in the minds of our members.
Issues / Motions for Board Resolution:	The Ethics Committee requests that the governing Council approve the Ethics Statement for ratification by the NAPA membership.
Budget Request (Items and cost)	None.
Comments:	Of possible note, Committee Chair Chad Morris has been elected to the MPAAC Ethics Seat, commencing this November. (His nomination was encouraged by CoPAPIA.) One of MPAAC's action items for the coming year is a revisiting of the AAA Ethics Statement in light of comments since the Statement's introduction. The NAPA process will likely play a key role in this work.

MEMBERSHIP COMMITTEE REPORT

NAPA Governing Council Meeting
Fall 2017 Meeting: Washington, D.C., November 30, 2017
Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Kerry Fosher and Fritz Lampe

Committee Members	Kerry Fosher Sheryl Horowitz Monica Hunter Fritz Lampe Peter Lee Zarla Ludin Terry Majewski Carla Pezzia Alessandra Rosa Susan L. Schalge Yuichi Sekiya Cassandra Workman
Accomplishments	Restructured and reprioritized committee – see Changes and Priorities for AY 17-18 notes below. Initial report from Academic Outreach Team, see below.

	Refreshed membership.
Work in Progress	See Changes and Priorities for AY 17-18 notes below.
Problems Encountered and Recommended Solutions	See Changes and Priorities for AY 17-18 notes below.
Issues / Motions for Board Resolution:	Possible discussion item for the board. See priority #2 in attached Changes and Priorities for AY 17-18. While the lead for research and survey has a number of activities planned, they do not currently involve follow up interviews with survey respondents.
Budget Request (Items and cost)	none
Comments:	none

MENTOR COMMITTEE REPORT

NAPA Governing Council Meeting
 Fall 2017 Meeting: Washington, D.C., November 30, 2017
 Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
 FROM: Niel Tashima

Committee Members	Elizabeth Briody, Sarah Cote, Tara Eaton, Tom Greaves, Carla Guerron Montero, Kimberly Montoni, Robert Morais, and Bill Roberts
Accomplishments	<ol style="list-style-type: none"> 1. Completion of UNT Grant "Assessment of the NAPA Mentor Program" see attached report authored by Susan Squires. 2. Continued Mentor matches for Mentees. 10 matches completed, 2 outstanding waiting for responses from Mentees. 3. Continued support for undergraduates. 4. Transition from Tom Greaves to Noel Chrisman as lead for initial responses to Mentor inquiries, forward for matching to Niel and responses to undergraduate inquiries.
Work in Progress	<ol style="list-style-type: none"> 1. Development of concepts based on UNT report including development of focused messaging. 2. Updating of Mentor FAQs to include more on Business Anthropology.
Problems Encountered and Recommended Solutions	None
Issues / Motions for Board Resolution:	None
Budget Request (Items and cost)	Request for support for next Mentor Partnership project to focus on activities around the Careers Expo as a video lead into NAPA Mentoring, NAPA Instant Mentoring and an accessible video highlighting the Careers Expo as an avenue to engaging new populations and building membership.
Comments:	Sarah Cote has retired from the Committee and Elizabeth Briody is staying on as emeritus.

NAPA-OT FIELD SCHOOL REPORT

NAPA Governing Council Meeting
Fall 2017, Washington, DC
Report Period: April 2017 – November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Rachel Hall-Clifford, Director

Committee Members	Rachel Hall-Clifford, Juliana Gutierrez, Gelya Frank, and Nancie Furgang
Accomplishments	<ul style="list-style-type: none"> The field school held its eighth session in June 2017 The 2017 program had projects in midwifery, pediatric practice, with eight students and four faculty participating
Work in Progress	<ul style="list-style-type: none"> The 2018 program is now being advertised: www.napaotguatemala.org and will projects in pediatric practice, short-term medical missions, and water sustainability. Recruitment is in progress, accepting applicants on a rolling basis through Feb. 1. The Field School Director is developing an Advisory Council to support decision-making and program design, which will be coordinated with the NAPA liaison and Treasurer to ensure adherence to the existing MOU.
Problems Encountered and Recommended Solutions	<ul style="list-style-type: none"> Enrollment numbers were lower than our ideal size for 2017, and we had a challenging group of students, who were less satisfied that our usual program evaluation data indicate. The field school faculty will hold an online orientation ahead of the 2018 session to improve student preparedness and expectations. Other programmatic changes including self-reflexive student exercises will be added. Renewed efforts in advertising are being made to recruit a robust cohort for 2018 via website, color brochures, and email blasts.
Issues / Motions for Board Resolution:	None.
Budget Request (Items and cost)	N/A
Comments:	

NOMINATIONS COMMITTEE

NAPA Governing Council Meeting
Fall 2017 Meeting: Washington, D.C., November 30, 2017
Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: David Himmelgreen

Committee Members	Lisa Henry, Elizabeth Briody, Niel Tashima
Accomplishments	Sent out a request for nominations for AAA Leadership positions to NAPA GC and followed up with the Nominations Committee for suggestions. Contacted seven NAPA members about running for these positions. Several declined to self-nominate. Others did not get back to me after repeated requests.
Work in Progress	Completed
Problems Encountered and Recommended Solutions	None
Issues / Motions for Board Resolution:	None
Budget Request (Items and cost)	None
Comments:	I would like to suggest that the GC discuss possible nominees at one of the two NAPA meetings before the AAA nominations for AAA Leadership Positions is sent out in the fall.

Organizational Relations Committee Report

NAPA Governing Council Meeting
Fall 2017, Washington, DC
Report Period: April 2017 – November 2017

This committee report is a public document.

TO: NAPA Governing Council
FROM: Cathleen Crain, Chair, Organizational Relations Committee

Committee Members	Cathleen Crain, Carol Ellick, Niel Tashima, and Joshua Liggett. Daniel Ginsberg, Fellow, Academic Relations and Practicing and Applied Programs at the AAA provides material support to the Committee and functions as an <i>ex officio</i> member.
Accomplishments	<p>The Committee has organized the 12th annual Careers Exposition that will be held on Friday, December 1, 2017. Approximately 60 professional anthropologists will participate in the Expo to provide career advice to new and young anthropologists. This year we expect over 600 new and young professional anthropologists and faculty who mentor students to attend the Expo providing NAPA with extraordinary exposure.</p> <p>The Committee has undertaken heavy promotion to continue to grow attendance at the Expo. The Committee continued its partnership with the National Association of Student Anthropologists to encourage student involvement.</p> <p>As in past years, the Expo has had significant support from AAA, as well as from Consortium of Applied and Practicing Anthropology Programs (COPAA) and from CoPAPIA.</p>
Work in Progress	The Committee will be undertaking planning and recruiting for the next meeting beginning in April.
Problems and Solutions	There have been no problems encountered this year.

Issues / Motions for Board Resolution:	The Expo continues to provide NAPA with a high visibility opportunity to interact with young professionals and students as well as a cadre of senior, highly placed professional anthropologists. This is an opportunity for NAPA to highlight its contributions to the development of new and young professionals.
Budget Request (Items and cost)	The Expo should be budgeted at approximately \$3,000.
Comments:	None

PROGRAM COMMITTEE REPORT

NAPA Governing Council Meeting
 Fall 2017 Meeting: Washington, D.C., November 30, 2017
 Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
 FROM: Ellen Puccia

Committee Members	Ellen Puccia, Lisa Henry
Accomplishments	Reviewed panels and papers for AAA meetings, planned networking social, worked with Business Anthropology Matters group to include them in networking event, secured space for GC meeting and planned lunch
Work in Progress	Possibility of co-sponsoring SfAA meetings
Problems Encountered and Recommended Solutions	The new AAA review portal is not easy to use and required three trainings. I will need two reviewers for next year who will commit to the training and review process. I can help, but the reviewers are much more separate from the chair than they used to be. The program chairs also have less control over what gets on the program and what time and day panels occur. I do not think there is a solution. The AAA process is too new.
Issues / Motions for Board Resolution:	none
Budget Request (Items and cost)	\$3500 for both AAA and SfAA networking events
Comments:	NAPA members should be sending their panels to NAPA for review. For such a large section, we do not have the number of entries that I think we should.

PUBLICATIONS COMMITTEE REPORT

NAPA Governing Council Meeting
 Fall 2017, Washington, DC
 Report Period: April 2017 – November 2017

This committee report is a public document.

TO: NAPA Governing Council
 FROM: Tim Wallace, Chairperson

Committee Members	Tim Wallace (chair), Chad Morris, Peter VanArsdale, Robert Rubenstein, RuthBeth Finerman, John Brett
Accomplishments	<ul style="list-style-type: none"> Two new issues of AAP were published

	<ul style="list-style-type: none"> Worked with John Brett, AAP editor, on plans for the Editorial Board and discussions about the transition to a fully single-authors, away from the themed issue-type
Work in Progress	<ul style="list-style-type: none"> Monitoring the production of the AAP volumes. Assisting AAP editor John Brett in thinking through relevant AAP problems. It is time to begin thinking about selecting a new editor, as the current editor will be stepping down in 2019. A time frame must be developed.
Problems Encountered and Recommended Solutions	We need more advertising of the AAP change to its new format.
Issues / Motions for Board Resolution:	The GC should begin considering how it wants to proceed for the selection of a new editor for the AAP. A new editor should be selected by the middle of 2018 so the new incoming editor can work with the outgoing editor to have a smooth transition.
Budget Request (Items and cost)	\$500 for advertising of the AAP.
Comments:	None.

STUDENT REPRESENTATIVE REPORT

NAPA Governing Council Meeting
 Fall 2017 Meeting: Washington, D.C., November 30, 2017
 Report Period: March 2017 - November 2017

This committee report is a public document.

TO: NAPA Governing Council
 FROM: Jo Aiken

Committee Members	Jo Aiken
Accomplishments	<p>NAPA Student Achievement Award</p> <p>The 2016 NAPA Student Achievement Award was announced in June. The criteria and award amounts were consistent with the 2016 award announcement. We received four papers from four universities. The Awardees are:</p> <ul style="list-style-type: none"> 1st Place - \$500 Zachary Houser (North Carolina State University) <i>Political Leadership and Local Politics in San Lucas Tolimán</i> 1st Runner Up - \$300 Peter Lee (Brooklyn College, CUNY) <i>"Caring" without Curing: Parasites, Medical Brigades, and Transitory Care in Rural Nicaragua</i> 2nd Runner Up - \$200 Kayla Hurd

	(University of Notre Dame) <i>The “other” drug: Examining the efficiency of Schistocerca as a treatment for anemia</i>
Work in Progress	Transition Onboarding Taapsi as the new student rep.
Problems Encountered and Recommended Solutions	<ul style="list-style-type: none"> • Launching the award earlier, over the summer, did not result in more submissions – we received 4 for 2017, compared to 7 for the 2016 award that was announced in August. <ul style="list-style-type: none"> ○ We had discussed launching the award at SfAA, but the deadline for submissions would cut close to finals for students and also inconvenience reviewers who have grading duties. ○ Launching the award too close to AAA runs the risk of not having checks cut within the current FY. ○ I suggest trying a launch of late February/early March, with the extended deadline no later than April 9, 2018, to give reviewers at least 3 weeks before grades are due for the spring term (on average). • Difficulty recruiting reviewers.
Issues / Motions for Board Resolution:	
Budget Request (Items and cost)	Awards: (\$1000 Total) <ul style="list-style-type: none"> • 1st Place - \$500 • 1st Runner up - \$300 • 2nd Runner up - \$200
Comments:	

Brainstorming for NAPA Exclusive Programming

Activities that are Career/Training Specific

Communication	Membership	Mentoring	Org. Relations/ EXPO	Program	Workshops	Epic/Business SIG	Evaluation SIG	OT Field School	Publications	LPOs Or regional groups	Presentations	Marketing
<ul style="list-style-type: none"> •Anthropology News (section news) •AAA emails •NAPA Notes •Facebook •Twitter •LinkedIn •Blog •AnthroCurrents •AnthroJobs •Podcasts <ul style="list-style-type: none"> ○ NAPA Series ○ AnthroTalks 		<ul style="list-style-type: none"> •Ongoing mentoring •Instant mentoring at AAAs •Networking event AAA •Networking event SfAA •NAPA Partnership Program 	<ul style="list-style-type: none"> •Careers EXPO 	<ul style="list-style-type: none"> • AAA sessions • SfAA sessions 	<ul style="list-style-type: none"> • AAA workshops 	<ul style="list-style-type: none"> • Promotion of EPIC sessions • Business Anthropology Matters Initiative 		<ul style="list-style-type: none"> • fieldschool 		<ul style="list-style-type: none"> • LPO receptions (haven't done lately) • Regional meet-ups 	<ul style="list-style-type: none"> • Current NAPA members giving presentations in classroom or for departments 	

What could we add that is exclusive to NAPA members?

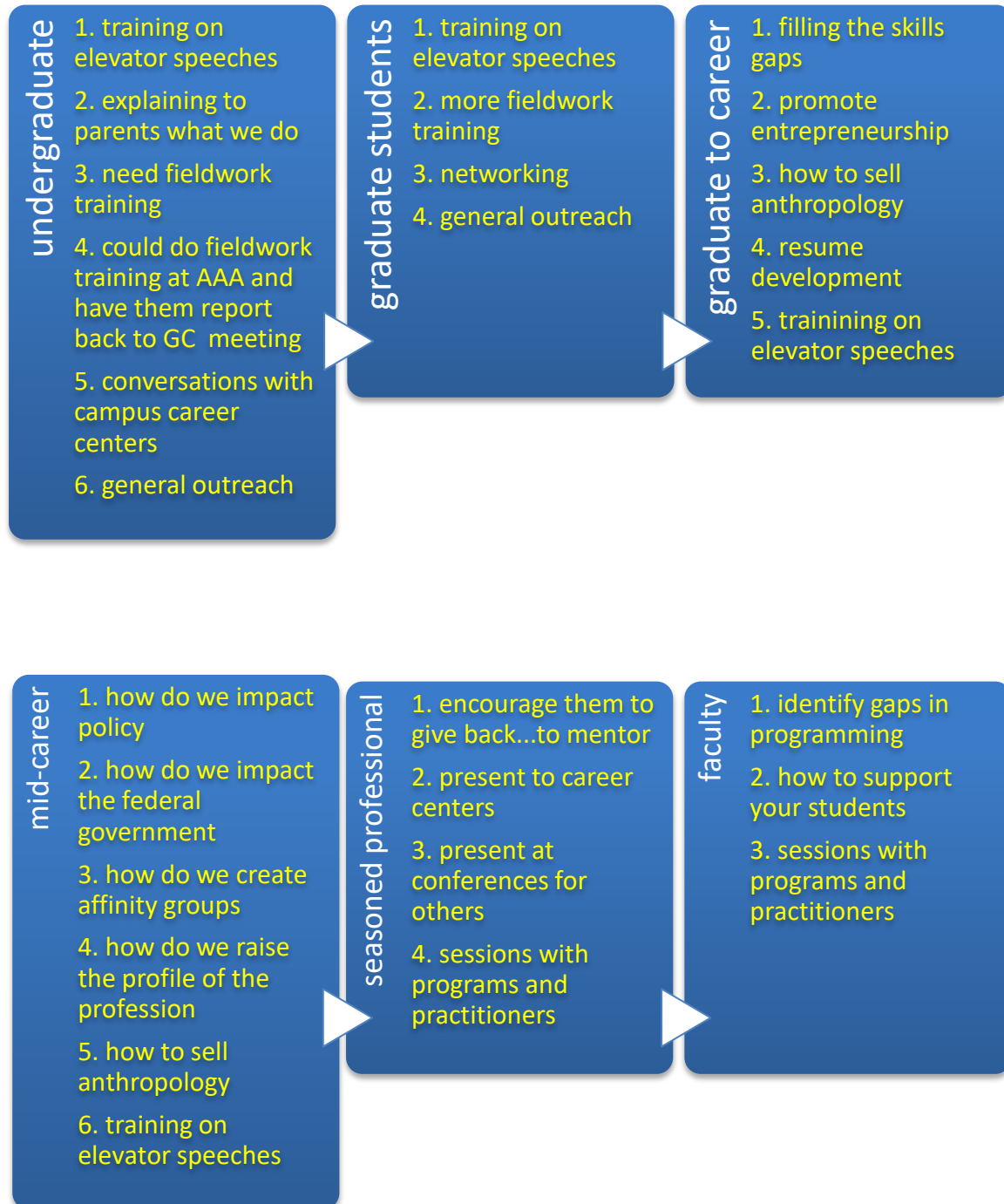
1. NAPA breakfast at AAAs
2. Webinars
 - a. Elevator speeches
 - b. Explaining to parents what you can do with an anthropology degree
 - c. Entrepreneurship
 - d. Career options for MAs
 - e. How to impact policy
 - f. Charting your course
 - g. ...any of the business anthropology workshops from this year

Regarding webinars

1. How (if at all) should we compensate NAPA member?
2. How do we host the webinar?
3. Do we have a volunteer to try one webinar and see how it goes?
 - a. We could open it up to non-NAPA members for this first time and then start restricting access to NAPA members.

Notes on Student to Professional Path and how NAPA can contribute

(draft)



Guidelines for Ethical Practice

National Association for the Practice of Anthropology

Background

Professional anthropologists work in many different sectors (e.g., public, private, non-profit) and in many roles including research, evaluation, service and program delivery, strategy, policy, scientific or subject matter consulting, advocacy, leading teams or organizations, and administration. We engage in anthropological practice in cooperation with others, never working completely alone or totally independently. We work with many different stakeholders on issues that typically involve interesting, complex, and often, ambiguous cultural contexts. Stakeholders may include funders/sponsors/employers, colleagues, research participants, employees, consumers, and community members. Our work is simultaneously collaborative and oriented toward problem solving.

- Our ethical guidelines help us cope with the new and different challenges we face. Our ethical beliefs inform our actions and are reaffirmed by them. We are guided by numerous principles – including those associated with our individual upbringings, anthropological training, colleagues and mentors, employers and staff, study participants, and professional associations, to name a few. NAPA members look to its guidelines for an important form, but not the only form, of professional guidance.

In setting forth these ethical guidelines for Professional/Practicing anthropologists we recognize:

- The multiplicity and complexity of these sometimes-competing and sometimes-congruent principles;
- The team-based nature of anthropological work, which requires consensus building and compromise;
- That our work is often time-sensitive and subject to the emergence of new and urgent issues that demand swift attention;
- That our work often involves planned change in organizational and community settings; and

Anthropologists should review ethical options and choices carefully – in consultation with these guidelines and the AAA Statement on Ethics and, when appropriate, with other colleagues, partners, and community members who might offer alternative perspectives.¹ It is important to make the best decisions possible, given the circumstances and input available, and then adjust as appropriate regarding how and/or whether to continue the work.

¹ There are other organizations who have given ethics careful consideration; their ethical guidelines should also be reviewed. References to other ethical guidance resources can be found in the AAA Ethics Guidelines.

Recognizing that ethical issues are often uncovered in practice, this document provides professional anthropologists with a basic set of understandings that can serve as points of departure for further dialogue. These guidelines not only highlight a commitment to “do no harm,” but also urge professional anthropologists to “do some good.” These guidelines also are a step toward creating a culture of sharing and exploration of ethical dilemmas to foster transparency, collegiality, and potential options in the course of anthropological work.

The scientific community holds “do no harm” to be a core, guiding principle. We believe that “do some good” is an additional disciplinary aspiration since it emphasizes positive action, outcomes, and changes in priorities. Anthropologists *can*, *do*, and *should try to* “do some good” for the organizations and communities with whom they work, as well as their sponsors, consumers, employees, colleagues, students, and/or humanity as a whole. At the same time, we must be mindful of possible competing demands as we seek potential solutions. “Do some good” is followed naturally by the questions “for and as understood by whom?” These questions imply a continuing expectation for professional anthropologists to contemplate the effects of their work on all stakeholders so that the “do no harm” principle is upheld. This vigilance, an additional responsibility of anthropologists, should be a central component of anthropological training.

Similarly, the ever-changing nature of the communities and situations in which we work requires us to be flexible in planning and in responding to the challenges we encounter. We must also use our knowledge and skills, applying our understanding of multiple perspectives, value systems, and power relationships, in the work we do. A balanced approach considers: 1) the ambiguous nature of the anthropological undertaking, 2) the complexities of relationships and partnerships, and 3) the accountability that anthropologists have to partnering organizations and communities, the work itself, and to the discipline of anthropology. By meeting the above criteria, anthropologists can be proud of their contributions to pragmatic ideas and problem solving, in addition to their expertise and skills in theoretical development, methodological rigor and innovation, and documentation of human behavior.

We recognize that our work is relational and involves a variety of stakeholders whose perspectives and interests must be considered when creating respectful processes for rapport and engagement and for building and maintaining trust. The stakeholders with whom we work are neither “subjects” nor “informants,” but rather “partners” in the endeavor. Further, we recognize that anthropological practice exists on a continuum between objective observation and advocacy, and that any biases carry with them increased responsibility for ethical vigilance.

NAPA Guidelines for Ethical Practice

In recognition of the nature of contemporary anthropological practice, we outline the following ethical guidelines. Practicing and professional anthropologists should strive to:

- **Acknowledge biases.** There is potential bias in all anthropological work, but it can be magnified in professional/applied/practicing contexts. Given that we often work with groups that have competing interests, we know that it may not be possible to serve all equally. Some stakeholders will take precedence;

protecting all from potential harm may be unrealistic in certain advocacy or organizational roles. We should be attentive to potential bias, correcting or articulating justifications for it in study design, execution, reporting, and advocacy. We should also be self-reflexive in the roles we play, cognizant of and transparent about our own goals and interests.

- **Consistently consider the implications of our work.** We should evaluate our responsibilities to communities, organizations, and/or clients both before a project is started, throughout the project's duration, and potentially afterwards, as appropriate. Given that conditions are dynamic and situations are often complicated, we should do our best to manage the challenges by considering the implications of our actions on a regular basis and adjusting or ceasing our work as appropriate. When embarking on a relationship, thought should be given to when and how that relationship is likely to conclude. Care should be given to minimize any potential negative effects of changes in the anthropologist's engagement (e.g. new or changing work expectations, personal reasons) over the course of the project.
- **Connect with our anthropological colleagues.** Just as we have multiple relationships with stakeholders in our work, we are linked to other professional anthropologists in a community of practice. We should both use and serve as resources for our colleagues, engaging in dialogue with them about challenging ethical quandaries. We should strive to keep up with advances in scientific knowledge, professional trends, and skill sets.
- **Ensure transparency.** Anthropological practice relies on trust and eschews deception. We should be open, honest, and transparent about our role(s), ensuring consistency with stakeholder requests and interests. We should discuss goals, methods, any observations or findings, potential actions, and outcomes with stakeholders on a regular basis. We should articulate clearly what we can do, how the work might be done and in what time frame, taking into account employer, client, and funder expectations and input. We should be ready to negotiate with stakeholders if conditions change – including those tied to a shift and/or an expansion in focus. We should act with honesty and integrity in all of our interactions with clients, stakeholders, communities, and colleagues.
- **Establish clear research protocols.** In conducting research, we need to create and follow clear protocols and identify ways we might respond to anticipated pitfalls or ethical problems. Informed consent may be either verbal or written, depending on organizational and community expectations. At a minimum, informed consent statements should include a brief explanation of the research and its relevance for the organization or community, and that participation is voluntary and confidential. Ownership of the data should be clearly established at the outset of any project. If the organization or sponsoring institution(s) require(s) institutional review board (IRB) review, it is important to understand and design the research so that it adheres to institutional requirements. In federally-funded work, there may also be Office of Management and Budget (OMB) review requirements and Federal Acquisition Rules (FAR) that apply to control of data and publication rights. It is the anthropologist's responsibility to be cognizant of these rules and their implication for federally sponsored contracts.
- **Apply ethical guidelines to all aspects of practice.** When our roles include activities other than research, we must be as rigorous in our ethical decision making. Most writing on anthropological ethics is focused on research and to some extent on teaching. Those of us with other roles (e.g., administrators, project managers, organizational development specialists) must budget extra time to think through ethical considerations. In this process, we should make every effort to consult with colleagues who hold a broad range of perspectives, not only those who understand and agree with our work. Since there is less disciplinary guidance on the ethical dimensions of these other roles and activities, we must also make ourselves available for consultation with colleagues, especially junior colleagues, who are engaged in ethical decision-making about the array of practice roles and activities. Such discussions may occur

through a mentoring relationship, during a conference session or panel, through one-on-one interaction, or through publication.

- **Communicate inclusively and effectively.** Anthropological work involves stakeholders who have different backgrounds, areas of expertise, perspectives and/or approaches, and with whom we need to communicate in a timely and respectful way. We should be inclusive, ensuring that organizational and community input, objectives, techniques, and strategies are appropriately incorporated to the extent possible. Providing timely communication and transmitting results and recommendations to relevant stakeholders reinforces our credibility. Our communication should be easy-to-understand; jargon should be minimized, eliminated or defined. We should strive to be as objective as possible in our reporting; any biases, limitations or restrictions related to our work should be clearly identified. Finally, we should display and/or communicate the positive value of anthropological approaches and perspectives in our interactions with clients and communities.

NAPA is grateful for the work done by the members of the NAPA Subcommittee on Revision to the Ethics Statement:

Elizabeth Briody, Cultural Keys

Christina Getrich, University of Maryland

Dawn Lehman, Northern Arizona University

Tracy Meerwarth Pester, Consolidated Bearings Company

Chad Morris, Roanoke College (Ethics Committee Chair, ex officio)

Sarah Ono, U.S. Department of Veteran's Affairs

Lauren Penney, U.S. Department of Veteran's Affairs

Niel Tashima, LTG Associates (Sub-Committee Chair)

NAPA Membership Committee

Changes and Priorities for Academic Year 2017-2018

Consolidation

Although the committee structure worked well as a framework for thinking about activities and priorities, the team construct is sometimes less efficient than is necessary for a committee of this size. We have consolidated the teams, but preserved the structure as lines of activity. Several members recently volunteered to be team leads and can continue to serve as activity leads.

The consolidated committee will allow us to organize member efforts around the priorities of the GC. It also will allow us to compensate more quickly if one or more committee members need to unexpectedly reduce their level of effort, which has happened several times in the last two years.

Committee Member Refresh

Of the original slate of volunteers for the committee, only four have been consistently responsive. Two original members have asked to be removed due to other commitments. In late August, we sent a request that volunteers confirm their willingness to continue and several members did decline to continue.

We have brought on one new member, Peter Lee, and identified another, Eric Gauldin. If needed, we will leverage the committee's professional networks and NAPA communication channels to identify several new volunteers.

Priorities for Academic Year 2017-2018

Following the list of team tasks provided at the Membership Committee's formation, we understand its primary functions to be servicing the needs of existing members and keeping the GC informed about member issues. These functions are reflected in our choice of priorities. Of course, as with all committees, we know Membership has some responsibility to recruit and retain NAPA members and we try to tailor

committee activities to support recruiting and retention. Note: Unless otherwise guided by the GC, we are dropping directory development from our list of activities.²

In addition to the specific activities described below, we will continue to work with Activity Leads to facilitate their coordination with other NAPA committees with overlapping functions. For example, we have encouraged Outreach Lead, Susan Schalge, to work with the Volunteer and Communications committees to coordinate outreach activities at AAA.

Although some activities within each activity area may continue, the main areas of effort will be:

1. Finalizing the analysis of applied degree programs with a report and making ongoing recommendations to the GC. Many, but not all, of these programs are affiliated with COPAA, Consortium of Practicing and Applied Anthropology. NAPA's future interface with faculty and students dedicated to applying anthropology given the AAA's growing commitment in this arena will be important on many different levels and in many different arenas. See attached report.

2. Making use of the survey data and offers of follow-on discussions. The priorities developed by activity lead, Monica Hunter, are listed below. Of note, her priorities do not include the follow up interviews in this academic year.

“i. I would like to coordinate with Susan on outreach with data we gained from the survey conducted. (42) individuals provided email address. If Susan already has that info we should look at the group profiles of different interests, needs. Also note that 57% of respondents learned about NAPA from word-of-mouth so this suggests we need strategies for building from the 42 who did provide contact email and ways to extend their interest in NAPA to motivate them to help increase awareness among their networks.

ii. We have data on individuals who want to play a role in NAPA. Survey data can be used to target particular outreach to match area of interest. This may involve Susan or a different committee but I'm happy to provide the profile data and help to support recruitment for new NAPA committee members.

² Issue recap: NAPA member information is gathered from the AAA member database. When supplying this information to AAA, members are able to select what they want to be visible and what they want kept behind a firewall. The reports we receive from AAA do not indicate whether or not a member has asked that their information be protected. Putting this information in a directory that can be circulated without permission from each NAPA member would violate the spirit, if not the letter, of the conditions under which the information was provided to AAA. We raised this issue several times with the GC, but were unable to get a solution that addressed these privacy concerns. One of the committee's co-chairs was seriously affected by a data breach and has previously worked with colleagues who are abuse victims and do not want certain aspects of their contact information circulated without their knowledge. Consequently, we take this issue very seriously and do not feel we can proceed without resolution.

iii. The survey data also provides us with a short list of actions that I am ready to work with appropriate committee to share the information and develop plans/strategies responsive to needs identified by survey respondents. There is a very high level of interest in applied skills workshops or other training/PD platforms. General ideas for advancing these actions include:

- Develop a short list of topical areas and identify potential NAPA individuals to conduct PD pre-conference sessions based on survey topics identified by respondents, e.g., consulting skills, consulting business development, proposal writing for applied research, publications for nonacademic venues - and others that survey respondents identified as a gap in support and resources for career development.
- Use survey data to inform potential topics for PD podcasts to continue to build range of career development resources offered on the NAPA website adding to level of support for young professionals who aren't able to travel to the conference - I note the current podcast collection includes graduates from 2015 - the podcast set could be augmented with seasoned applied anthropologists talking about career development and consulting strategies from experience.

v. Re-explore the survey and produce a summary of key themes for publication in the NAPA newsletter with some of the more interesting ideas including partnering with other organizations where applied anthropologists feel there is synergistic potential to increase career options via nontraditional business and industry sectors where anthropologists are experiencing success in applying unique skill sets.”

3. Finalizing member welcome and other outreach materials. Susan Schalge has agreed to lead activity in this area. She will coordinate with other NAPA committees as indicated above to ensure her outreach activities complement, rather than duplicate ongoing or planned efforts. She also will lead finalization of the member welcome and other outreach materials.

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
Updated 19 Nov 2017

Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Alaska—Anchorage	http://www.uaa.alaska.edu/anthropology/	<p>Undergraduate BA - General 4 Field</p> <p>Graduate MA. 3 tracks</p> <ul style="list-style-type: none"> • applied cultural, • applied biological, • cultural resource management 	Y		<p>Department Chair Diane Hanson 907 786-6842 dkhanson@uaa.alaska.edu</p> <p>Faculty with something related to applied/pract listed in their 2 line bios Sally Carraher (asst, cul/medt) Diane Hanson (assoc, arch/CRM) Davin Holen (adj, cult) Catherine Knott (asst, cult/TK) Marie Lowe (asst, cult/policy)</p> <p>No Applied ID in Bio Alan Borass (prof, arch/early Russia)-Kenai Medeia Csoba Dehass (asst, cult/AKNat) Clare Dannenberg (asst, ling) Ryan Harrod (asst, bioarch) Kristen Ogilvie (asst, cult/health) Paul White (assoc, arch/indust) David Yesner (prof, zooarch/environ)</p> <p>2 Prof 2 Assoc 7 Asst 5 Adjunct</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
American University	http://www.american.edu/cas/anthropology/	<p><u>Undergraduate</u> BA General 4 Field</p> <p><u>Graduate</u> MA in Public Anthro <i>comb BA Anth/MA Public Anth</i></p> <p>Foci:</p> <ul style="list-style-type: none"> • race • gender • social justice <p>Certificates in Public Anth - open to non-degree students, cultural focus?</p> <ul style="list-style-type: none"> • economic freedom • human rights, • social justice <p>PhD - encouraging policy oriented questions, but not an explicit focus on applied/practicing.</p>	N		<p><u>Dept Chair</u> Daniel Sayers (202) 885-1833 (Office) sayers@american.edu</p> <p>Faculty with applied/practice/public in their short bios Alan Glaser (adjunct, cult/med) Buck Woodard (professional lect)</p> <p>No Applied ID in Bio Orisanmi Burton (asst, cult/race) C. Anne Claus (asst, cult/envion) Arvenita Cherry (professorial lect) C. Anne Claus (asst prof) Manissa Maharawal (act asst, cult/migrate) Siobhan McGuirk (adjunct) Rebecca Peixotto (adjunct, hist arch) Daniel Sayers (assoc, hist arch) Gretchen Schafft (pub anth in res) Sue Taylor (public arch/health) David Vine (assoc, cult/military & policy) Rachel Watkins (assoc bio/Af Am Hist)</p> <p>0 Prof 3 Assoc 3Asst 3 Lect 3 Adjunct</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Arizona	http://anthropology.arizona.edu/	<p>Undergraduate BA general four field</p> <p>Graduate MA Applied Arch MA to PhD “concentrations for a Ph.D. minor” including one in applied anth</p> <p>PhD multiple tracks, concentrations, and “minors”</p> <ul style="list-style-type: none"> • applied anthropology • ecological anth • medical anth • anth history & social memory • culture & society • any of 4 fields 	Y		<p>Department Chair Diane E. Austin daustin@email.arizona.edu 520-621-6298</p> <p>Applied/Practicing ID in Bios Diane Austin (prof, cult/environ) Mamadou Baro (assoc, cult/develop) T.J. Ferguson (prof, arch/hist pres)</p> <p>No Applied ID in Bio E. Charles Adams (prof, arch/Museum) Ana Maria Alonso (assoc, cult/historical) Maribel Alvarez (assoc, cult/public anth) Emma Blake (assoc, arch/monuments) MEgan Carney (asst, assoc/migration) Timothy Finan (prof, cult/food security) Lars Fogelin (assoc, arch/religion) Linda Green (assoc, cult/med) James Greenberg (prof, cult/poly ecol) Eleni Hasaki (assoc, arch/Classic craft) Vance Holliday (prof, arch/landscape) Takeshi Inomata (prof, arch/architect) David Killick (prof, cult/tech) Steven Kuhn (prof, arch/environ) Janell Lamoreaux (asst, cult/sci-tech) Evan MacLean (asst, bio/cognition) Barbara Mills (prof, arch/ceramics) Lindsay Montgomery, (asst, arch) Mark Nichter (prof, med anth) Mimi Nichter (prof, med anth) Thomas Park (assoc, cult/politic ecol) Ivy Pike (assoc prof, cult/health) Eric Plemons (asst, cult/med) David Raichen (assoc, bio) Irene Bald Romano (prof, arch/religion) David Gilman Romano (prof, arch)</p> <p>14 Prof 10 Assoc 5 Asst</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
California State University —East Bay	http://www20.csueastbay.edu/class/departments/AGES/index.html	<p><u>Undergraduate</u> BA in arch/bio or cult/applied.</p> <p><u>Graduate</u> MA applied</p> <p>Dept offers 3 MA tracks</p> <ul style="list-style-type: none"> • applied, • “comprehensive course” • university thesis <p>“Students not electing the applied anthropology track will be expected to take courses in any three subfields of the discipline: sociocultural, archeological, biological, or linguistic anthropology.”</p>	N		<p><u>Dept Chair</u> David Larson 510-885-3192 david.larson@csueastbay.edu</p> <p>Combined Dept Anthropology, Geography & Environmental Studies</p> <p>Applied/Practicing ID in Bio Laurie Price (prof, cult) Lisa Handwerker (lect, cult/med) Ellen Woodward (lect, cult/geog??)</p> <p>No Applied ID in Bio Karina Garbesi (prof, environ study) William Gilbert (asst, bio) David Larson (prof, geog) Michael Lee (prof, geog)) Dave Matsuda (lect) George Miller (prof, arch) Andrew Wong (prof, ling anth) David Woo (assoc)</p> <p>6 Prof 1 Assoc 1 Asst 3 Lect</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
California State University —Long Beach	http://www.cla.csulb.edu/department/s/anthropology/	<u>Undergraduate</u> BA general four field <u>Graduate</u> MA applied (appears to be cult) with 3 concentrations: <ul style="list-style-type: none"> • multicultural education, • medical/health care, and • community/organizations. MA general (socio-cult)	Y		<u>Dept Chair</u> Karen Quintiliani Karen.Quintiliani@csulb.edu (562) 985-1301 Applied/Practicing ID in Bios Karen Quintiliani (prof, cult/urban) Barbara LeMaster (prof, cult/ethnicity) Ron Loewe (prof, cult/med) No Applied ID in Bio Jaffe Alexandra (prof, ling anth) Denise Cucurny (lect, cult/health) Thomas J. Douglas (lect, cult/urban) Zahary DuBois (asst, bio/med) Jane Howell (prof, cult/education) Wendy Klein (assoc, ling anth) Linda D. Light (lect, cult/migration) Melissa Maceyko (lect, ling anth) Hector Neff (prof, arch) Mihir Pandya (lect, cult/sci-tech) Steven Rousso-Schindler (assoc, cult/vis & med) Sachiko Sakai (lect, arch) Alicia Vacca (lect, ling) R. Scott Wilson (assoc, cult/race) Marcus Young Owel (prof, bio) 7 Prof 1 Assoc 2 Asst 7 Lect	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Copenhagen, Denmark	http://anthropology.ku.dk/	Graduate MSc in Anthropology -Business and Organizational Anthropology - PhD in sociocultural anthropology	Y		Anthropology Department antsoc@samf.ku.dk	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Florida—Gainesville	https://anthro.ufl.edu/	<p><u>Undergraduate:</u> <u>Undergraduate</u> B.A. 4 field approach</p> <p>Minor Certificate in Medical Anthropology.</p> <p><u>Graduate</u> PhD in archaeology, cultural, biological, or bio-archaeology</p> <p>Thematic clusters</p> <ul style="list-style-type: none"> • Forensic • Development • Cultural Heritage Management 	N		<p><u>Department Chair</u> Christopher McCarty Phone: (352) 294-7531 ufchris@ufl.edu</p> <p>Susan Gillespie (prof, arch/icon) Catherine May Tucker (assoc, cult/enviro) Chuan-Kang Shih (assoc, cult/historical) Peder Schmidt (prof, arch/hist arch) Kenneth Sassaman (prof, arch) John Richard Stepp (assoc, cult/latin am) Richard Kernaghann (asst, cult/law) Pete Collings (assoc, cult/human ecology) Augusto Oyuela-Caycedo (assoc, arch/eco) Marit Osteba (asst, cult/gender) Connie Mulligan (prof, cult/genetics) Christopher McCarthy (prof, cult/netwrk) Jack Kugelmass (prof, cult/urban) John Krigbaum (assoc, bio/bioarch) Kevin Bardosh (rsch asst, cult/med) Jeff Johnson (prof, cult/quant analysis) Michael Heckenberger (assoc, arch/envir) Valerie DeLeon Burke (assoc, bio/vari) Susan deFrance (prof, arch/zooarch) David Daeling (prof, bio/biomech model) James Davidson (assoc, arch/hist arch) Brenda Chalfin (prof, cult/politic) Clarence Gravlee (assoc, cult/med) George Aaron Broadwell (prof, ling) Steven Brandt (assoc, arch/cult herit) Abdoulaye Kane (assoc, cult/networks) Susan Paulson (prof, cult/latin am)</p> <p>12 Prof 12 Assoc 2 Asst 1 Research Asst</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
DePaul University	https://las.depaul.edu/academics/anthropology/Pages/default.aspx	<p><u>Undergraduate</u> B.A./M.Ed. in Secondary Education (5 yrs)</p> <p>Minors</p> <ul style="list-style-type: none"> • Anthropology • Archaeology • Medical Anth • Museum Studies <p><u>Graduate:</u> N/A</p>			<p><u>Department Chair</u> Larry Mayo 773-325-4795</p> <p>Applied/Practicing ID in Bios John Mazzeo (prof, cult/health/refugees)</p> <p>No Applied ID in bio Jane Baxter (assoc, historic arch) Marcia Good (visit asst, cult/med) Nila Ginger Hofman (prof, cult/com srvc) Morag Kersel (assoc, arch/heritage)) Larry Mayo (assoc, cult/urban-ethnic) Robert Rotenbert (prof, cult/urban) Rachel Scott (asst, bioarch/osteo) Alexandra Sumner (visit asst, arch/lithics)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
The George Washington University	http://anthropology.columbian.gwu.edu/	<p><u>Undergraduate</u> B.A. <ul style="list-style-type: none"> • Anthropology • Archaeology B.S. <ul style="list-style-type: none"> • Biological Combined B.A./M.A.</p> <p><u>Graduate</u> M.A. Anthropology <ul style="list-style-type: none"> • General Anthropology • International Development • Medical • Museum Training PhD Anthropology - No formal concentration, primarily sociocultural</p>	N		<p><u>Department Chair</u> Chet Sherwood Phone: 202-994-5923 sherwood@email.gwu.edu</p> <p><u>Anthropology Department</u> Phone: 202-994-6075 Fax: 202-994-6097 anth@gwu.edu</p> <p>Applied/Practicing ID in Bios Mark C. Edberg(assoc, cult/health) Moses Schanfield (prof, forensic/genetics)</p> <p>No Applied ID in Bio Attiya Ahmad (assoc, cult/gender) Sergio Aimecija (asst, bio/paleobio) Andrew Barr (visit asst, arch/paleoanth) Jeffrey P. Blometer (assoc, arch) Brenda Bradley (assoc, bio/genomics) David R. Braun (assoc, bioarch) Allison S. Brooks (prof, bio/ethnoarch) Eric Cline (prof, cult/trade) Alexander Dent (assoc, cult/public) Ilana Feldman (prof, hist anth) Christina Fink (prof, cult/practice) Roy Richard Grinker (prof, cult/social org) Hugh Gusterson (prof, cult/militarism) Ashley Hammond (visiting asst, bio/evol) Joel C. Kulpers (prof, ling) Stephen C. Lubkemann (assoc, cult/confl) Shannon McFarlin (assoc, bio) Barbara D. Miller (prof, cult/change-dev) Carson Murray (assoc, cult/adaptation) Sean R. Roberts (prof of practice, dev) Robert Shephard (visit assoc, cult/dev) Chet Sherwood (prof, bio/primate)</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					<p>Francys Subiaul (assoc, bio/cognition) Elanah Uretsk (asst, cult/bio) Sarah E. Wagner (assoc, cult/war) Bernard Wood (prof, bio/paleoanth)</p> <p>10 Prof 11 Assoc 3 Assistant 1 Practice 3 Visiting</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Georgia	http://anthropology.uga.edu/	<p><u>Undergraduate</u> B.A. Applied</p> <ul style="list-style-type: none"> • biological • cultural • archaeology <p><u>Graduate</u> PhD. Anthropology and Integrative Conservation (ecology & environ) Emphases</p> <ul style="list-style-type: none"> • archaeology • cultural • biological <p>Certificates in</p> <ul style="list-style-type: none"> • Environmental Ethics • Conservation Ecology 	Y		<p><u>Department Head</u> Ervan Garrison Phone: (706) 542-1470; (706) 542-1097 Fax: (706) 542-3998 egarriso@uga.edu</p> <p>Applied/Practicing ID in Bios Suzanne Pilaar Birch (asst, arch/paleoecol) Laura German (assoc, cult/governance) Sergio Quesada (pract, cult/med)</p> <p>No ID in Bio Jennifer Birch (asst, cult/change) Ervan Garrison (prof, geoarch) Ted Gragson (prof, bio/human ecology) Christina Joseph (pt asst, cult/pol ecology) Stephen Kowalewski (prof, arch) Virginia Nazarea (prof, cult/ethnoecology) Don Nelson (assoc, cult/climate) Laurie Reitsema (asst, bioarch) Elizabeth Reitz (prof, zooarch) Roberta Salmi (asst, bio/primate) Susan Tanner (assoc, cult/health) Victor Thompson (prof, arch) Bram Tucker (assoc, cult/behavior ecol) Julie Velasquez Runk (assoc, ecology)</p> <p>6 Prof 5 Assoc 5 Asst 1 Practicing</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Georgia State University	http://anthropology.gsu.edu/	<p><u>Undergraduate:</u> BA General</p> <ul style="list-style-type: none"> • archaeology • cultural • biological <p><u>Graduate:</u> MA 4 field approach with emphasis on</p> <ul style="list-style-type: none"> • applied domain • urban contexts 	Y		<p><u>Department Chair</u> Kathryn Kozaitis Phone: 404-413-5151 Fax: 404-413-5159 kozaitis@gsu.edu</p> <p>Applied/Practicing ID in Bios Kathryn Kozaitis (prof, cult/change)</p> <p>No Applied ID in Bios Steven Black (asst, ling/med) Elizabeth Falconi (visit prof, ling/migrat) Jeffrey Glover (assoc, arch/human-enviro) Emanuela Guano (assoc cult/urban) Faidra Papavasiliou (sr. lect, cult/economy) Jennifer Patico (assoc, cult/consumption) Louis Ruprecht (prof, cult/religion) Nicola Sharratt (asst, arch/collapse) Bethany Turner-Livermore (assoc, bio/osteo) Cassandra White (assoc, cult/med) Frank Williams (prof, bio/paleoanth) Brent Woodfille (visit prof, arch/religion)</p> <p>3 Prof 5 Assoc 2 Asst 1 Lecturer 2 Visit Prof</p>	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Indiana University —Purdue University at Indianapolis	http://liberalarts.iupui.edu/anthropology/	<p><u>Undergraduate</u> B.A. General 4-field Museum Studies</p> <p><u>Graduate</u> M.A. <ul style="list-style-type: none"> • Museum Studies • Applied Anthropology Museum Studies Certificate</p> <p>Ph.D. - minor in Anthropology</p>	Y		<p><u>Department Chair</u> <u>Susan Brin Hyatt</u> Phone: (317)278-4548 Fax: (317)278-5220</p> <p>Applied/Practicing ID in Bios Jeanette Dickerson-Putman (assoc, cult/ed) Wendy A Vogt (asst, cult/migration) Jeremy J Wilson (assoc, arch)</p> <p>No Applied ID in Bios Jeremy Beach Holly Cusack-McVeigh (asst, cult/med) Sarah Ahmed El-Hattab Tod Leon Foster Gina Sanchez Gibau (assoc, cult/assoc VC for diversity) Kathryn C Glidden, MA (sr. lect, bioarch) Susan Brin Hyatt (prof, cult/urban) Elizabeth Kryder-Reid (prof, arch/muse) Nancy Parrish Michael, ABD (adjuct, cult/folklr) Paul R. Mullins (prof, arch/hist arch) Bridget R. Nash-Chrabasz (adjuct) Mary Price Nick A Ratray (aduct, cult/military) Audrey Riche (lect, cult/race) Pauline Spiegel Susan Buck Sutton (prof, arch/assoc dean Int'l affairs/migration) Aubrey Marie Thamann (adjuct, ling) Larry J. Zimmerman (prof, cult/museum)</p> <p>5 Prof</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					3 Assoc 2 Asst 2 Lect/Sr. Lect 4 Adjunct 5 Unknown Status	
University of Kansas	https://anthropology.ku.edu/	<p><u>Undergraduate</u> B.A. General 4 Field includes foreign lang B.G.S. General 4 Field</p> <p><u>Graduate:</u> M.A. & Ph.D. Archaeology, Biological, and Sociocultural</p>	Y		<p><u>Department Chair:</u> Joane P. Nagel 785-864-4114 nagel@ku.edu</p> <p>No Applied ID in Bios Michael H. Crawford (prof, bio/genetics) Bartholomew C. Dean (assoc, cult/power) Arienne M. Dwyer (prof, cult/typology) Jame W. Gibson (assoc, cult/pol ecology) Sandra J. Gray (assoc, cult/pop biology) Majid Hannoum (assoc, cult/pop identity) Jack L Hofman (assoc, arch/evol ecology) John W. Hoppes (prof, arch/ceramics) Rolfe D. Mandel (prof, geoarchaeology) Brent E. Metz (assoc, cult/indigeniety) James H. Mielke (prof, arch/demography) Joane P. Nagel (prof, cult/ethnicity) Dennis H. O'Rourke (prof, bio/evol gen) Ivana Radovanovic (assoc, arch) Jennifer A. Raff (asst, bio/genomics) Kathryn A. Rhine (assoc, cult/med) Frederic Sellet (assoc, arch/lithics) Akiko Takeyama (assoc, cult/gender)</p> <p>7 Prof 10 Assoc 1 Asst</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Kentucky	https://anthropology.as.uky.edu/	<p><u>Undergraduate</u> B.A. General</p> <ul style="list-style-type: none"> • Biological • Cultural • Archaeology <p>minor</p> <p><u>Graduate</u> M.A. Applied Anthropology with concentration in</p> <ul style="list-style-type: none"> • Medical, • Archaeology, • Cultural, • Bio-cultural <p>Ph.D. Anthropology</p>	Y		<p><u>Department Chair</u> Lisa Cliggett 204 Lafferty Hall 859-257-2796 lisa.cliggett@uky.edu</p> <p><u>Anthropology Department</u> Phone: (859)257-2710 Fax: (859)323-1959</p> <p>No ID Applied in Bio Steve Ahler (director archaeological rsch) Mary Anglin (assoc, cult/med) Srimati Basu (prof, cult/gender) Renee Bonzani (lect, paleoethnology) Janie-Rice Brother (arch historian) Lisa Cliggett (prof, cult/political ecology) George Crothers assoc, arch/museum)</p> <p>2 Prof 2 Assoc 1 Lecturer 2 Unknown</p> <p>10 PhD Grad Students</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of Maryland	http://anth.umd.edu/	<p><u>Undergraduate</u> B.A. & B.S. Anthropology</p> <ul style="list-style-type: none"> • archaeology • medical anthropology • ecological & evolutionary • socio-cultural & linguistics <p>B.S. Culture & Environment</p> <p><u>Graduate</u> MAA Applied Anthropology MAA & MPH Dual Degrees</p> <p>PhD Anthropology</p> <ul style="list-style-type: none"> • Environmental • Medical <p>MAA and PhD represented as degrees applying anthropology</p> <p>Certificates</p> <ul style="list-style-type: none"> • Museum Scholarship • Material Culture <p>Web link “What is Applied anthropology” has statements from or links to:</p> <ul style="list-style-type: none"> • NAPA • SfAA 	Y		<p><u>Department Chair</u> Paul Shackel 1111-C Woods Hall 301-405-1425 <pshackel@umd.edu< p=""> <p><u>Anthropology Department</u> 301-405-1423 1111 Woods Hall, 4302 Chapel Lane, College Park, MD 20742 anthinquiry@umd.edu</p> <p>ID Applied in Bio Kathryn Lafrenz Samuels (asst cult/heritage) Mary Odell Butler (adjunct asst prof/research design) Carol Ellick (sr. faculty spec/ed) Shirley Fisk (research prof/ed) Tanya Icaza (lecturer/environ) Linda Kaljee (adjunct asst prof/med)</p> <p>Faculty - No ID Applied in Bio Stephen Brighton (assoc, arch) Janet Chernela (prof, cult/indig know) Christina Getrich (asst, cult/med) George Hambrecht (asst, zooarch) Alison Heller (asst, cult/med) Katherine Johnson (post-doc cult/climate) Mark Leone (prof, arch) Andrea Lopez (asst, cult/med)</p> </pshackel@umd.edu<></p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		<ul style="list-style-type: none"> • Washington Assn for Prof Anthropologists • CoPAA 			<p>Michael Peolisso (prof, cult/enviro & dev) Barnet Pavao-Zucherman (assoc, zooarch) Joseph Richardson, Jr. (assoc, cult/violenc) Thurka Sangarmoorthy (asst, cult/med) Paul Shackel (prof, arch/clas & labor) L. Jen Shaffer (asst, cult/ecolog).</p> <p>4 Prof 3 Assoc 6 Asst</p> <p><u>Professional Track Faculty</u> Mary Alexander (lecture/museum) Nejm Benessaiah (post-doc assoc/ecology) Irene Calis (lecturer) Javier Carrera Rubio (asst res prof/lang rev) Catleen Crain (adjct assoc prof/med-LTG) Sheila Dauer (asst research prof) Carol Ellick (sr. faculty specialist) Adam Fracchia (post-do/hist arch) Erij Guthrie Judith Lynne Hanna (research prof/ed) Suzanne Heurtin-Roberts (adt prof/med) Christopher Hewlett (asst research prof) Gwynne Jenkins (lecturer, cult/med) Cheryl Janifer LaRoche (asst research prof) Barbara Little (adjunct prof/public arch) Marilyn London (lecturer/forensic) Grit Martinez (assoc resch prof/envir hist) Jacqueline Messing (lecturer/lang id) Teresa Miller(post-doc/human-environ) Bode Morin (asst research prof) Matthew Palus (adjunct asst prof/hist arch) Linda Rabben (assoc research prof/migrat) Michelle Raxter (lecturer/environ morph) Torben Rick (adjunct assoc prof/mus arch) Michael Roller (post-doc/migration)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Julie Schablitsky (adct asst prof/urban arch) Niel Tashima (adjunct prof/med - LTG) Joe Watkins (adjunct assoc prof/arch tribal liason-A&CEC) Robert Winthrop (res prof/envir-BLM) Stanford Zent (lecturer)	
University of Memphis	http://www.memphis.edu/anthropology/	<u>Undergraduate</u> B.A. General 4-Field <u>Graduate</u> MA Applied Anthropology Concentrations: <ul style="list-style-type: none"> • Medical • Globalization, Development, and Culture 	Y		<u>Department Chair</u> Keri Brondo Phone: 901.678.2080 Fax: 901.678.2069 kbrondo@ memphis.edu <u>Department</u> 316 Manning Hall The University of Memphis Memphis, TN 38152 901-678-2080 No ID of Applied in Bios all appear to work as applied anthropologists Keri Brondo (assoc, cult/environ) Clare Boulanger (instruct, cult/poli econo) Michael Duke (assist, cult/immigration) Ruthbeth Finerman (prof, cult/med) Kathryn Hicks (assoc, bio/environ) Katherine Lambert-Pennington (assoc, cult/race) Ted Maclin (instruct, cult/sci-tech) Ross Sackett (instruct, bio/quant) Micah Trapp (asst, cult/food systems) 1 Prof 4 Assoc Prof 1 Asst Prof	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					3 Instructor	
Mississippi State University	http://www.amec.msstate.edu/	<p><u>Undergraduate</u> B.A. Concentrations</p> <ul style="list-style-type: none"> • Archaeology • Biological • Cultural <p><u>Graduate</u> MA Anthropology with Applied focus</p> <p>Applied archaeology - CRM Applied cultural anthropology</p> <ul style="list-style-type: none"> • environmental • medical • cultural diversity 	Y		<p><u>Interim Department Head</u> William H. Cooke III whc5@msstate.edu Phone: 662-312-2795 Fax: 772-325-8690</p> <p>Interdisciplinary Program: Anthropology and Middle Eastern Cultures</p> <p>Anthropology Department Phone: 662.325.2013 Fax: 662.325.8690 P.O. Box AR Mississippi State, MS 39762</p> <p>No ID of Applied in bios Derek Anderson (lect, arch/lithics) James Hardin (assoc, arch/space analysis) David Hoffman (assoc, cult/enviro) Kate McClennan (asst, bio/human-animal morals) Shane Miller (asst, arch/ice age colon) Anna Osterholtz (asst, bioarch) Evan Peacock (prof, evol arch) Molly Zuckerman (asst. bio)</p> <p>1 Prof 3 Assoc 3 Assist</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					1 Lecturer	
Missouri State University	http://anthropology.missouristate.edu/	<p><u>Graduate</u> MS Applied Anthropology</p> <p>MS Program NOT accepting applications for 2017-2018 academic year</p> <p>Graduate Certificate in CRM begins Fall 2017</p>	Y		<p><u>Program Head</u> Elizabeth Sobel Phone: 417-836-5640 esobel@MissouriState.edu</p> <p>Anthropology Program (combined Anthropology/Sociology Dept)</p> <p>No ID of Applied in bios Kenneth Carstens (adjunct) Erin Kenny (asst, soc-cult/hsehold econ) Neal Lopinot (prof/dir, arch) William Meadows (soc-cult) Jack Ray (asst dir, arch/NA military-MA) Jennifer Rideout (adjunct) Megan Scales (adjunct) Jason A Shepard (instruct, cult/health-MA) Elizabeth Sobel (prof, arch) Suzanne E. Walker-Pacheco (prof, med/forsc) Marnie Watson (asst) F. Scott Worman (asst, arch/envir)</p> <p>3 Prof 0 Assoc 3 Assist 1 Instructor (MA) 2 Adjunct</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					1 Research (PT) 1 Dir for Arch Research (PhD) 1 Assoc Dir for Arch R (MA)	
Montclair State University	http://www.montclair.edu/chss/anthropology/	<u>Undergraduate</u> BA Anthropology Concentrations/Certificates • Community Development • Teacher Certification (K-5)	Y		<u>Department Chair</u> Peter E. Siegel 143 Dickson Hall 973-655-3415 siegelp@mail.montclair.edu <u>Office</u> Dickson Hall 124 973-655-4119 katesb@mail.montclair.edu No ID of Applied in Bios Peter Siegel (prof, arch/inequality) Julian Brash (assoc, cult/politics) Kenneth Brook (prof, cult/aging) Elsa Davidson (assoc, cult/aspiration) Julie Farnum (asst, bio/med anth) Elaine Gerber (assoc, cult/med) Christopher Matthews (prof, arch) Katheirne T. McCaffrey (assoc, cult/inequality) Frances Rothstein (prof, cult/migration) Maisa Taha (asst, ling-anth) Neeraj Vedwan (assoc, cult/environ) 4 Prof 3 Assoc 2 Asst	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
New Mexico State University	http://nmsu.edu/	<p><u>Undergraduate</u> BA, Anthropology supplementary major in sustainable development</p> <p>Minors</p> <ul style="list-style-type: none"> • anthropology • religious studies • Native American studies • sustainable development <p><u>Graduate</u> MA Anthropology graduate minors:</p> <ul style="list-style-type: none"> • food studies • archaeology • Native American studies <p>Graduate Certificates</p> <ul style="list-style-type: none"> • CRM • Museum Studies <p>Concentration</p> <ul style="list-style-type: none"> • Museum Studies • Medical Anthropology • classic sub-disciplines 	Y		<p><u>Department Chair</u> Dr. Rani Alexander (575) 646-5809 raalexan@ad.nmsu.edu</p> <p>Undergraduate Advisor Dr. Alexander raalexan@ad.nmsu.edu</p> <p>Graduate Advisor Dr. Lois Stanford lstanfor@nmsu.edu</p> <p>Applied ID Miriam Chaiken (prof, cult/particip-Dean Honors College) Thomas Conelly (cult/ecology) Scott Rushforth (prof, ling-anth)</p> <p>No ID of Applied Rani Alexander (prof, arch/meso) Kelly Jenks (asst, arch/la coloniz) William Walker (prof, arch/ritual) Fumi Arakawa (assoc, arch/lithic) Brenda Benefit (prof, bio/evol) Monte McCrossin (assoc, bio/evol) Lois Stanford (prof, cult/ag) Donald Pepion (cult/ed) Mary Alice Scott (assoc, cult/med)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					5 Prof 3 Assoc 1 Asst 2 Adjunct 4 Affiliated plus Dean of Honors 2 College Prof (?)	
University of North Carolina—Charlotte	http://www.uncc.edu/	Undergraduate BA , Anthropology with concentration in Applied Anthropology Minor , Applied Anthropology Graduate MA , Anthropology with Applied Anthropology track	Y		Department Chair Steven Falcone Barnard 218 704-687-7459 sfalcon1@uncc.edu Applied ID in Bio Catherine Mitchell Fuentes (teach, cult/med) Nicole Peterson (assoc, cult/environ) No ID Applied in Bio Elise Berman (asst, ling/politic) Steven Falconer (prof, arch) Andrea Freidus (asst, cult/med) Sara Juengst (asst, bioarch) Peta Katz (lect, cult) Lydia Light (lect, bio/primate) Jonathan Marks (prof, bio/genetics) Heather Mode, MA (lect, bioarch) Dennis Ogburn (assoc, arch) Gregory Starrett (prof, cult/religion) Coral Wayland (prof cult/med-assc dean) Adam Johnson (pt instruct) J. Alan May (pt instruct, arch) Jeremy Vanier (pt instruct)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					4 Prof 3 Assoc 3 Asst 3 Lect 3 Instruct	
University of North Carolina—Greensboro	https://www.uncg.edu/	<u>Undergraduate</u> BA General	Y		<u>Department Chair</u> Robert Anemone 919-843-8978 mcanany@email.unc.edu <u>Department of Anthropology</u> College of Arts & Sciences 426 Graham Building 336-334-5132 www.uncg.edu/ant Applied ID in Bio Lorraine Aragon (prof, cult/environ) No ID of Applied Robert L. Anemone (prof, bio/paleo) Dorothy Davis (sr. lect, cult/pedagogy) Charles Egeland (assoc, bio/environ) Arthur Murphy (prof, cult/econ) Donna Nash (assoc, arch/state societies) Linda Stine (assoc, arch/landscape) Clay Stuart (lect, cult/legal)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
University of North Carolina – Chapel Hill	https://anthropology.unc.edu/	<p><u>Undergraduate</u> BA General introduction to professional anth <i>allowed to take Med Anth & Arch courses in grad program</i></p> <p><u>Graduate</u> MA <ul style="list-style-type: none"> • Anth of Health Professions • Exit Degree PhD <ul style="list-style-type: none"> • Archaeology • Human Biology, Ecology, and Evolution • Sociocultural Anthropology and Ethnography Concentrations <ul style="list-style-type: none"> • Health, Medicine, and Humanity • Global Engagement • Race, Difference, & Power • Heritage and Unwritten Histories </p>	N		<p><u>Department Chair</u> Patricia McAnany 919-843-8978 mcanany@email.unc.edu</p> <p><u>The Department of Anthropology</u> 301 Alumni Building – CB# 3115 UNC-CH, NC 27599-3115 919-962-1243 anthropology@unc.edu</p> <p>Benjamin Arbuckle (assoc, arch/economy) Florence Babb (prof, cult/gender) Brian Billman (assoc, arch/politic econom) Jocelyn Lim Chua (assoc, cult/med) Rudi Colloredo-Mansfeld (prof, cult/indig) Anna Agbe-Davies (assoc, histarch) Arturo Escobar (prof, cult/pol ecology) Glenn Hinson (assoc, cult/folklore) Dale Hutchinson (prof, bioarch/forensic) Valerie Lambert (assoc, cult/NA) Paul W. Leslie (prof, bio/hum ecology) Patricia McAnany (prof, cult/heritage) Townsend Middleton (asst, cult/political) Christopher T. Nelson (assoc, cult/hist-dir grad studies) Donald Nonini (prof, cult/urban)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		<ul style="list-style-type: none"> Food, Environment, and Sustainability 			<p>Charles Price (assoc, cult/race) Peter Redfield (prof, cult/tech) Michele Rivkin-Fish (assoc, cult/med) C. Margaret Scarry (prof, arch/paleoethbo) John Scarry (res assoc, arch-dir resrch labs) Karla Slocum (assoc, cult/race-dir AfAM) Sandy Smith-Nonini (adjunct asst, cult/sus) Mark Sorensen (assoc, bio/health/climate) Laurie Steponaitis (adjunct asst, arch) Vincas Steponaitis (prof, arch/politic econ) Angela Stuesse (asst, cult/globaliz) Amanda Thompson (assoc, biomed/nutrit) Silvia Tomaskova (prof, arch/gender-chair, gender studies) Colin Thor West (assoc, cult/eco) Margaret Wiener (assoc, cult/actor netwrk)</p> <p>11 Prof 13 Assoc 1 Asst 3 Adjunct Assoc</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Northern Illinois University	http://www.niu.edu/index.shtml	<p><u>Undergraduate</u> BA General Four Field</p> <p><u>Graduate</u> MA w/in Four Field Certificate in Applied Anthropology</p> <ul style="list-style-type: none"> • Conservation • Cultural Resource Management • Development • Environment • Gender • Food & Agriculture • Language, Space, and Cognition • Medical Anthropology & Public Health • Museology • Non-Governmental Organizations • Non-Profits • Public Policy • Social Services 	Y		<p><u>Department Chair</u> Kendall Thu 815-753-0479 kthu@niu.edu</p> <p><u>Department of Anthropology</u> Grant Tower South A - Room 502 Northern Illinois University DeKalb, IL 60115 815-753-0246 askAnthro@niu.edu</p> <p>ID as Applied Anth in Bio Kendall Thu (socio-cult)</p> <p>No ID as Applied in bios Kristen Borre (socio-cult/bio/med) Judy Ledgerwood (socio-cult) Emily McKee (socio-cult) Andrea Molnar (socio-cult) Mark Schuller (socio-cult) Karly Tumminello (socio-cult) Katharine Wiegele (socio-cult) Timothy Horsley (arch/crm affil) Jennifer Kirker Priest (arch-muse) Kurt Rademaker (arch) Kerry Sagebiel (arch)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Heather Walder (arch) Giovanni Bennardo (ling Anth) Daniel Gebo (physic) Mitch Irwin (physic) Leila Porter (phys) 13 not differentiated by rank 3 Instructors 1 Affiliated	
University of North Texas	http://www.unt.edu/	<p><u>Undergraduate</u> BA - Tracks</p> <ul style="list-style-type: none"> • Physical/Forensic • Linguistics • Ethnomusicology • Archaeology • Environmental Science • Medical Anthropology • Nutrition <p>Minor – Medical Anthropology Certif - Applied Anthropology</p> <p><u>Graduate</u> MS, MA, Applied Anthropology</p> <p>Dual Degree Applied Anthropology and Public Health</p> <p>note: Archaeology housed in</p>	Y		<p><u>Department Chair</u> Susan Squires Chilton Hall 330M Susan Squires.unt.edu 940-369-5404</p> <p><u>Department of Anthropology</u> Graduate Advisor Chilton Hall, Room 330 E-mail: marisa.abbe@unt.edu Phone: 940-565-2290</p> <p>ID Applied Andrew Nelson (socio-cult/space)</p> <p>No ID of Applied Susan Squires (socio-cult/tech) Beverly Davenport (socio-cult/med) Adam Dunston (socio-cult/rel) Lisa Henry (socio-cult/med) Doug Henry (socio-cult/med) Jamie Johnson (socio-cult/urban) Mariela Nunez-Janes (socio-cult/immig) Alicia ReCruz (socio-cult/immig) Christina Wasson (socio-cult/ling)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		Geography			3 Prof 3 Assoc 1 Asst 2 Lect 1 Visit Asst Prof	
Northern Arizona University	http://nau.edu/	<p><u>Undergraduate</u> BA - Emphases</p> <ul style="list-style-type: none"> • Archaeology • Socio-Cultural • General <p>Minor</p> <p><u>Graduate</u> MA - Tracks Applied Anth</p> <ul style="list-style-type: none"> • Archaeology • Sociocultural Anth • Ling Anth <p>Research Anth</p> <ul style="list-style-type: none"> • Archaeology • Sociocultural Anth • Ling Anth <p><u>PhD</u> Interdisciplinary Health (fall 2018)</p>	Y	Fritz Lampe O: 928-523-7089 Cell: 928-607-5952 frederick.lampe@nau.edu	<p><u>Department Chair</u> Kelley Hays-Gilpin 928-523-6564 Kelley.Hays-Gilpin@nau.edu</p> <p>ID as Applied Leah Mundell (socio-cult/immig) Cathy Small (socio-cult/immig) Kerry Thompson (applied arch) Miguel Vasquez (socio-cult/global)</p> <p>No ID re Applied in bio Jaime Awe (assoc, arch/maya) Chrissina Burke (lect, zooarch) Emily Dale (lect, histarch) Chris Downum (prof, arch/sw) Emery Eaves (asst, cult/med) Janina Fenigsen (sr. lect, ling-anth/cult) Natasa Garic-Humphrey (inst, cult/mvmts) Lisa Jane Hardy (assoc, cult/med) Clinton Humphrey (lect, cult/med) Corina Kellner (assoc, bioarch) Fritz Lampe (lect, cult/rel/health) Melissa Liebert (asst, biocult) Leila Monaghan (lect, ling-anth) Shawn Morton (lect, arch) Sharon Moses (arch/forensics)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Michelle Parsons (asst, cult/med) Robin E. Rickli (instruct, cult-MA) Britton Shepardson (lect, arch/heritage) Susan Smiley (sr lect, arch/online) Francis (Kim) Smiley (prof, arch/lithics) Robert (Bob) Trotter (prof, cult/med, bus) James Wilce (prof, ling-anth/med) 7 Prof 4 Assoc 4 Asst 2 Sr Lect 8 Lect 2 Instruct	
Oregon State University	http://liberalarts.oregonstate.edu/slcs/anthropology	<u>Undergraduate</u> B.A. Applied Anthropology <u>Graduate</u> M.A. Applied Anthropology Ph.D. Applied Anthropology	Y		<u>Unit Coordinator</u> Joan Gross Waldo Hall 222 541-737-3852 <u>Anthropology Department</u> Oregon State University 238 Waldo Hall 2250 SW Jefferson Way Corvallis, OR 97331 No ID Applied Anth in bios David Brauner (prof, arch) Fina Carpena-Mendez (assist, cult/globe) Melissa Cheyney (assoc, cult/med) Sarah Cunningham (instructor) Loren Davis (prof, arch-exec dir KARF) Julianne Freeman (instructor) Drew Gerkey (asst, cult/ecolog) Joan Gross (prof, cult/food) Brenda Kellar (instructor) Kenneth Maes (assist, cult/health) Elizabeth Marino (assist, cult/ecol) Margaret Mathewson (instructor) Mary Nolan (instructor, arch) Lisa Price (cult/food-assoc dean cla)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					<p>Sandy Reece (instructor) Irene Rolston (sr. instructor) Bryan Tilt (prof, cult/environ) Emily Yates-Doerr (asst) Shaozeng Zhang (asst)</p> <p>4 Prof 1 Assoc 6 Asst 1 Sr. Instruct 6 Instructor</p>	
Portland State University	http://www.pdx.edu/	<p><u>Undergraduate</u> BA General 4-Field</p> <p><u>Graduate</u> MA, MS</p> <ul style="list-style-type: none"> • Thesis Track • Applied Track 	Y		<p>Department Chair Virginia Butler virginia@pdx.edu 503-725-3303</p> <p>Anthropology Department Portland State University (503) 725-3361 cashc@pdx.edu</p> <p>Anthropology Department Portland State University 141 Cramer Hall 1721 SW Broadway P.O. Box 751 Portland, OR 97207</p> <p>ID Applied Charles Klein (asst, cult/med) Jeremy Spoon (assoc, cult/environ) Mrinalini Tankha (asst, cult/econ)</p> <p>No ID Applied in bios Shelby Anderson (assist, arch/social chang) Virginia Butler (prof, zooarch)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Michele Gamburd (prof, cult/transnat) Sarah Sterling (asst, arch) Natalie Vasey (prof, bio anth) Douglas Wilson (adjunct, arch/CRM) 3 Prof 1 Assoc 4 Asst 1 Assoc Adjunct	
Santa Clara University	http://www.scu.edu/	<u>Undergraduate</u> BA Emphases <ul style="list-style-type: none"> Applied anthropology Archaeology Biological 	N		Department Chair Michelle Bezanson 408-551-1684 <u>Anthropology Department</u> Santa Clara University 500 El Camino Real Santa Clara, CA 95053-0261 408-554-2794 schiamonte@scu.edu Ryan Anderson (asst, cult/envl) Michelle Bezanson (assoc, bio) Luis Calero (assoc, cult/LA) Mary Hegland (prof, cult/gender) Mythri Jegathesan (asst, cult/gender) Lisa Kealhofer (prof, arch) Robin Nelson (asst, bio) Lee Panich (assoc, arch/span missions) Ana Araujo (adjunct, cult/dev) Tanya Chiykowski-Rathke (adjunct, arch) Matthew Jobin (adjunct, bio) Matthew Kroot (adjunct, arch) Veronica Miranda (adjunct, cult/med) Sangeeta Luthra (adjunct, cult/fem)	

Applied and Practicing Programs for NAPA Membership Committee – Academic Outreach
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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					2 Prof 3 Assoc 3 Asst 6 Adjunct Lect	
San Diego State University	http://www.sdsu.edu/	<u>Undergraduate</u> BA General 4 Field MA Tracks <ul style="list-style-type: none"> • Applied anthropology • Cultural Anthropology (theoretically focused) 	Y		<u>Department Chair</u> Frederick Conway 619-594-5643 conway1@mail.sdsu.edu <u>Department of Anthropology</u> San Diego State University 5500 Campanile Drive San Diego, CA 92182-6040 (619) 594-5527 anthro@mail.sdsu.edu ID as Applied Frederick Conway (assoc, cult/envIRON) No ID re. Applied in Bio Todd Braje (prof, arch/marine) Matthew Lauer (prof, cult/envIRON-dir sustainability major) Seth Mallios (prof, arch/econo-dir coast info center) Arion Mayes (assoc) Ramona Perez (prof, cult/food-dir cntr LA studies) Erin Riley (prof, bio/ethnoprImatology)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					<p>Erika Larkins (asst, cult/urban) Casey Roulette (asst, bio/evol) Elisa Sobo (prof, cult/med) Isaac Uilah (asst, cult/tech)</p> <p>No info on lecturers included online</p> <p>6 Prof 2 Assoc 3 Assist 14 Lecturer</p>	
San Jose State University	http://www.sjsu.edu/anthropology/	<p><u>Undergraduate</u> BA</p> <ul style="list-style-type: none"> • Anthropology • Behavioral Science • Organizational Studies <p>Minor</p> <ul style="list-style-type: none"> • Anthropology • Native American Studies • Value, Tech, & Society <p><u>Graduate:</u> MA, Applied Anthropology</p>	Y		<p><u>Department Chair</u> Roberto Gonzalez Clark Hall 469C 408-924-5715 roberto.gonzalez@sjsu.</p> <p><u>Anthropology Department</u> 408-924-5710 (Anthropology) 408-924-5340 (Behavioral Science)</p> <p>ID Applied in Bio Melissa Cefkin (MA) (socio-cult) Amanda Feldman (bio) Ana Pitchon (asst, cult/envir)</p> <p>No ID of Applied in Bio Jennifer Anderson (lect, cult/rel) Gisele Bousquet (lect, cult/urban) Nicole Conand (lect, cult/comm engage-MA) Chuck Darrah (prof, cult/tech) Jan English-Lueck (prof, cult/futures) AJ Faas (asst, cult/disaster) Roberto Gonzolez (socio-cult/tech) Jonathan Karpf (lect, bio/primate) John Marlovits (lect)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					<p>Quincy McCrary (lect, cult/med) Marco Meniketti (prof, arch) Lorna Pierce (lect, phys/bio) Viviana Sanchez-Chopitea (MA) (lect, arch/mortuary) Charlotte Sunseri (asst, zooarch) Elizabeth Weiss (prof, environ dynam)</p> <p>7 Prof 0 Assoc 2 Assist 9 Lecturer 1 Visiting Lecturer 1 Volunteer Lecturer</p>	
University of South Florida	http://www.usf.edu/	<p><u>Undergraduate</u> B.A. General 4 Field (minor in Biomedical Anthropology)</p> <p><u>Graduate</u> M.A. Applied Anth Tracks</p> <ul style="list-style-type: none"> • Archaeological and Forensic Sciences • Biological • Cultural Anth • Medical Anth <p>PhD Applied Anth Tracks</p> <ul style="list-style-type: none"> • Archaeological & Forensic Sciences • Bio-Cultural Medical Anthropology • Cultural Resource Management • Heritage Studies 	Y		<p><u>Department Chair</u> David Himmelgreen 813/974-5455 dhimmelg@usf.edu</p> <p>ID Applied in Bio David Himmelgreen (prof, bio/health) Christian Wells (sprof, -cult/environ) Linda Whiteford (prof, cult.med)</p> <p>Roberta Baer (prof, cult/med) Jonathan Bethard (asst, bio-arch) Elizabeth Bird (prof, cult/visual) Heide Castaneda (assoc, cult/health) Karia Davis-Salazar (assoc, cult/ling)/ed) Tara Deubel (asst, cult/ling) E Ford (instructor, cult) Antoinette Jackson (assoc, cult/ID) Kiran Jayaram (asst, cult/poly econ) Erin Kimmerle (assoc, bio/forensics) Daniel Lende (assoc, cult/med) Lorena Madrigal (prof, bio) Dillon Mahoney (asst cult/urban) Elizaeth Miller (asst, bio/health) John Napora (instructor, cult/econ)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		<ul style="list-style-type: none"> Applied Anthropology 			Thomas Pluckhahn (prof, arch/CRM) Nancy Romero-Daza (prof, cult/ling/med) Charles Stanish (prof, Sarah Taylor (instructor, cult/sustain) Robert Tykot (prof, , arch) Diane Wallman prof, (arch) Nancy White (prof, arch) Kevin Ylvington (prof, cult/urban) Rebecca Zarger (assoc, cult/envIRON-gr dir) 12 Prof 5 Assoc 5 Assist 2 Instructor	
University of Texas at San Antonio	http://colfa.utsa.edu/ant /	<p><u>Undergraduate</u></p> <p>B.A. General Minor</p> <ul style="list-style-type: none"> NA Studies Anthropology <p><u>Graduate</u></p> <p>M.A. – Thesis Based</p> <ul style="list-style-type: none"> Archaeology Cultural Biological <p>Ph.D. Anthropology with training in environmental anthropology</p>	Y		<p><u>Department Chair</u></p> <p>Jason Yaeger jason.yaeger@utsa.edu 210-458-7966</p> <p><u>Department of Anthropology</u></p> <p>MH 4.03.38 UTSA One UTSA Circle San Antonio, TX 78249 210-458-4075</p> <p>Sonia Alconini (prof, arch/interaction) Thad Bartlett (assoc, bio/behave ecol primates) M. Kathryn Brown (assoc, arch/complex) Michael Cepek (assoc, cult/envir change) Carolyn Ehardt (prof, bio/conserv eco) Laura Eichelberger (asst, cult/med pol eco) K. Jill Fleuriet (assoc, cult/med – assoc dean honors) Patrick Gallagher (asst, cult/envoi politic) Dael J. Gelo (prof, cult/rel-myth)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					<p>Jamon A. Halvaksz II (assoc, cult/enviro) Robert J. Hard (prof, arch/agriculture) Laura Jane Levi (assoc, arch/maya-envir) Deborah E. Moon (sr. lect, cult/ public mem – MA) Luca Pozzi (asst, bio/primate&environ) Jason Yaeger, prof, arch/meso am)</p> <p>5 Prof 6 Assoc 3 Asst 1 Sr. Lect</p>	
Wayne State University	http://clas.wayne.edu/Anthropology/	<p><u>Undergraduate</u> B.A. <ul style="list-style-type: none"> • Major • Minor </p> <p><u>Graduate</u> M.A. program includes applied streams in <ul style="list-style-type: none"> • business/organizational • anthropology, medical • anthropology, museum • studies, and applied Ph.D. program strengths: <ul style="list-style-type: none"> • business/organizational • urban • medical anthropology • historical archaeology </p>	Y		<p><u>Dept Chair</u> Andrea Sankar (313) 577-2935 (Dept) asankar@wayne.edu</p> <p>Allen Batteau (prof, cult/it & tech) Tamara Bray (prof, arch/complex soc) Stephen Chrisomalis (assoc, ling/cognition) Yuson Jung (assoc, cult/economic) Thomas W. Killion (assoc, arch) Julie Lesnik (asst, bio/food) Mark R. Luborsky (prof, cult/gerontology) Barry Lyons (assoc, cult/agrig relations) Guerin Montilus (prof, cult/religion) Andrew Newman (assoc, cult/urban) Jessica Robbins (asst, cult/med) Krysta Ryzewski (assoc, arch/hist) Andrea Sankar (prof, cult/med) Jonathan Stillo (asst, cult/med)</p> <p>5 Prof 6 Assoc 3 Asst 8 PT</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Minnesota State University, Mankato	http://sbs.mnsu.edu/anthropology/	<u>Undergraduate</u> Museum Studies Certificate <u>Graduate</u> (M.S.) Applied Anthropology Museum Studies Certificate	Y	Susan Schalge 507-389-5337 susan.schalge@mnsu.edu	<u>Department Head</u> Kathleen Blue 507-389-6370 kathleen.blue@mnsu.edu Applied in Bio Susan Schalge (assoc, cult/household org) Chelsea Mead (asst, cult/indig lang revit) Kathryn “Jay” Elliot (assoc, cult/med) No Applied in Bio J.Heath Anderson (asst, arch/migration) Kathleen Blue (assoc, bio/bioarch) Rhonda Dass (assoc, cult/identity) – Dir, AI Studies Ronald Schirmer (prof, (assoc, arch/ethnobot) 1 Prof 4 Assoc 1 Asst	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Purdue University	https://www.clas.purdue.edu/anthropology/	<p><u>Undergraduate</u> BA Five-Field Program</p> <p><u>Graduate</u> MS</p> <ul style="list-style-type: none"> • Thesis • Non-Thesis (Applied Track) • Non-Thesis (Doc Pre-Proposal) <p>Concentration Areas Applied Anth African Am Studies Ecological Sciences and Engineering Women, Gender, and Sexuality Studies Oral Exam</p> <p>PhD Above PLUS Ingestive Behavior</p>	Y	Dr. Sherylyn Briller sbriller@purdue.edu STON 317 (765) 494-4683	<p><u>Department Head</u> Ellen Gruenbaum gruenbaum@purdue.edu (765) 496-7422</p> <p>Applied in Bio Riall Nolan (prof, cult/int'l dev) Myrdene Anderson (assoc, cult/med)</p> <p>No ID Applied in Bios Sherylyn Briller (prof, bioarch) Michelle Buzon (prof, arch/tech) H. Kory Cooper (assoc, cult/tech) Andrew Flachs (assist, cult/envir) Ellen Gruenbaum (prof, cult/Fem) Jennifer Lee Johnson (assist, cult/multispecies – tech) Ian Lindsayz (assoc, arch/politic complex) Stacy M. Lindshield (assoc) Zoe Nyssa (assist, cult/sci-tech) Erik Otarola-Castillo (assist, arch/hu eco) Fileve Palmer (visiting assist, cult/race) Melissa Remis (prof, bio/hum ecol)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		Dual Degree Ath & Gerontology			Amanda Veile (assist bio/ecology) Laura Zanotti (assoc, cult/pol ecol) 5 Prof 5 Assoc 5 Asst 1 Visiting Asst	
Texas State University		MA Thesis Based Four-Field “Applied Cultural Anthropology Interest Form” - nothing for the other sub-disciplines. “Theory · Methods · Practice · Leadership · Advocacy”	Y		<u>Department Chair</u> Beth Erhart 512.245.3435 berhart@txstate.edu Applied in Bio Kate Spradley (assoc, bio/variation) No ID re. Applied Anth Emily Brunson (assoc, cult/med) Augustine Agwuele (prof, ling/co-artic) Steve Black (assoc, arch/hunt-gath) Britt Bousman (prof, arch/hunt-gath) Emily Brunson (assoc, cult/med/cmplx) Christina Conlee (prof, arch/complex soc) Deborah Cunningham (lect, paleo/evolve) Jim Garber (prof, arch/meso am) Beth Erhart (assoc, bio/primate) Michelle Hamilton (assoc, bio/forensics) Nicholas P. Herrmann (assoc, bio/bioarch) Ana Juarez (assoc, cult/race) David Kilby (assoc, arch/CRM)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					R. Jon McGee (prof, cult/maya rel) Ashley McKeown (sr. lect, bio/forensic) Jill Pruetz (prof, bio/primate) F. Kent Reilly (prof, arch/prehist meso am) Kate Spradley (assoc, bio/migration) Nicole Taylor (assoc, cult/ed & health) Rich Warmes (prof, cult/W Af econ)) Daniel Wescott (assoc, bio/forensics)	
					8 Prof 9 Assoc 1 Asst 1 Lect 1 Lect/Assoc Prof 1 Sr. Lect	
Boston University		MAAA non-anth anticipating or working in <ul style="list-style-type: none"> • medicine • public health • education • journalism • law • environmental management • refugee resettlement • immigrant pops • public policy eval • rural development MS in Med Anth & Cross-Cultural Practice - BU School of Medicine PhD - Soc-Cult	N		<u>Department Chair</u> Thomas Barfield barfield@bu.edu 617-353-5028 No ID Applied Anth Kimberly Arkin (assist, cult/identity) Thomas Barfield (prof, cult/politic econ) Kaye Bown (adjnt, cult/social move) Joanna Davidson (asst, cult/poli ecology) Eva Garrett (assist, bio/sensory ecology) Shahla Haeri (assoc, cult/gender) Robert Hefner (prof, cult/religion) Carolyn Hodges-Simeon (asst, cult/dev plast) Cheryl Knott (assoc, bio/primate) Frank Korom (prof, cult/rel-folklore)) Fallou Ngom (prof, ling) Christopher Schmitt (asst, bio/adapt beha) Parker Shipton (prof, cult) Merav Shohet (asst, cult/med-ling) Nancy Smith-Hefner (assoc, ling-gender) Robert Weller (prof, cult/religion) – dir	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		<ul style="list-style-type: none"> • mastery of four fields • concentration in development studies possible <p><i>“applied” not mentioned in PhD learning outcomes or degree description</i></p>			grad studies 6 Prof 3 Assoc 6 Asst 1 Adjunct	
Columbia University Teacher's College		MA in Anth and Ed PhD and EdD Joint Program in Applied Anthropology	N		<u>Dept of International & Transcultural Studies</u> Teachers College Columbia University 525 W 120th St NY, NY 10027 212-6788-3000 ID Applied in Bio Lambros Comitas – (prof, cult/ed) Nicholas Limerick – (assist, ling/ed) Herve H. Varenne – (prof, cult/ed) Amina UmAmir Tawasil – (lect, cult/appl) Affiliated Lalitha Vasudevan (assoc, tech/ed) Rachel Thropp (asst) Thea Abu El-Haj (prof)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Humboldt State University		<u>Undergraduate</u> BA Minor <u>Graduate</u> MA in Applied Anth	N		Department Chair Marison Cortes-Rincon mc479@humboldt.edu 707-826-4335 ID Applied May Patino (bio) No Applied ID in bio Claudia Chavez-Arguelles (cult/activist) Alisha Gaskins (biocult) Fred Krissman (cult) William Rich (CRM) Rebecca Robertson (cult) James Roscoe (CRM) May Scoggin (cult) 2 Prof 1 Assoc 2 Asst 10 Lecturers	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Syracuse University		<u>Undergraduate</u> BA <u>Graduate</u> PhD <ul style="list-style-type: none"> • Arch • Cult 	N		<u>Department Chair</u> Doug Armstrong darmstrong@maxwell.syr.edu 209A Maxwell Hall (315) 443-2405 Applied in Bio A.H. Peter Castro (cult) Not ID in Bio Doug Armstong (arch/Af Dias) Hans Buechler (socio-cult/change) John Burdick (socio-cul/soc move) Chris DeCorse (arch/Af Dias) Azra Hromadzic (socio-cult/politic) Shannon Novak (bioarch) Deborah Pellow (cult/gender) Robert A. Rubenstein (socio-cult/peace/med) Maureen Schwarz (socio-cult/Indig Rt) Teresa Singleton (hist arch/Af Am) John Townsend (socio-cult/psych/med)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Cecilla Van Hollen (socio-cult/med) Susan Wadley (socio-cult/change) 9 Prof 5 Assoc 1 Asst	
University of Hawaii at Manoa		<u>Undergraduate</u> BA <u>Graduate</u> MA <ul style="list-style-type: none"> • anth • applied arch • applied cult anth PhD <ul style="list-style-type: none"> • archaeology • biological • cultural • ling anth 	N		<u>Department Chair</u> Christian Peterson anthchr@hawaii.edu No ID of Applied in Bio C. Fred Blake (cult) Jan Brunson (med anth) - grad chair Alex Golub (cult) Jonathan Padwe (enviro anth) Eirik J Saethre (med anth) Ann Sakaguchi (med anth) Christine R. Yano (cult) Miriam T. Stark (ethnoarch) Seth Quintus (arch/ag econ) James M. Bayman (arch/craft econ)	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
Bridgewater State University		BA <ul style="list-style-type: none"> • cult anth • public arch • education Website lists five subfields: <ul style="list-style-type: none"> • cultural • archaeology • physical • linguistics • applied anth 	N		<u>Department Chair</u> Diana Fox Hart Hall, Room 239 508.531.2847 d1fox@bridgew.edu <u>Department of Anthropology</u> Hart Hall Room 226 508.531.1799 ID Applied in Bio Louise Badiane (med anth) No ID in Bio Diana Fox (socio-cult/fem/gender) Curtis Hoffman (arch/cult consc) Ellen Ingmanson (bio/primate) Simone Poliandri (socio-cult/NAm) 2 Prof	•

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					2 Assoc 1 Asst	
Boise State University		<p><u>Undergraduate</u> BA</p> <p><u>Graduate</u> MAA</p> <ul style="list-style-type: none"> • Thesis • Applied Anth <p><i>The degree combines rigorous study in anthropological science with skill-based coursework in management, policy, verbal communication, GIS, and technical writing. The MAA specifically prepares students for careers in CRM.</i></p> <p><i>Human Evolution & Ecology</i></p>	N		<p><u>Dept Chair</u> John Ziker jkziker@boisestate.edu 208-426-2121</p> <p><u>Dept of Anthropology</u> 1910 University Drive HEMG, Room 55 Boise State University Boise, Idaho 83725-1950 anthropology@boisestate.edu</p> <p>Applied ID in Bio Mark G. Plew (arch), Coord Center for Applied Arch Science (CAAS)</p> <p>No ID in Bio Cheryl Anderson Kathryn Warden (Demps) (bio/evol) Nicole Herzog Christopher Hill (arch/geo-arch)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Kendall House (socio-cult/design) Kristin Snopkowski (socio-cult/health) Pi-Lin Yu (ethno-arch) John Ziker (socio-cult/med/hum eco) 3 Prof 1 Assoc 3 Asst 3 Lect 8 Adjunct	
University of Houston		<u>Undergraduate</u> BA <u>Graduate</u> MA - Thesis <ul style="list-style-type: none"> • comp exam • Cult Anth • Arch • Physical Latin America/Caribbean Medical Anth in all subfields <i>MA Thesis advertised as step toward terminal degree, CC teaching, OR working as applied anthropologist</i> <i>Liberal Arts and SS ></i>	N		<u>Department of Comparative Cultural Studies</u> University of Houston McElhinney Hall, Room 233 3623 Cullen Boulevard Houston, TX 77204-5020 tel (713) 743-3987 fax (713) 743-3798 <u>Graduate Advisor for the Anthropology MA</u> Rebecca Storey 3623Cullen Blvd Room 233 University of Houston Houston, TX 77204-5020 713-743-1368 Applied in Bio Andrew J Gordon (soc-cult/health) No ID in Bio Kenneth Browh (arch/cult ecol)	•

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
		<p><i>Comparative Cult Studies > Anthropology</i></p> <p><i>Comparative Cult Studies includes:</i></p> <ul style="list-style-type: none"> • <i>Anthropology</i> • <i>Religious Studies</i> • <i>Liberal Studies</i> 			<p>Elizabeth Farfan-Santos (med anth) Janis Hutchinson (med anth) Keith McNeal (cult/religion) Susan Rasmussen (cult/religion) Rebecca Storey (phys/med/osteo) Randolph Widmer (arch/hum ecol)</p> <p>3 Prof 4 Assoc 1 Asst</p>	
Colorado State University		<p><u>Undergraduate</u> B.A.</p> <p><u>Graduate</u> M.A. - 4 Field Options/"Track"</p> <ul style="list-style-type: none"> • Thesis Option, Plan A • Portfolio Option, Plan B • The Anthropology of Health and Well-being • International Development & Globalization • Humans and the Environment • Professional Methods and Techniques <p>Ph.D. (anth/geo) Place, Space, and Adaptation (Fall 2018)</p>	N		<p><u>Department of Anthropology and Geography</u></p> <p><u>Chair: Michelle Glantz</u> (970) 491-7540 Mica.Glantz@ColoState.edu</p> <p>Andrew Bliss (geo) Katherine Browne (socio-cult/econ) Adrienne Cohen (socio-cult/pol-econ) Connie Fellman (bio) Chris Fisher (arch/environ) Kathleen Galvin (socio-cult/ecol) Michelle Glantz (bio) Merrill Johnson (geo/industry) Suzanne Kent (socio-cult/transmig) Lynn Kwiatkowski (socio-cult/gend) Jason LaBelle (arch) Stephen Leisz (geo/land change) Ann Magennis (bio/adapt) Michael Pante (bio/early hominid) Jason Sibold (geo/natres)</p>	

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Univ/Dept	Website	Degrees, Subfields & Certificates	COPAA	NAPA POC	Notes	Activity
					Jeffrey Snodgrass (socio-cult/psych) Mary Van Buren (arch/empires) 7 Prof 8 Assoc 2 Asst 3 Special Asst. Prof	



ASSESSMENT OF THE NAPA MENTOR PROGRAM

Submitted by
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University of North Texas
Department of Anthropology
Susan.Squires@UNT.edu
940 369 5404

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Executive Summary

- Both SfAA and NAPA members are significantly more aware of the NAPA mentor Program than AAA members
- Those in practice are significantly more likely to be aware of the program
- Undergraduates are significantly less likely to be aware
- SfAA members are more likely to seek a mentor than a NAPA member
- Most mentees became aware through the NAPA website or a conference
- The NAPA website continues to be difficult to navigate
- Awareness mechanisms will need to be customized by affiliation
- Most mentees are satisfied with the program
- Mentors are satisfied with the program
- Mentors see the program as valuable to mentees but not for themselves
- Expectations of mentees for career preparation are being met
- Expectation of mentees for a supportive relationship are not being met
- Some populations such as undergraduates and some working anthropologist feel underserved

Introduction

A 2010 survey conducted by the American Anthropology Association found that few graduates with an advanced degree in anthropology are finding employment in academia (Fiske et al. 2010). While finding a career outside of the academy is the most likely path for graduates, most have not been prepared for this option. Mentoring has emerged as one method to assist people during the transition from academia to professional practice by providing pragmatic skill (Eby, et al. 2009), professional development, improved competency, and reflective learning (Schwill 2008). For anthropologists interested in a practice / applied career, Copeland & Francois (2016) list several additional benefits such as role modeling, professional skills improvement, and mental and emotional support.

The National Association for the Practice of Anthropology (NAPA) *"was founded to promote the practice of anthropology and the interests of practicing anthropologists, and to further the practice of anthropology as a profession"* (NAPA Website, 2017). NAPA has been offering mentoring to professional and pre-professional anthropologists through the NAPA Mentor Program for over 25 years. It "is the most active and largest anthropology mentoring program serving the anthropology profession. No other program that pairs mentor and mentee for one-on-one counseling, for any branch of anthropology, even comes close" (NAPA-MMP 2013:1). *The* NAPA's Mentor Program provides services on advice and information about careers in applied anthropology by matching students, new professionals, mid-level, and even those at a senior level who want to changes with professional anthropologist mentors. The mentor may provide guidance defining career goals, review resumes, assist developing a professional network, and offer general advice on careers in anthropology.

In 2016 NAPA commissioned a research initiative to assess the NAPA Mentor Program in conjunction with the American Anthropology Association (AAA). The goal was to use the research findings to increase the use of AAA applied anthropology mentoring among students, faculty, and practitioners by identifying opportunities to expand awareness of the Mentor Program, promote its benefits as perceived by those who have used it, and create or refine mentor offerings where needs are identified. The findings would also help the NAPA, AAA and related organizations to coordinate their mentoring efforts. The study has three major research objectives:

- Assess awareness of the program;
- Document perceptions of, and satisfaction with, the program; and
- Evaluate the usage of mentoring for careers in applied anthropology.

This report presents findings of the 2016-2017 NAPA mentor survey conducted by Dr. Susan Squire, Ryan Koeber and anthropology graduate students at the University of North Texas' Applied Anthropology Department.

Methodology

This survey research project was a collaboration between NAPA, Dr. Susan Squires and selected anthropology graduate students at the University of North Texas. All research decisions were undertaken with the advice and consent of the NAPA Mentor Program Committee represented by Niel Tashima and Robert Morais. The development and implementation of the quantitative survey research was undertaken in three stages.

1. Document Review of Previous Research: Survey questions drew from previous data collected on mentoring in applied anthropology including (a) data gathered for a 2014 AAA Mentoring Report from AAA and Section websites, (b) the 2014 NAPA/University of North Texas research project on NAPA's Mentor-Match program conducted among NAPA mentor program users and mentors; and (c) a 2013 AAA mentoring exit survey.

2. Survey Development: A total of 45 questions were developed to gather responses from those that are aware of the Mentor Program and those that were not, from mentees and from mentors so as to compare response similarities and differences. Research questions addressed each of the three areas for which assessment was needed. Listed below, are the broad areas investigated through the survey questions.

Awareness

- Who, how and to what degree are AAA members aware of the mentor program? With other mentoring programs?
- Among those who are not aware of mentor programs, what is the perception of such programs including beliefs and values of mentoring?
- Among those that are aware, how did they learn of the program?

Satisfaction

- How satisfied were the mentors with their experience? Would they recommend the program?

- How satisfied were the mentees with their experience? Would they recommend the program?
- Was the Mentor Program website useful. Did it influence satisfaction?

Expectations and Outcomes

- Did mentees apply knowledge gained from the Mentor Program? Did their expectations match their experience?

A draft of the survey was reviewed by the NAPA Mentor Committee. Committee member recommended changes, deletions and additions, which were incorporated into the final survey.

3. *Data Collection and Analysis:* Data was collected from 280 participants through an online survey. The survey was uploaded to Qualtrix survey software. The link to the survey was posted on the NAPA and AAA websites, sent in emails to NAPA and AAA members and through AAA media outlets. Survey data was also collected from attendees at the American Anthropology Conference in November 2016 through intercept requests by Dr. Susan Squires and Ryan Koeber to take the online survey. Those who completed the survey fall into three major groups, 1) undergraduate and graduate anthropology students, 2) working professionals, and 3) faculty.

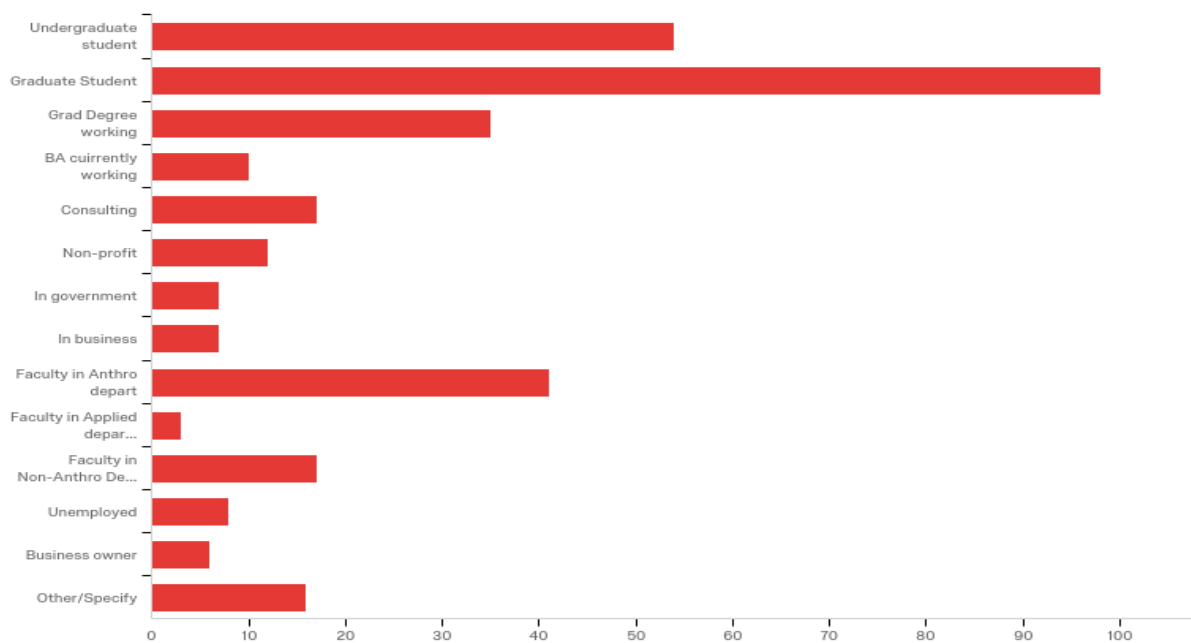


Figure 1: Survey Participants by Profession

Descriptive and statistical analysis of the data was completed by anthropology graduate students as part of course-based project for Quantitative Methods in Anthropology using SPSS (Statistical Package for the Social Sciences). Those involved include,

Sunday Atibaka	Melanie Medina
Sebastian Barnes	Bill Morgan
Gabriela De Lima Rocha	Emma Nalin
Madeline Fink	Skye O'Neill
Jung Hyun Kim	Kenneth Saintonge
Brittany Lemay	Andrea Semlow
Gabrielle Lukins	Ashley Thomas
Kelly McFarland	Aaron Van Valen
Susan McRae	Ryan Kober

Table 1: Anthropology Graduate Students Participating in Data Analysis

Findings: *Awareness*

This report section presents the findings on four aspects of awareness of NAPA's Mentor Program: 1) comparison of awareness by affiliation, 2) awareness comparison of mentees and non-mentees 3) awareness mechanisms 3) website & awareness. The section concludes with awareness recommendations.

1. Comparison of Awareness among Groups: To investigate awareness by affiliation, the qualitative data on affiliation, gathered in question 1 of the survey, was grouped into six categories: 1) AAA, 2) NAPA, 3) SfAA 4) Regional/University, 5) Archaeology, and 6) Other. The 'Other' category consisted of highly diverse answers that were difficult to group. Once grouped, each category was given numeric values. The majority of respondents were members of AAA. This is unsurprising as the survey was advertised during an AAA conference.

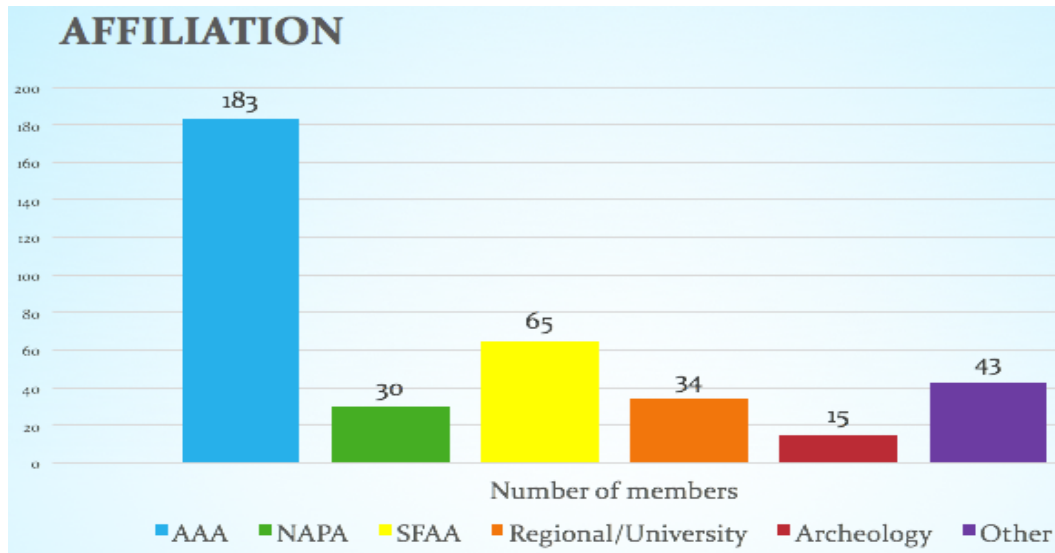


Figure 2: Affiliation of Survey Participants

Of these six groups, two groups were more aware of the Mentor Program than the others: NAPA members (78%) and SfAA members (59%).

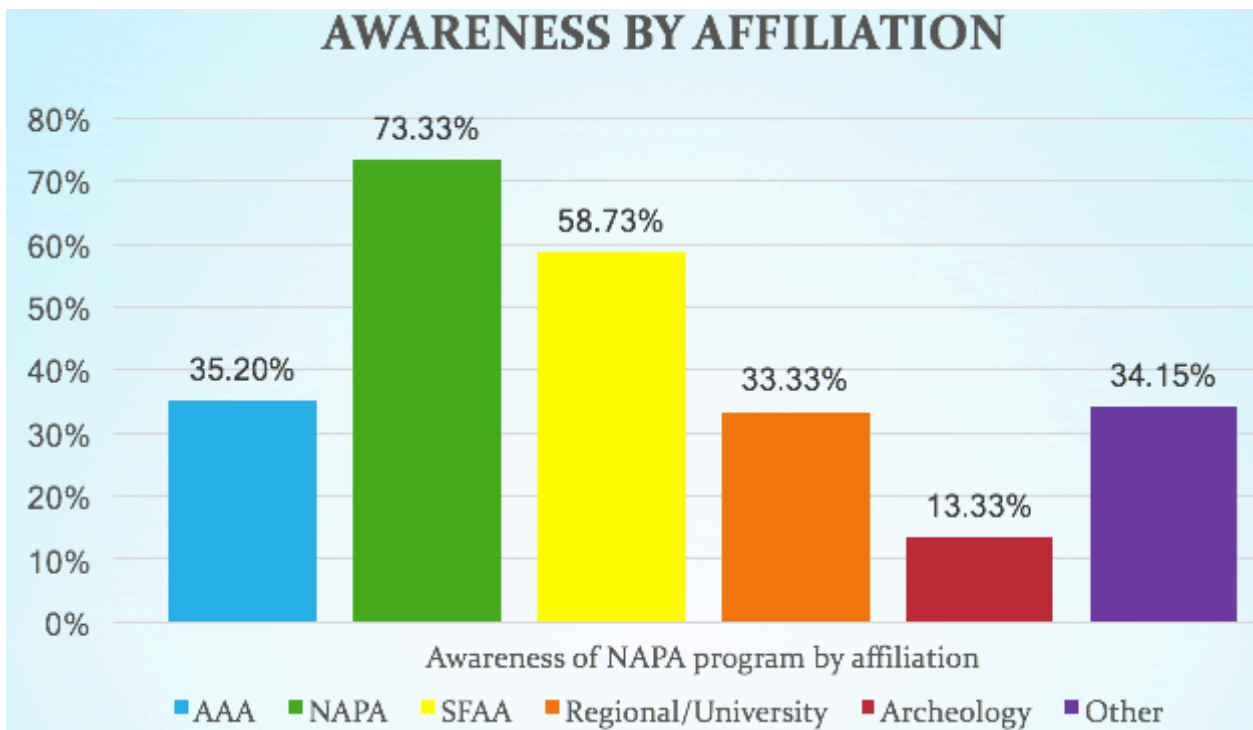


Figure 3: Awareness of NAPA Program by Affiliation

Using chi-square test of significance, we examined awareness by professional category. Of the categories listed, four practicing categories showed significantly greater awareness while the undergraduate category was significantly lowest.

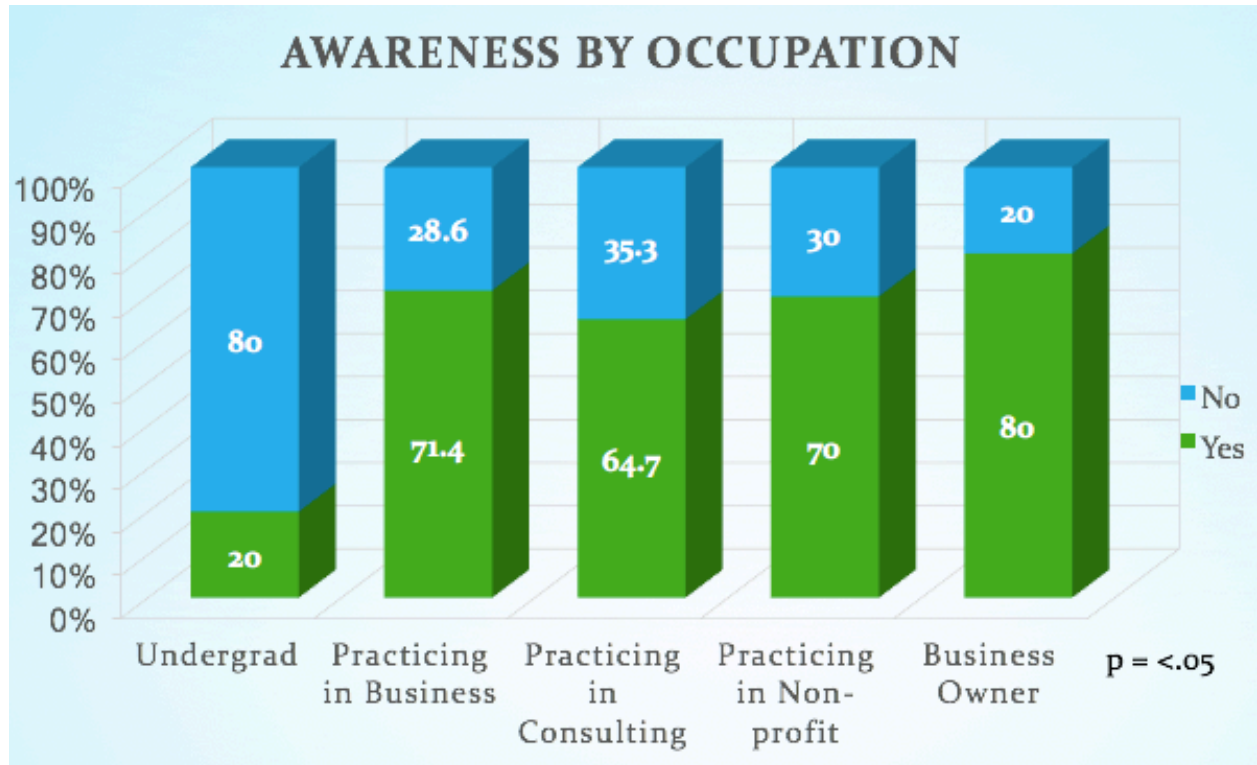


Figure 4: Professional Affiliation Showing Highest & Lowest Awareness of the Mentor Program

Again it is unsurprisingly that professional categories were more likely to be aware of the NAPA mentor program while undergraduate student were the least likely to be aware of the NAPA mentor program.

Finally we used awareness to compare professional affiliation (occupation) in combinations with association affiliation. Although individuals who were members of AAA represented the majority of those taking the survey, they had the lowest level of awareness particularly among non-working graduate students. Those affiliated with NAPA and SfAA both had high levels of awareness regardless of professional affiliation.

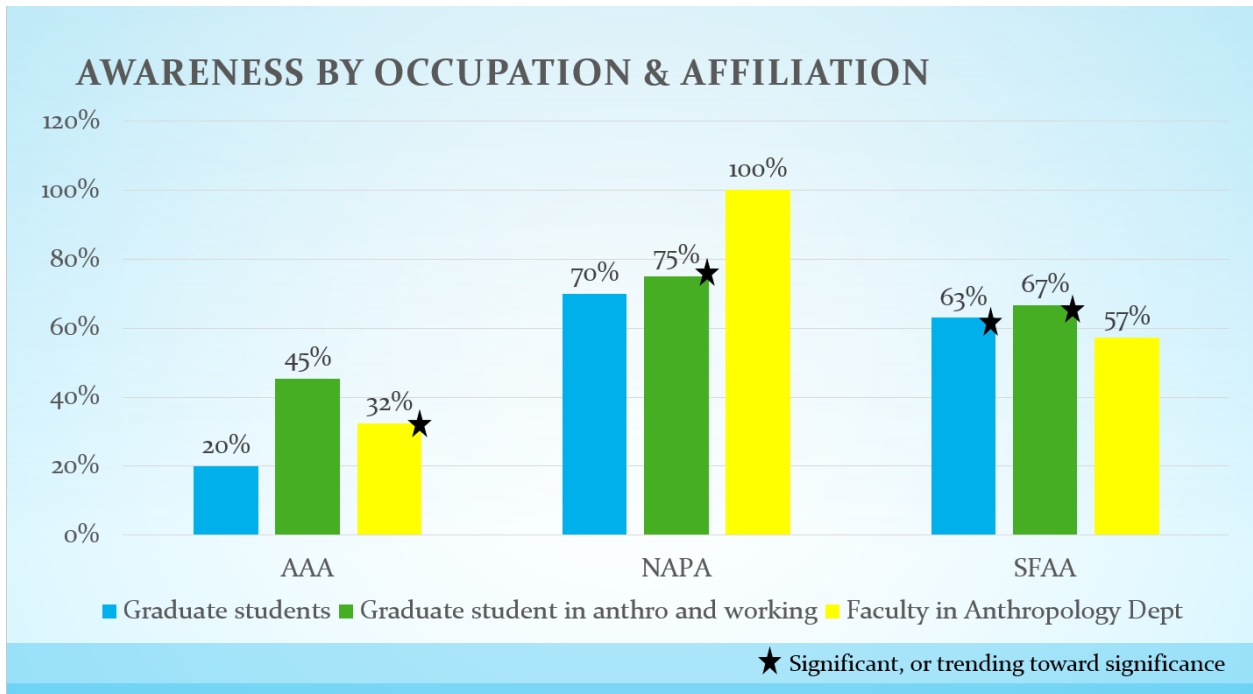


Figure 5: Awareness by Professional & Association Affiliation

2. Mentee vs. Non-Mentee Comparison: Once we documented differences between those affiliated with NAPA & SfAA and those belonging to the AAA, we turned to a comparison of mentees who enrolled in the NAPA mentorship program and those who were interested but did not enroll to determine if we could discern who and why individuals choose to seek a mentor. Both quantitative and qualitative data was used to compare the two groups. Of the 280 individuals who responded to this survey, 88 individuals were aware of the NAPA Mentor Program. Of these 37 of these individuals had become aware via the website. This included 15 individuals who were, or had been, a mentee of the NAPA program and 23 individuals who were aware but decided not to participate in the program. The mentees were overwhelmingly anthropology students at varying levels of education while only two mentees were working outside the academy and 3 others were unemployed/other.

- 1 Undergrad
- 2 BS & working
- 2 Grad students
- 2 Grad & working
- 2 PhD in anthropologists
- 1 Professor of anthropologists
- 1 applied outside academy

- 1 working not as an anthropologist
- 3 unemployed/other

When we looked at the affiliation of those who became mentees, we found that SfAA members were more likely to become mentees than NAPA members. For SfAA members this represents a 58.8% conversion rate from interested to enrolled. Although this finding is based on a small sample size, this data suggests further investigation.



Figure 6: Comparison NAPA & SfAA Members Who Become Mentees

Qualitative Analysis added depth to the quantitative findings. There were 23 total potential mentees who expressed interest in participating in the mentoring program, but ultimately chose not to do so. These individuals provided qualitative responses on their decision to not participate. Pattern analysis of the qualitative responses provides the most common reasons for not participating:

- 2 were already participating in another mentoring program
- 5 found out about the program when they completed the survey
- 6 didn't see the program as relevant at that moment in their career
- 2 were told the program wasn't worth it
- 1 was told that the program is only for young anthropologists

The qualitative data provided insights into what separates mentees from potential mentees and revealed some possible misperceptions about the program that should be investigated further. We see an opportunity to increase the number of mentees by seeking to address the concerns of potential mentees.

3. *Program Awareness Raising Mechanisms*: Overall the most popular recommendations for raising awareness were the Internet, conferences and through universities.

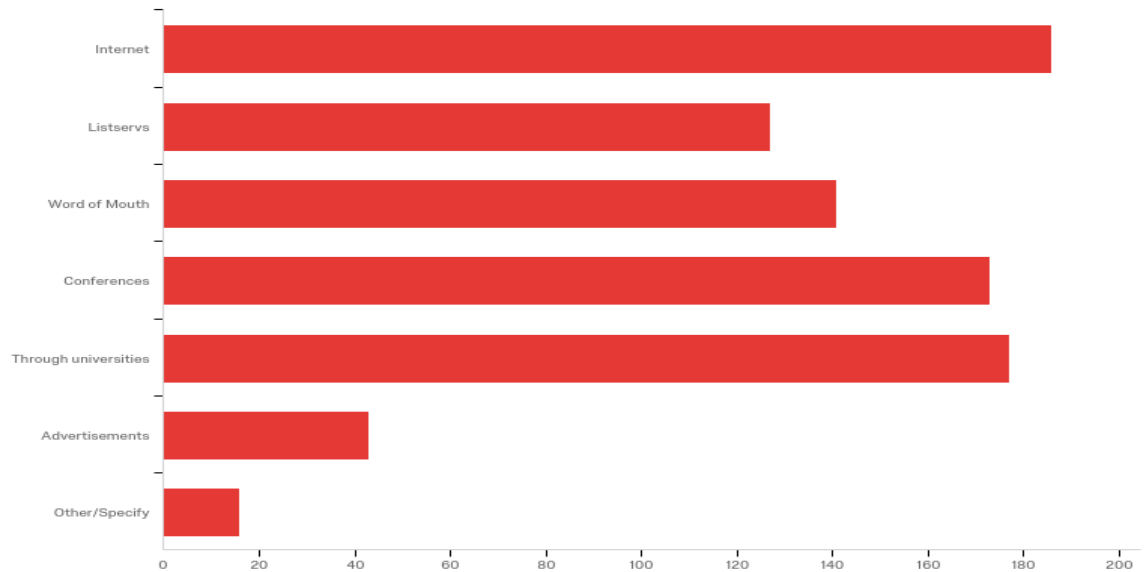


Figure 7: Recommended Mechanisms to Raise Awareness

However, when the recommendations are broken down by affiliation, the data indicates that AAA members differed in their recommendations compared to both NAPA and SfAA members.

METHODS TO SPREAD AWARENESS BY AFFILIATION	
Affiliation	Best method for spreading awareness about the NAPA program
AAA	Through universities, advertisements
NAPA	Word of mouth, advertisements
SfAA	Student organizations, Twitter, Facebook
REGIONAL	Word of mouth, Internet
ARCH	N/A
OTHER	Internet, listservs

Table 2: Awareness Raising Recommendations by Affiliation

Further, when those who were aware of the NAPA Mentor Program were asked how they became aware, the most common answers, Conferences and NAPA website, did not align with mechanisms most often recommended.

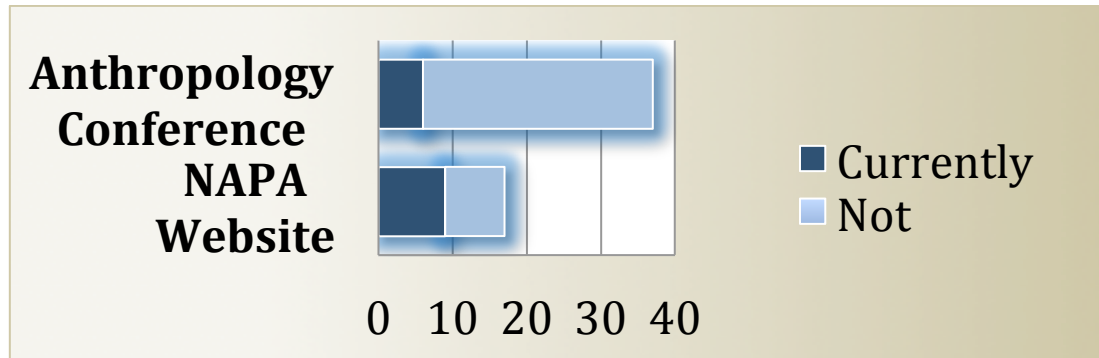


Figure 8: Awareness Mechanisms Used

These contradictions may indicate a lack of knowledge about resources, such as the NAPA website, compared to those with an applied/practicing affiliations.

4. NAPA Website: The Internet and NAPA Website are cited by participants as mechanisms that raised their awareness. A 2014 qualitative research report found that NAPA's webpages were difficult to find and use. As in the qualitative research, about a third of the survey participants survey indicated that the Mentor pages on the NAPA website continue to be difficult for about a third of those asked. These difficultness may be a barrier to potential mentees.

Q51 - Was it difficult to find the NAPA mentoring page?

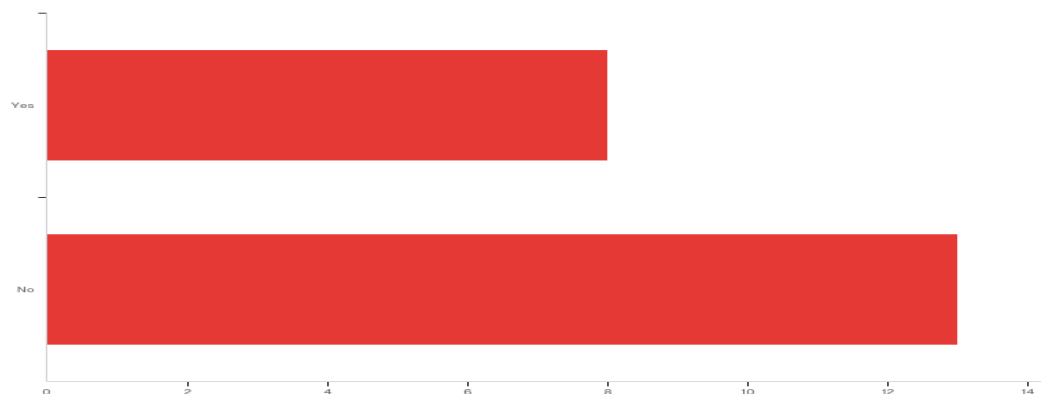


Figure 9: Difficulty Finding the NAPA Mentor Webpage

Recommendations for Raising Awareness

1. Awareness Raising Inside the AAA: The data indicates that there is a clear lack of knowledge about the NAPA Mentor Program among AAA members suggesting opportunities for NAPA to market the mentor program within AAA. However, the data also suggests that any successful awareness raising mechanisms may require customization based on affiliation groups.

2. Awareness Raising Outside of the AAA: There are several opportunities for NAPA to expand their marketing to other audiences outside of the AAA. This has been an ongoing discussion within the NAPA leadership.

While NAPA is a section of the AAA, we found significant interest in the NAPA Mentoring Program among SfAA members. We encourage NAPA to consider marketing the NAPA Mentor Program at the SfAA conferences and through Local Practitioner Organizations and other practitioner conferences, such as Ethnographic Praxis in Industry Conference. As we recommended for marketing within the AAA, awareness, raising may need to be customized for different audiences outside of the AAA as well.

Finally, we now have over 30 departments providing education in applied anthropology careers. With the addition of applied anthropology training, the needs for mentoring have changed. Yet, applied anthropology students need mentors more than ever. The faculty in these departments train students for a career in practice but do not always have the work experience or social networks to help a student navigate a career in practice. Marketing to these applied students should still be an important audience for the program.

3. Awareness Raising among Non-traditional Groups: The NAPA Mentor Program was started during a time when those graduating from anthropology programs were not finding academic employment and there were little or no applied anthropology programs. The NAPA Mentor Program found its audience among recent and current anthropology graduates students interested in careers as practicing anthropologists. Graduate students became the programs core participants. While, graduate anthropologist students remain an important audience for the program, we suggest a review of how the NAPA Mentor Program mission is implemented. The NAPA website indicates “the Mentor Program is open to individuals of any age and status, regardless of previous experience in any professional or academic setting.” Despite this statement, mentor matching continues to focus on “late-stage” graduate students.

With the rise of applied anthropology programs, undergraduates in anthropology are now gaining training in applied anthropology, we would encourage NAPA to reconsider undergraduates mentor services beyond those offered. Some undergraduates may go on to graduate school, but others will find work, which requires the use of their anthropology skills and knowledge. These graduates are seeking advice from a mentor. Currently, these anthropologists or anthropologists in transition are directed to the FAQ section of the NAPA website, or are given advice by the NAPA Mentor Program coordinator. This has created a disjuncture between the website text and the services many now receive. As suggested in our qualitative analysis, we found themes indicating confusion about the program, and for whom it is intended. Secondly, promoting the NAPA mentor program is a way for those wishing to pursue a career in anthropology to understand what branch of the discipline they wish to study. Finally, many of these undergraduates may find employment rather than go to graduate school, or they may decide to go to graduate school after working for a few years. In either case, raising awareness of the NAPA mentoring program among undergraduates, provides a early awareness mechanism to reach out to those who will eventually find themselves outside of the academy.

Another group who have not traditionally sought mentoring help is archeology. Many archeologists now work in applied jobs outside of the academy. Although a small sample, those archeologists who participated in the survey showed a high level of interest in the NAPA Mentor Program. Although no forensic anthropologist participated in the survey this group might also be interested. NAPA needs to consider whether these populations are ones they want to serve.

4. Social Media: Redesigning and updating the NAPA website to make it more accessible is a crucial component of promoting the NAPA Mentor Program. The NAPA website was cited as one of the key ways that survey participants learned about the mentor program, yet, about one third of those in the survey had trouble finding the mentor pages. A qualitative comment by one student highlighted the issue, when they told us that they not apply for the NAPA mentoring program based on the usability of the website. This is true of the FAQ as well, which was reported to be difficult for the user to navigate to the information they sought. Further, because of the number of digital awareness recommendation received in the survey, NAPA may want to consider increasing its social media presence. The opportunities to promote the mentor program through mediums such as Google, Facebook, Snap Chat and Twitter are endless.

II Findings: Satisfaction

This section of the report focuses on both mentor and mentee satisfaction with the NAPA Mentor Program. Recommendations are found at the end of the mentor satisfaction and mentee satisfaction. The primary limitation in this and the sections is the small sample size, which limited the type of statistical analysis we could conduct.

Mentor Satisfaction: The research looked at mentoring for careers in applied anthropology from the viewpoint of the mentors. While our sample size consisted of 16 mentors, this sample represents about 25% to 30% of all recent and current mentors. For this reason we believe the sample represents the mentor population and should not be discounted just because of the number of survey respondents. In addition we analyzed the qualitative open-ended questions on the survey to give some depth to the quantitative responses. Of the 16 mentors, 11 were previous mentors and 5 were currently mentors in the program.

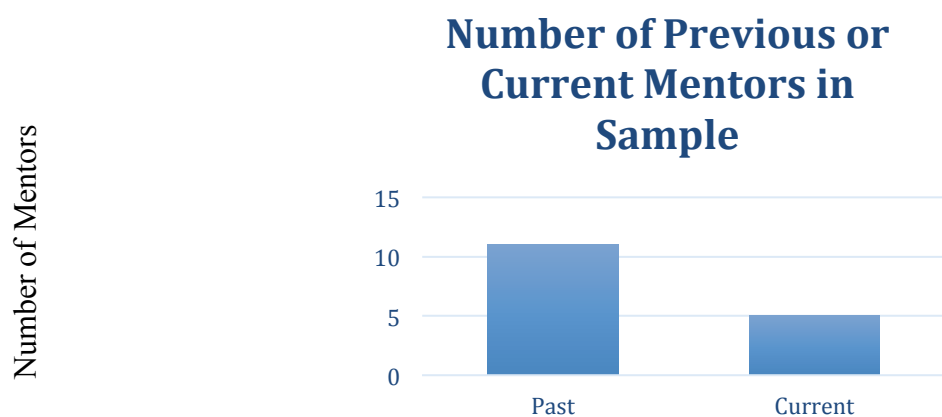


Figure 10: Mentor Sample

The majority of mentors reported that they joined the program because of a personal connections who knew of the NAPA program and reached out to them to become a mentor.

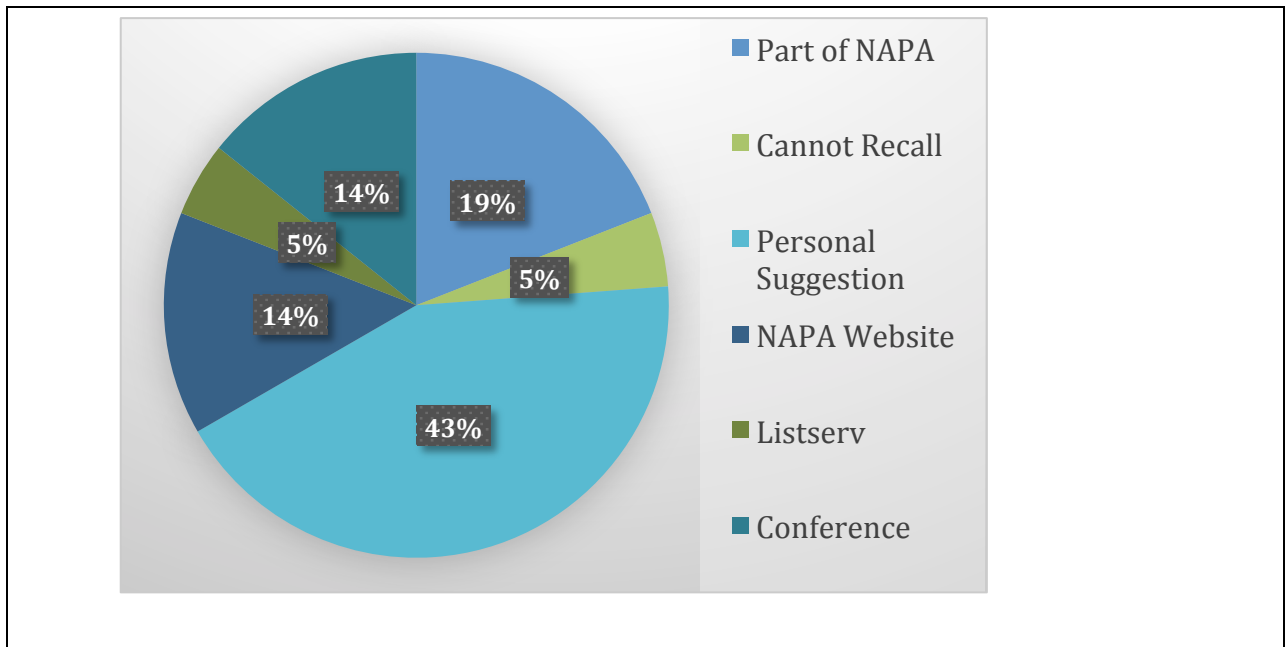


Figure 11: Mentor Recruitment Methods

Overall, we found that 75% of the mentors were satisfied with the program.

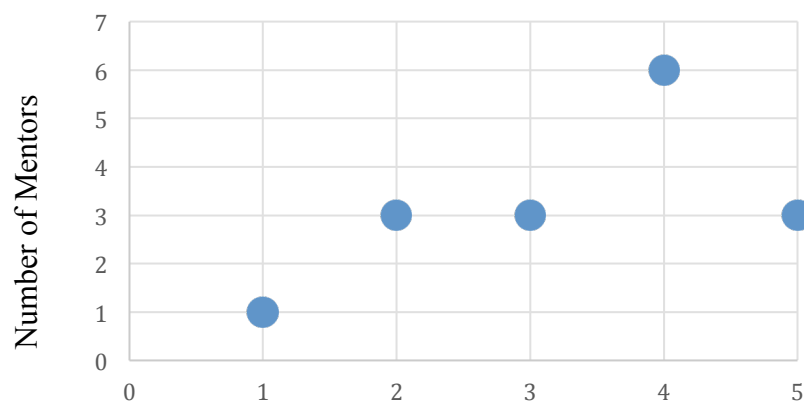


Figure 12: Mentor Satisfaction

Those that were satisfied also reported that they thought the program had value for mentees.

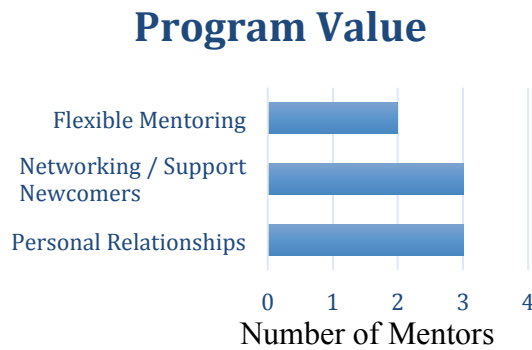


Figure 13: Value of Mentor Program from Mentor Viewpoint

From the qualitative data in the survey three value themes emerged: Flexible Mentoring, Networking & Support, and Personal Relationships.

- Flexible Mentoring: The mentors reported that they appreciated the ability to leave a mentoring relationship if the interests of the mentee and mentor did not align.
- Networking & Support: Building network of people was considered by mentors to be strength for budding practitioners.
- Personal Relationship: Sharing the same interests with mentees and developing relationships was mentioned as a positive impact of the program for both mentors and mentees.

Mentors also pointed out some key program challenges.

- Isolation: Mentor reported feeling Isolated from other mentors and potential. If there was more communication from NAPA itself, reported one mentor “ that would have the effect of creating a sense of community rather than the current state which feels (to me at least) like being somewhat disconnected to others and to the program itself. ”
- Program Expansion Limits: Two mentors were concerned about NAPA’s ability to expand the program. As one noted, “the current approach of individual networking by committee members limits the reach within the professional community and the ability of the program to serve the numbers and varieties of new/young professionals.”
- Lack of Reciprocity: A third program challenge cited was the lack of reciprocity for mentors. While the mentors thought the program was valuable for mentees, the value for mentors

was much lower. This following chart illustrates how mentors rated the value of the mentoring for themselves compared to their mentees.

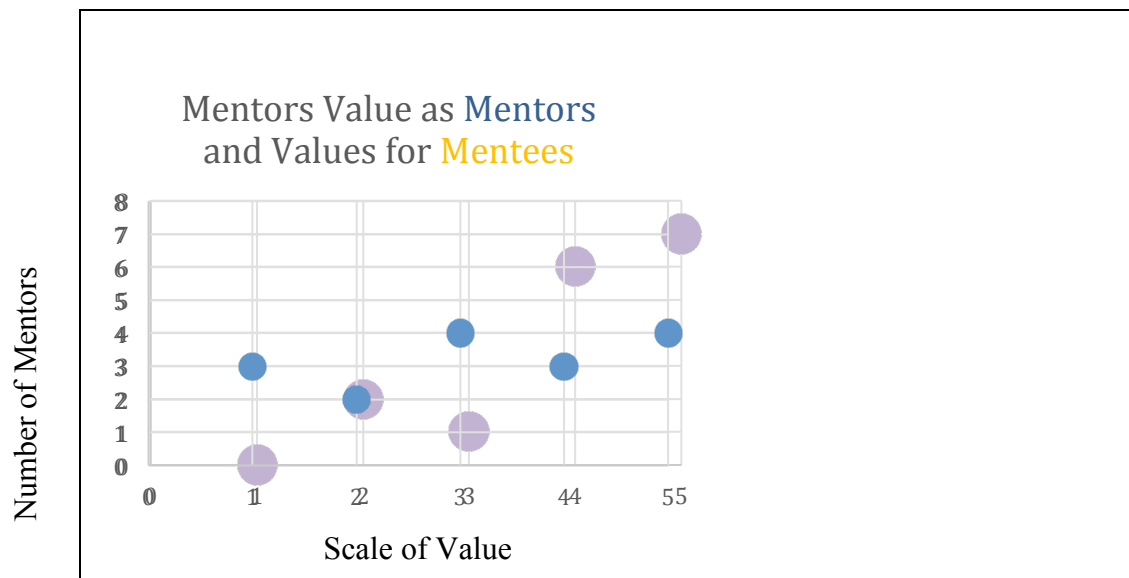


Figure 14: Comparison of the Program's Value for Mentor and for Mentee

The blue dots reflect value for mentors while the purple dots reflect mentor perceptions of value for mentees. This suggests that mentors do not believe they receive the same benefit from the relationship as the mentees.

Recommendations: Mentors, themselves, provided recommendations for program improvement.

Program Opportunities

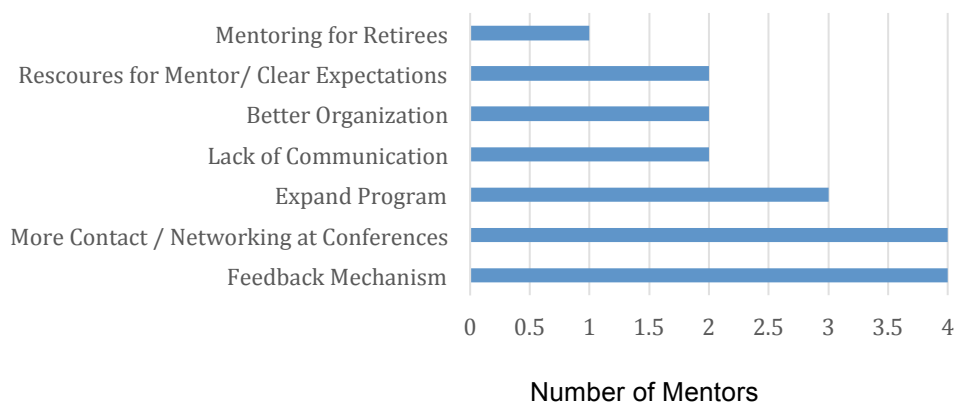


Figure 15: Mentor Recommendations for Program Improvement

These recommendations include the following.

1. **Make Expectations Clear:** Mentors had concerns about expectations for both mentors and mentees once the relationship starts. As one noted, “just because I was a practitioner does not mean that I know how to be a mentor.” One way to set reasonable expectations is to develop mentoring resources including written materials.
2. **Better Matching:** Some mentors expressed frustration with the use of email to match mentors to mentees. One mentor preferred the methods used by the program in the past which allowed mentees to go onto the website and search for a person with their specific interest. They wondered if this could be reinstated.
3. **Expand Program:** The program needs to be expanded to allow better matches based on interest. One suggestion was to expand the mentor pool by recruiting retired practitioners. However, two mentors told us they had signed up to be a mentor, but never received a suitable match suggesting there is a resource issues that may need investigation.
4. **More Personal Interaction:** Four out of seven mentors suggested in-person events. While long-distance mentorship using email can sustain the relationship, it lacks a human connection. Several mentors suggested face-to-face mentoring sessions at the AAA, local meet ups through LPOs or a luncheon, just for mentors or for mentors and mentees.
5. **Feedback Mechanism:** Use of a mentor feedback mechanism was another suggestion mentioned by mentors. Not only did mentors want themselves to be rated after they gave advice to the mentee, they wanted overall evaluations to be sent out after every point of contact.

We have several recommendations to add to those offered by the mentors. They include

- NAPA mentoring awards at anthropology conferences,
- Mentor Training Workshop to provide mentoring skills and knowledge and to establish a network of for mentors to use as a resource.

2. Mentee Satisfaction: To determine mentee satisfaction we used the question, “How satisfied were you with your mentor, and your interactions?” Overall most mentees reported some level of satisfaction.

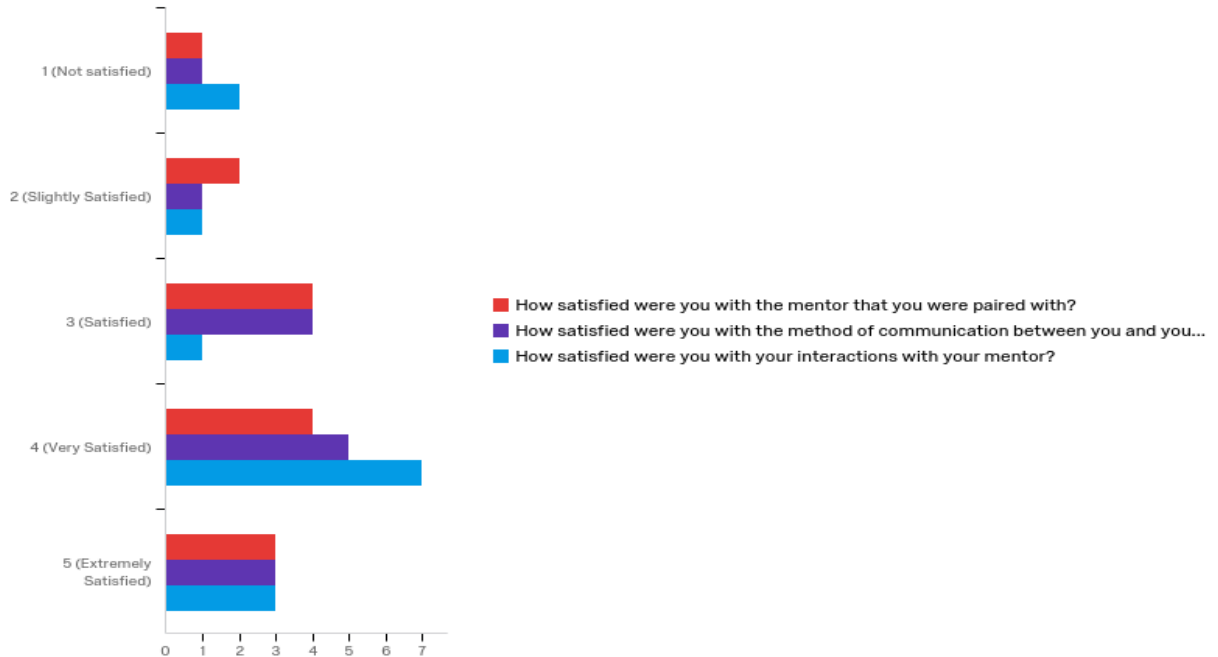


Figure 16: Mentee Satisfaction

We also tested satisfaction against other variables such as how well the program prepare for a career and the likelihood the program would be recommend to another. Not surprisingly we found a link indicating approximately 32% of those satisfied also felt that the program prepared them for a career.

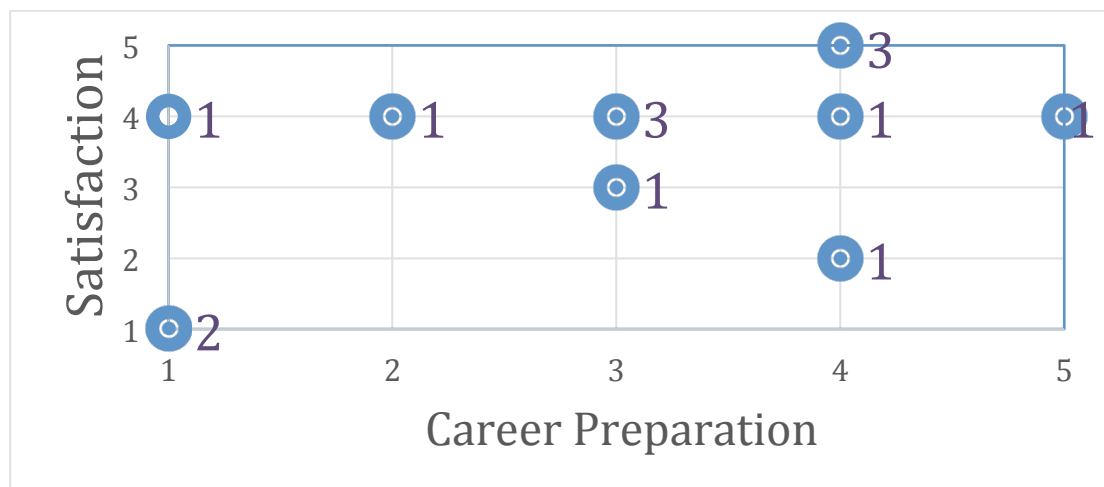


Figure 17: Relationship of Satisfaction & Career Preparation

Our investigation into a possible relationship between satisfaction and subsequent program recommendation to another revealed no discernable relationship. Rather, the plot

suggests that participants were likely to recommend the program no matter what the outcomes. Even people who had rated their experience low recommend the program.

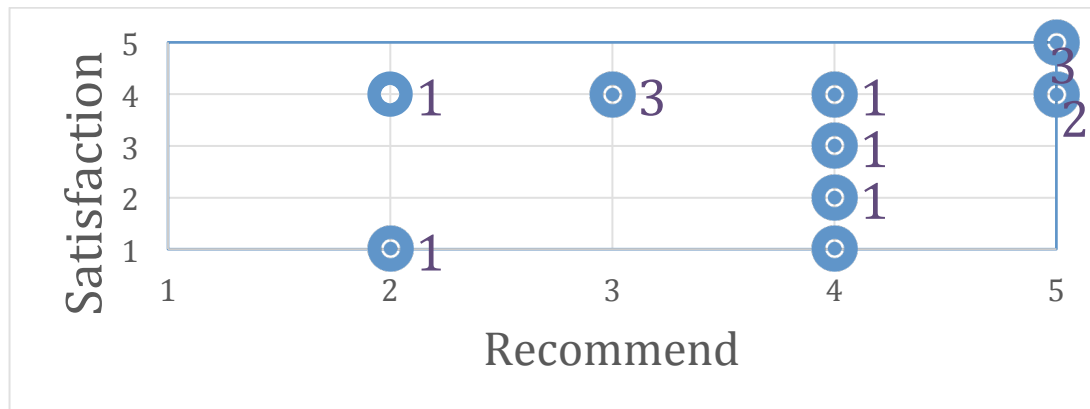


Figure 18: Relationship of Satisfaction to Willingness to Recommend the Program

Satisfaction appears to have a relationship to how well expectations were met with approximately 32% of satisfaction explained by how well expectations were met.

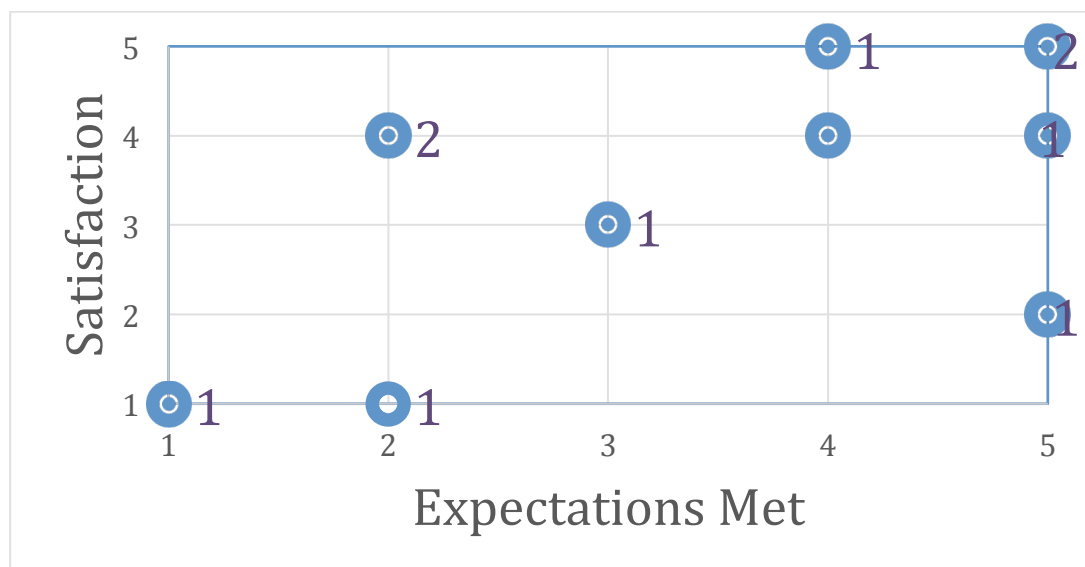


Figure 19: Relationship of Satisfaction to Expectations

Finally, we explored the possible relationships between satisfaction and types of communication used for interactions. We found that those who were satisfied with their communications with their mentor were satisfied with the program.

The type of communication was important, too. Those who rated low satisfaction with mentor communication employed the fewest types of communication. For example, using e-mail

as the only form of communication correlated with lower levels of satisfaction. Conversely, subjects who rated high satisfaction employed multiple forms of communication.

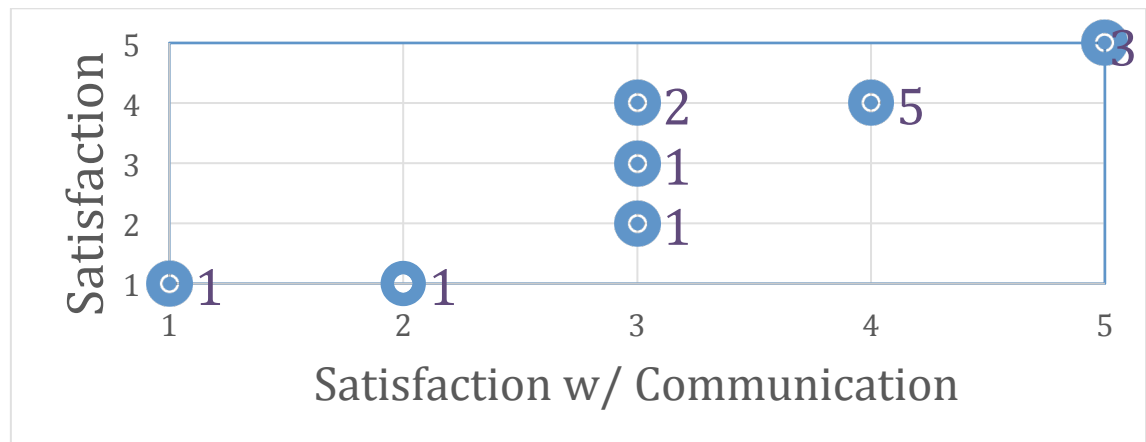


Figure 19: Satisfaction & Number of Communication Methods

We also found a trend with higher satisfaction among PhD students and applied anthropologists working outside academia with the method of communication. The extremely strong relationship between satisfaction with communication and overall satisfaction suggests the importance of communication quality. More forms of communication will likely increase overall satisfaction.

Although we found high satisfaction among mentees, the qualitative data uncovered some challenges for the program: setting expectations and mentee preparation. Mentees need to know what to expect coming into the program and how to prepare. Two quotes illustrate this confusion.

“In my experience with the program, I did not know what to do or what to expect. I realize now that I was the one that probably “dropped the ball” in that I didn’t continue or pursue the mentoring relationship.”

“I connected to the program through the NAPA website, when I was in my first year and didn’t know anyone in the organization. I just received an email reply from my “match”, answering my question about grad school and that was it. I didn’t feel like it was really mentoring; it felt more like a Q&A service. I think you could do more to explain on the

website what to expect, maybe even a video on how to get it started - so students know what to expect. And maybe some training for the mentors!!”

3. Assessment of Mentee Satisfaction by Affiliation: From the research on awareness we knew that there might be differences in satisfaction by affiliation and investigated whether a relationship existed between occupation affiliation and satisfaction.

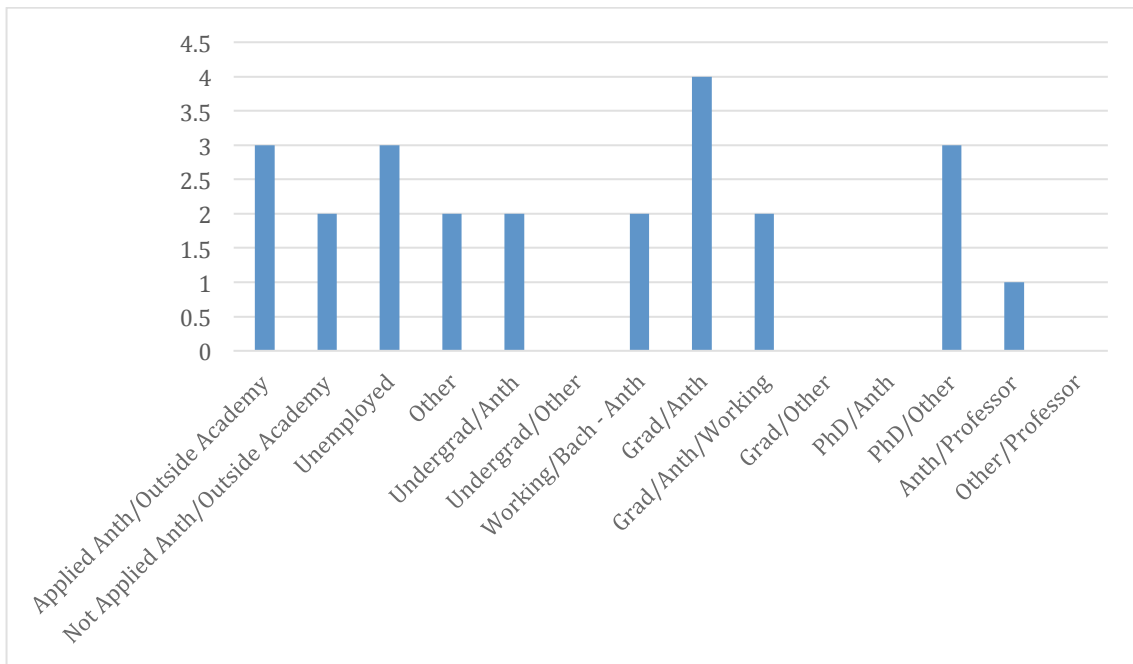
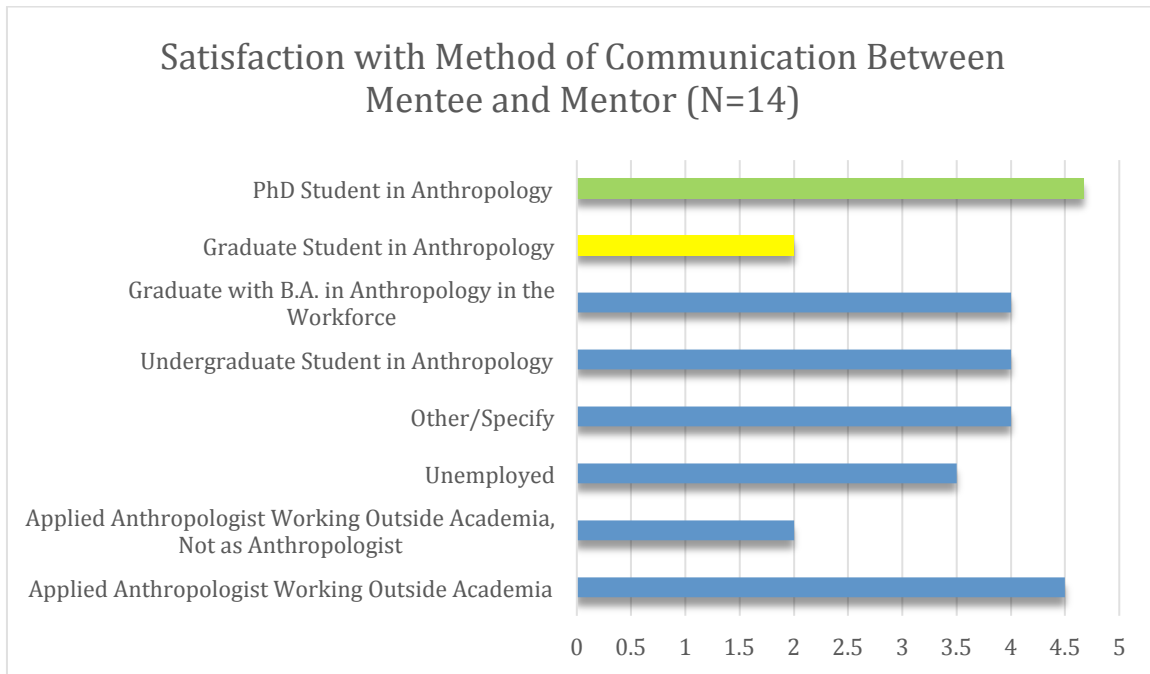


Figure 20: Satisfaction by Affiliation

Overall satisfaction with the program was rated highly. When broken into categories by affiliation, the highest levels of satisfaction were found to be among graduate students. Professors of anthropology were less unsatisfied.

Similar trends were found for satisfaction with communication by PhD graduate students and applied anthropologist working outside the academy. Surprisingly those who listed themselves as graduate student, were the least satisfied with their communications with their mentor.



Figure

Figure 21: Satisfaction with Method of Communication by Affiliation

While overall satisfaction was good, as we have noted above, satisfaction with a mentor interactions is strongly linked with communication and this is again demonstrated by the lower satisfaction among non-PhD graduate students with their mentor.

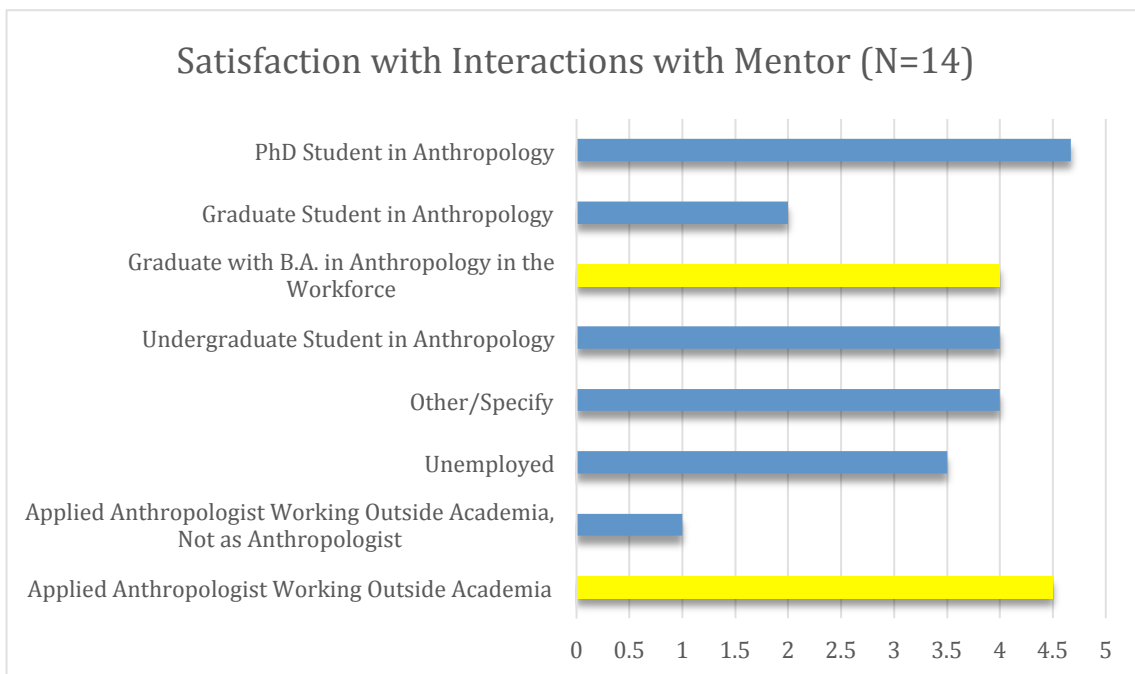


Figure 22: Satisfaction with Interactions with Mentor by Affiliation

Recommendations: To promote to potential mentors and mentees, the program could enlist satisfied mentors and mentees. For example, NAPA could feature a blog post written by a satisfied mentee or mentor (or both) on the NAPA website. The blog post could promote the program by emphasizing the most important benefits that the mentors and mentees experienced from the program, such as career advice. Other recommendations include:

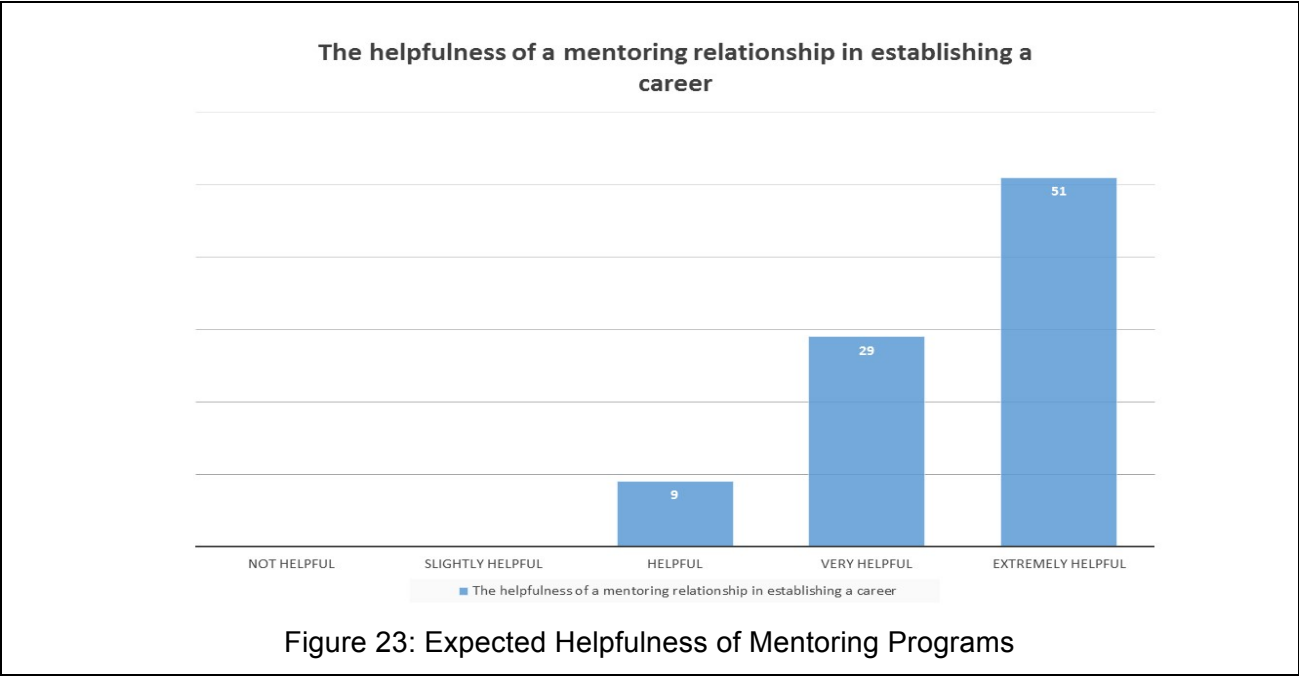
- Develop materials to help set mentee expectations
- Encourage multiple channels of communication between mentors and mentees
- Create more ways for flexible mentor matching
- Match early-stage mentees to a mentor with general interests

In addition further research is needed to investigate who and why there appear to be some affiliation clusters of mentees that are much less satisfied than the mentee group as a whole.

III Findings: Expectations & Outcomes

Considering the importance of preparing students for careers, we compared the expectations and outcomes of graduate student to learn if they were met. We used the question, “to what extent did the mentor program prepare you for a career in applied/practicing anthropology?” and compared this questions to several others: Which aspect of the mentor program best prepared you for a career in applied/practicing anthropology? To what extent did you find what you were looking for? Would you be willing to recommend the mentor program? How valuable do you think a mentor program is? How helpful is a mentoring relationship for establishing a career in applied/practicing anthropology?

Expectations: Of the total of 280 respondents who participated in this survey, 94 (34.2%) were students. 89 of these students expected a mentoring program would be helpful for establishing a career as an professional/ applied anthropologist and over 50% of them expected a mentoring relationship would be very helpful.



Of the students in this sample who reported on career preparedness, 26% of the students expected that career advice would be of the most help in preparing them for a career while 16% of the students also expected to develop both personal support and relationship through mentoring. Only 3% of students expected advice on internships or help with their resume/cv would help in their career preparedness.

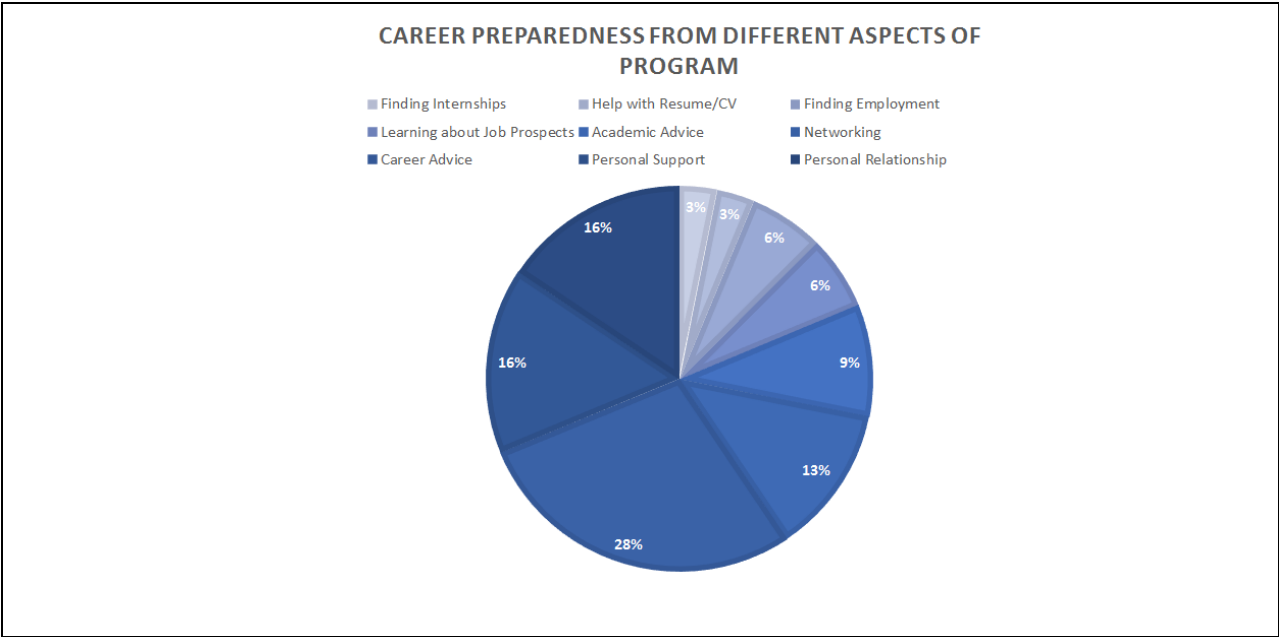


Figure 24: Expectations for the Mentorship

Of those who reported on career preparedness, all expected that a mentor program would be either slightly, very, or extremely valuable indicating the importance of career advice for preparing graduate students for a career in applied anthropology.

Outcomes: Over 60% of mentees indicated that their expectations were at least met to some degree while about a third had expectation slightly met or not at all.

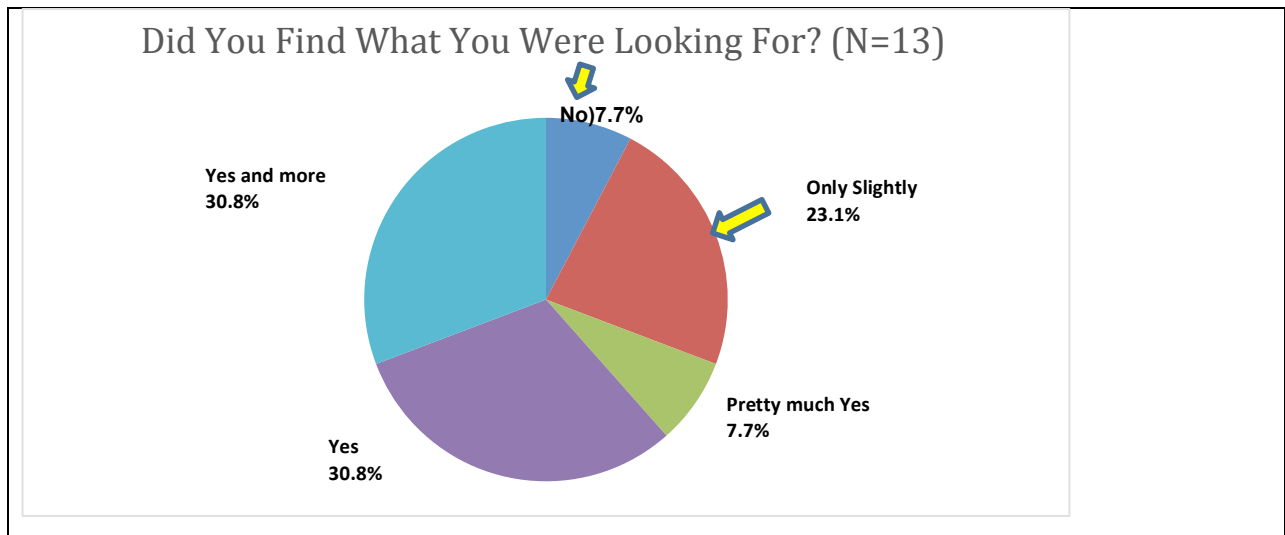


Figure 25: Expectations Met

Career advice was expected to be valuable and that expectation was met.

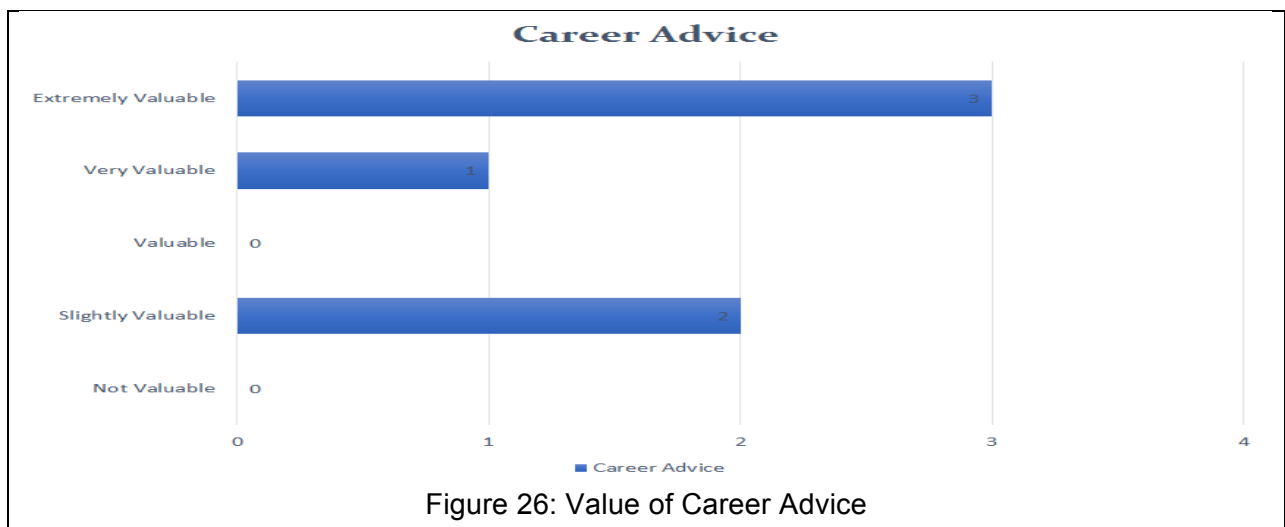


Figure 26: Value of Career Advice

While the mentees expectations on the value of career advice were met, other expectation for a personal supportive relationship were not met at the same level.

Category	Want It	Got It	%
Personal Relationship	10	4	40%
Personal Support	9	3	33%
Career Advice	11	9	82%
Networking	8	2	25%

Table 4: Mentee Expected Compared to What The Got

While not everyone received the personal support that they expected, those that did indicated the importance of such relationships. One respondent stated, “It is a great opportunity for support.” Another respondent noted that they liked the ability to “make a personal connection between people.” Further a strong, positive relationship between finding what students wanted and feeling prepared for a career was identified.

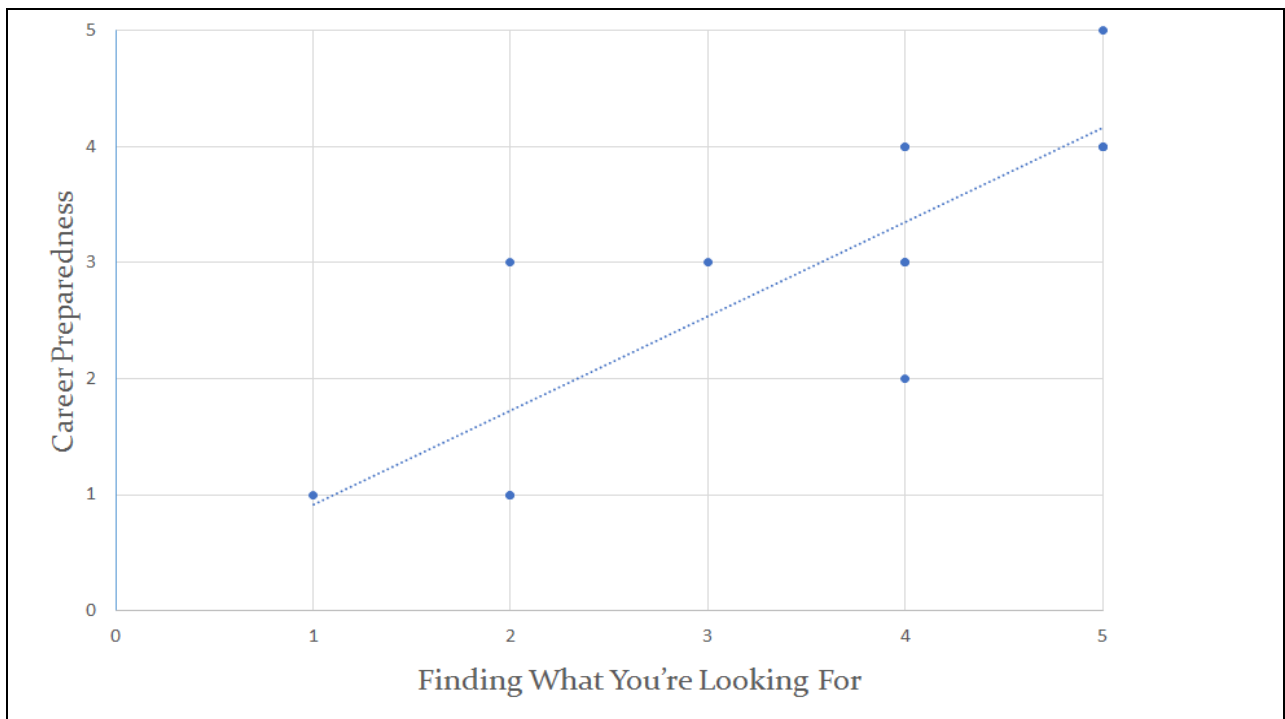


Figure 27: Met Expectations and Career Preparation

There was also a strong positive link between satisfaction with the mentor match and willingness to recommend the program to others.

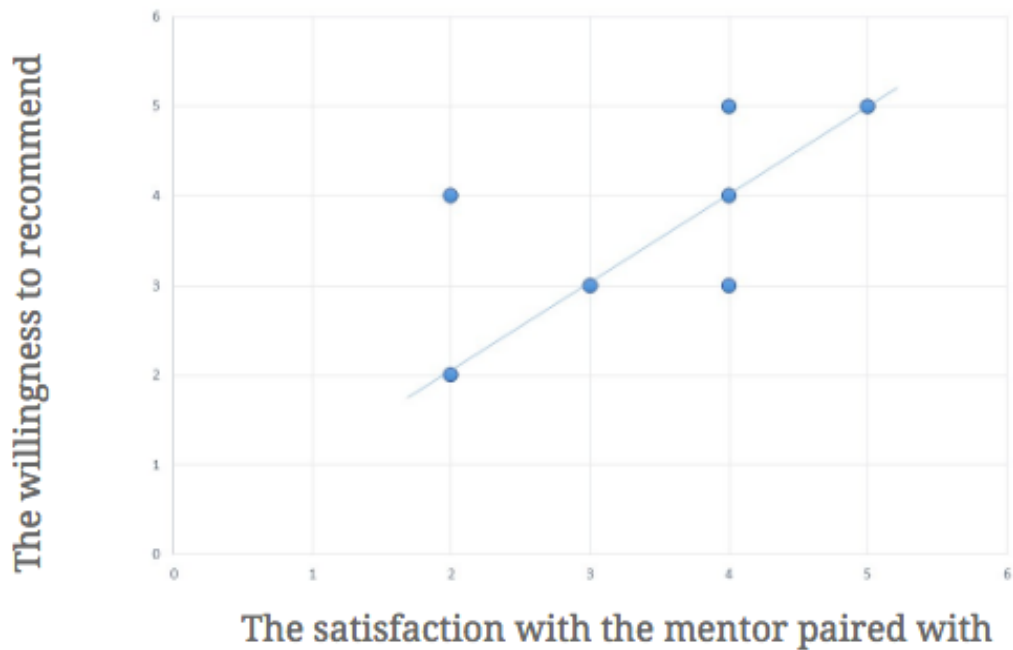


Figure 28: Satisfaction and Willingness to Recommend the Program

As we have discovered through conducting this research affiliation influences participants responses. We grouped participants by affiliation to determine if there were differences in expectations about what they wanted. In Table 3, we examine what mentees want by affiliation and highlight some differences in the groups. We found that graduate students wanted help finding internships, while PhD students wanted personal relationships, career advice, networking, job prospects, and employment. There was also a trend within graduate students looking for academic advice.

Want When Entering Program	Graduate Student in Anthropology	PhD Student in Anthropology	Applied Anthropologist Working Outside Academia	Unemployed
Personal Relationship	✓✓	✓✓✓	✓	✓✓
Personal Support	✓✓✓	✓	✓	✓
Career Advice	✓✓	✓✓✓	✓✓	✓✓
Networking	✓✓	✓✓✓	✓	✓✓
Academic Advice	✓✓			
Job Prospects	✓	✓✓		✓
Employment	✓	✓✓		✓✓
Help w/Resume/CV	✓	✓		✓
Help Finding Internships	✓✓			
Other/Not Specified			✓	

Table 4: Mentees Expectations Entering the Program by Affiliation

We were also interested in uncovering information on the 30% of those mentees who did not have expectations met and prompted us to investigate several cases who answered “no” when asked if their expectations were met, and who did not think they gained any help from the mentor program. Although we did not have a large sample size, we were able to find some differences among those survey participants who were less satisfied by using qualitative data to explore how they might differ from those whose expectations were met. These case examples may help future research identify areas for more in-depth inquiry about why the expectations of some are not being met. From these case examples we found one major similarity and major one difference. First, all those profiled in our cases, had similar expectations to satisfied

mentees: career advice and personal relationship and support. However there were also differences most notably affiliation. With the exception of the undergraduate, all three cases in this group are anthropologist who are employed or seeking employment outside the academy.

Other differences in expectations of the program are also evident. For example, the undergraduate anthropology student selected everything except employment and job prospect. Two wanted help finding an internship and one wanted help with their resume.

Want When Entering Program	Undergraduate of Anthropology	Graduate with B.A. in Anthropology in the Workforce	Applied Anthropologist Working Outside Academia, Not as Anthropologist	Other "Unenrolled and Unemployed Before Applying to Grad School"
Personal Relationship	✓	✓	✓	
Personal Support	✓	✓	✓	✓
Career Advice	✓	✓	✓	✓
Networking	✓			✓
Academic Advice	✓		✓	✓
Job Prospects				
Employment				
Help w/Resume/CV	✓			
Help Finding Internships	✓		✓	
Other/Not Specified		✓		✓

Table 5: Dissatisfied Mentees Expectation Entering the Program

Our first example is an individual with a B.A in anthropology now in the workforce. She had participated in other mentor programs and did not rate NAPA well in comparison. Unfortunately, she did not provide additional information to aid understanding why. Her comments are captured below.

Categorization: Responses to Survey Prompts

Graduate with B.A. in Anthropology in the Workforce

- Thought mentoring relationship would be very helpful, for both mentors and mentees
- Currently participating in program as a mentee
- Mentor program was satisfactory, nothing better
- Only thing that she wanted from the mentor program was Academic Advice
- May or may not recommend mentor program to others
- Not likely to be a mentor
- Has participated in other mentoring programs
- NAPA mentoring does not compare well to the other programs (score=2)

Table 6: First Case Example – B.A in Workforce

The next profile represents applied anthropologists working outside academia. Despite her employment status she was interested in career advice. Further qualitative analysis, provided some insight.

“Imagine a path that would include engagement as practicing anthropologist with some tie to a university.”

Her comment raises the question: Is there a need for the practitioner anthropologist to stay tied to the university in some way, even after choosing a separate path? Perhaps such a tie might contribute to the facilitation of an increase in scholar-practitioners.

The next case is an applied anthropologist working outside academia, not as an anthropologist. This case has some of the lowest scores that were given as responses. It is interesting that despite it all, she would still recommend the program to her peers. We also found some quotes from her that provide added information on why she gave such low scores in her satisfaction with the program. With the current program, she likes the mission/vision. She also thinks reverse mentoring would be helpful to bridge gaps. Finally she recommended

improvement including more explanation, or a “how-to” video on the website, and training for mentors.

Categorization: Responses to Survey Prompts

Applied Anthropologist Working Outside Academia, Not as an Anthropologist

- Member of AAA, NAPA, SfAA, CASTAC
- Thought mentoring relationship would be very helpful, but more for mentees, not for mentors
- Currently participating in program as a mentee
- Wanted Personal Relationship, Personal Support, Career Advice, and Academic Advice
- Not satisfied with mentor (score=2)
- Not satisfied with method of communication (score=2)
- Not satisfied with interactions with mentor (score=1)
- Communicate via email only
- Did not get what he was looking for (score=1)
- Was not well-prepared for a career in anthropology (score=1)
- Will recommend the program to their peers (score=4)
- Is not going to be a mentor
- NAPA does not compare well with other mentoring programs (score=2)

❖ Likes about current program: *“I like that they (at least want to) try to match mentors with mentees that are in the same area of work/research. I also like that they target students, but also encourage people at all stages of their career to seek mentoring. Basically, I like the mission/vision of the program.”*

❖ *I just received an email reply from my "match", answering my question about grad school and that was it. I didn't feel like it was really mentoring; it felt more like a Q&A service. I think you could do more to explain on the website what to expect, maybe even a video on how to get it started - so students know what to expect. And maybe some training for the mentors!!”*

Table 7: Second Case Example

The final case is an applied anthropologist working outside academia. He wanted just about everything that the program had to offer. This individual also gave some of the lowest ratings of all the mentee. Surprisingly, he would still be a mentor. That response coupled with his quote about what NAPA should add to the program makes it seem as though he was mismatched with his mentor.

Categorization: Responses to Survey Prompts
<p><u>Applied Anthropologist Working Outside Academia</u></p> <ul style="list-style-type: none"> • Thought mentoring relationship would be helpful, very important for mentees, more so than mentors • Currently participating in program as a mentee • Wanted Personal Relationship, Personal Support, Career Advice, Networking, to Learn about Job Prospects, Employment, Help with Resume/CV, and Help Finding Internships • Communicated via email • Did not find what he was looking for (score=2) • Was not prepared at all for a career (score=1) • Would not recommend it to others • Might be a mentor • Has not participated in other mentor programs • Likes about current program: <i>"Easy to navigate."</i> • What NAPA should add to program: <i>"Expectations for mentors, how to make the most of being (sic) a mentee and mentor."</i>

Table 8: Third Case Example

A quote from one of these respondent in this group of anthropologist who are working, may reflect the frustration of the whose expectation went unmet:

"More attention to current (undergraduate) students. Before and even during graduate school it is hard to choose an area of focus, and its not productive to make people

decide before a mentor is provided (sic)...add the flexibility to change mentors or work with several if interests are still being worked out.”

In summary the majority of mentees had their career advice expectations met and reported that the advice helped them prepare for a career. When expectations are met and students feel prepared, it follows that those students will rate the helpfulness and value of the program highly. Mentees whose expectations are met are also more likely to recommend it to others.

But some expectations are not being met. The most common unmet expectation is personal support and relationships.

Recommendations:

1. Building relationships with a mentor is as important as career advice and is an important component of building social capital within the applied community. The development of such social capital is part of developing relationships and interactions with mentors (Smith 2007). Following Smith we believe building such relationships will be of benefit to the mentors as well (See Mentor Satisfaction in this report). As Smith noted social capital needs to be reciprocal to elicit participation from both mentees and mentors to have a successful mentor program (Smith 2007).
2. As in the Satisfaction Recommendations, the mentor program needs to serve mentees beyond those traditionally accepted for mentor matches. Undergraduates, M.A, graduate students and those with a BA degree who are employed outside the academy need mentoring too.

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Appendix I Survey

You have been selected to participate in a survey on the role of mentoring as a service for the anthropology profession. The National Association for the Practice of Anthropology (NAPA) and the American Anthropological Association (AAA) have three objectives for this survey:

1. Assess awareness of the program,
2. Document perceptions of, and satisfaction with the program, and
3. Evaluate the usage of mentoring for careers in practice.

The research findings will be employed to inform decisions about creating or refining mentor offerings where needs are identified. Your decision whether to fill out this survey or decline will involve no penalty or loss of rights or benefits and you may discontinue at any time. Filling out the survey should take between 15 - 20 minutes. Confidentiality is very important to us. Please do not put any identifying information on the survey. Once we receive the survey we will assign it a randomized number. There are no foreseeable risks involved in this study. Nor will you directly benefit. However the information you provide may help the National Association for the Practice of Anthropology and American Anthropology Association and as they plan for the future.

This research study has been reviewed and approved by the University of North Texas (UNT) Institutional Review Board (IRB). The UNT IRB can be contacted at (940) 565-4643 with any questions regarding the rights of research subjects. If you have any questions about other aspects of the survey, you may contact Dr. Susan Squires, Principle Investigator, at UNT, Department of Anthropology, telephone number (940) 363-5404 or susan.squires@UNT.edu.

Thank you for participating in our survey.

Survey Questions

1) Please list the Anthropology Associations that you are a member of: (Please Specify)

2) What is your current professional categorizations? (check all that apply)

- Undergraduate student
- Graduate student
- Have a bachelor's degree in anthropology and currently working
- Professor
- Applied/Professional anthropologists in consulting
- Applied/Professional anthropologist working in a non-profit
- Applied/Professional anthropologist working in the private sector
- Applied/Professional anthropologist working in government
- Unemployed
- Business owner
- Other/Specify

3) On a scale of 1 to 5 with 1 being not helpful and 5 being extremely helpful, how helpful do you think a mentoring relationship would be in establishing a career as a professional/applied anthropologist?

- 1 (not helpful)
- 2 (slightly helpful)
- 3 (helpful)
- 4 (very helpful)
- 5 (extremely helpful)

4) On a scale of 1 to 5 with 1 being not valuable and 5 being extremely valuable, how valuable do you think mentor programs are for advisees?

- 1 (not valuable)
- 2 (slightly valuable)
- 3 (valuable)
- 4 (very valuable)
- 5 (extremely valuable)

5) On a scale of 1 to 5 with one being not valuable and 5 being extremely valuable, how valuable do you think that mentor programs are for mentors?

- 1 (not valuable)
- 2 (slightly valuable)
- 3 (valuable)
- 4 (very valuable)
- 5 (extremely valuable)

6) What are the best ways to spread awareness about a mentoring program? (check all that apply)

- Internet
- Listservs
- Word of mouth
- Conferences
- Through universities
- Advertisements
- Other/Specify

Are you aware of applied/practicing anthropology mentoring programs that help people?
Yes/No

7) Are you aware of the NAPA organization?
Yes/No

8) Are you aware that NAPA has a mentoring program?
Yes/No

(if no answer question 9, if yes skip to question 10)

9) Are you interested in learning more about the NAPA mentoring program?
Yes/No

*** this is the last question for individuals who are unaware of the program**

Questions for those who are aware of the mentoring program

10) How did you find out about the NAPA mentoring program?

- NAPA website
- Someone suggested it to me
- Listserv
- AAA conference
- SfAA conference
- Other/specify

(If they used the NAPA website answer questions 11-16)

11) Was it difficult to find the NAPA mentoring page?

Yes No I could not find it

12) After viewing the mentor website were you interested in becoming a part of the program?

Yes/No

(If yes, answer question 17, if no skip to 19)

13) Did you request information about the mentor program via email?

Yes/No

(If yes, answer question 14, if no skip to 15)

14) Did you get the information about the mentor program that you needed from these email interactions?

Yes/No

15) Are you currently participating in the mentor program?

Yes/No

16) Did you ever participate in the mentor program?

Yes/No

(If yes to 15 or 16, then answer 17; if no skip to 43)

17) Are you or have you ever been a(n) mentee/advisee?

Yes/No

(If yes, answer questions 18-32, if no skip to 32)

Mentee/Advisees

18) When you were an advisee in the mentor program you were a(n): (check all that apply)

- Undergraduate student in anthropology
- Undergraduate student in other major
- Graduate with a bachelor's degree in Anthropology in the workforce
- Unemployed
- Graduate student in anthropology
- Graduate student in anthropology in the work force
- Graduate student in other major
- PhD student in anthropology
- PhD student in other major
- Professor in anthropology
- Professor in other major
- Applied/Professional anthropologist working outside of the academy
- Working outside of the academy not as an applied anthropologist
- Other/Specify

19) What did/do you want to get out of the mentor program as an mentee/advisee? (select all that apply)

- Personal relationship
- Personal support
- Career advice
- Networking
- Academic advice
- Learn about job prospects for professional/applied anthropologists
- Employment
- Help with resume/cv
- Help finding internships
- Other/Specify

20) On a scale of 1-5 with 1 being not satisfied and 5 being extremely satisfied, how satisfied were you with the mentor that you were paired with?

- 1 (not satisfied)
- 2 (dissatisfied)
- 3 (satisfied)
- 4 (very satisfied)
- 5 (extremely satisfied)

21) How did you and your mentor communicate? (select all that apply)

- Telephone
- Skype
- Email
- In person
- Other/Specify

22) On a scale of 1-5 with 1 being not satisfied and 5 being extremely satisfied, how satisfied were you with the method of communication?

- 1 (not satisfied)
- 2(dissatisfied)
- 3 (satisfied)
- 4 (very satisfied)
- 5 (extremely satisfied)

23) On a scale of 1-5 with 1 being not satisfied and 5 being extremely satisfied, how satisfied were you with your interactions with your mentor?

- 1 (not satisfied)
- 2(dissatisfied)
- 3 (satisfied)
- 4 (very satisfied)
- 5 (extremely satisfied)

24) On a scale of 1 to 5 with 1 being “I didn’t find what I was looking for” and 5 being “I found much more than I was looking for,” to what extent did you find what you were looking for in the program?

- 1 (I didn’t find what I was looking for)
- 2 (I found some useful things)
- 3 (I found what I was looking for)
- 4 (I found more than I was looking for)
- 5 (I found much more than I was looking for)

25) On a scale of 1 to 5 with one being 1 being not prepared and 5 being extremely prepared, to what extent did the mentor program prepare you for a career in professional/applied anthropology?

- 1 (not prepared)
- 2 (slightly prepared)
- 3 (prepared)
- 4 (very prepared)
- 5 (extremely prepared)

26) What part of the mentor program best prepared you for a career in professional/applied anthropology? Check all that apply

- Personal relationship
- Personal support
- Career advice
- Networking
- Academic advice
- Learn about job prospects for applied anthropologists
- Employment
- Help with resume/cv
- Help finding internships
- Other/Specify

27) On a scale of 1-5 with 1 being not at all likely and 5 being extremely likely, how likely are you to recommend this program to your peers?

- 1 (not at all likely)
- 2 (unlikely)
- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

28) Are you interested in being a mentor?

Yes/No

29) On a scale of 1-5 with 1 being not at all likely and 5 being extremely likely, how likely are you to be a mentor in the program within the next 1-2 years?

- 1 (not at all likely)
- 2 (unlikely)
- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

30) Have you participated in other mentoring programs before?

Yes/No

(If yes, answer 33)

31) On a scale of 1-5 with 1 being poor and 5 being exemplary, how does the NAPA mentoring program compare to other mentoring programs you have been a part of?

- 1 (poor)
- 2 (fair)
- 3 (the same)
- 4 (better)
- 5 (exemplary)

32) Have you ever participated in the NAPA mentoring program as a mentor?

Yes/No

(If yes, answer questions 33-43, **If no survey is over**)

Mentors

33) On a scale of 1-5 with 1 being not satisfied and 5 being extremely satisfied, how satisfied were you with your overall experiences as a mentor?

- 1 (not satisfied)
- 2 (dissatisfied)
- 3 (satisfied)
- 4 (very satisfied)
- 5 (extremely satisfied)

34) On a scale of 1-5 with 1 being not satisfied and 5 being extremely satisfied, how satisfied were you with the advisee that you were matched with?

- 1 (not satisfied)
- 2(dissatisfied)
- 3 (satisfied)
- 4 (very satisfied)
- 5 (extremely satisfied)

35) What were you willing to offer your advisee? (check all that apply)

- Personal relationship
- Personal support
- Career advice
- Networking
- Academic advice
- Learn about job prospects for applied anthropologists
- Employment
- Help with resume/cv
- Help finding internships
- Other/Specify

36) On a scale of 1-5 with 1 being not at all likely and 5 being extremely likely, how likely are you to recommend this program to anthropology students and new professionals?

- 1 (not at all likely)
- 2 (unlikely)
- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

37) On a scale of 1-5 with 1 being not at all likely and 5 being extremely likely, how likely are you to recommend this program to your peers?

- 1 (not at all likely)
- 2 (unlikely)
- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

38) On a scale of 1-5 with 1 being not prepared at all and 5 being extremely prepared, how well do you think you prepared your advisee for a career in applied anthropology?

- 1 (not prepared at all)
- 2 (slightly prepared)
- 3 (generally prepared)
- 4 (very prepared)
- 5 (extremely prepared)

39) Are you a past or current mentor?

Past/Current

If past mentor, answer question 43, if current mentor, skip to question 44

40) Why did you decide to stop being a mentor in the NAPA program? (check all that apply)

- Dissatisfied with advisee match
- Didn't think that you helped advisee
- Began mentoring for another program

- Didn't have enough time
- Was not contacted to be a mentor
- Other/Specify

41) Have you been a part of other mentoring programs before?

Yes/No

If yes, answer question 45, if no, then they are done

42) On a scale of 1-5 with 1 being poor and 5 being exemplary, how does the NAPA mentoring program compare to other mentoring programs you have been a part of?

- 1 (poor)
- 2 (fair)
- 3 (the same)
- 4 (better)
- 5 (exemplary)

Survey over for all mentors

People who are aware of the program but have not ever participated

43) Why did you decide not to participate in the NAPA mentor program? (check all that apply)

- Not enough time
- Still unclear about what the program is
- Was told that the program was not good for me
- Was dissatisfied with the NAPA website
- Was dissatisfied with information gathered through email interaction
- Other/Specify

44) On a scale of 1-5 with 1 being not all likely and 5 being extremely likely, how likely are you to be a part of the program in the future?

- 1 (not at all likely)
- 2 (unlikely)

- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

45) On a scale of 1-5 with 1 being not at all likely and 5 being extremely likely, how likely are you to recommend this program to someone else?

- 1 (not at all likely)
- 2 (unlikely)
- 3 (likely)
- 4 (very likely)
- 5 (extremely likely)

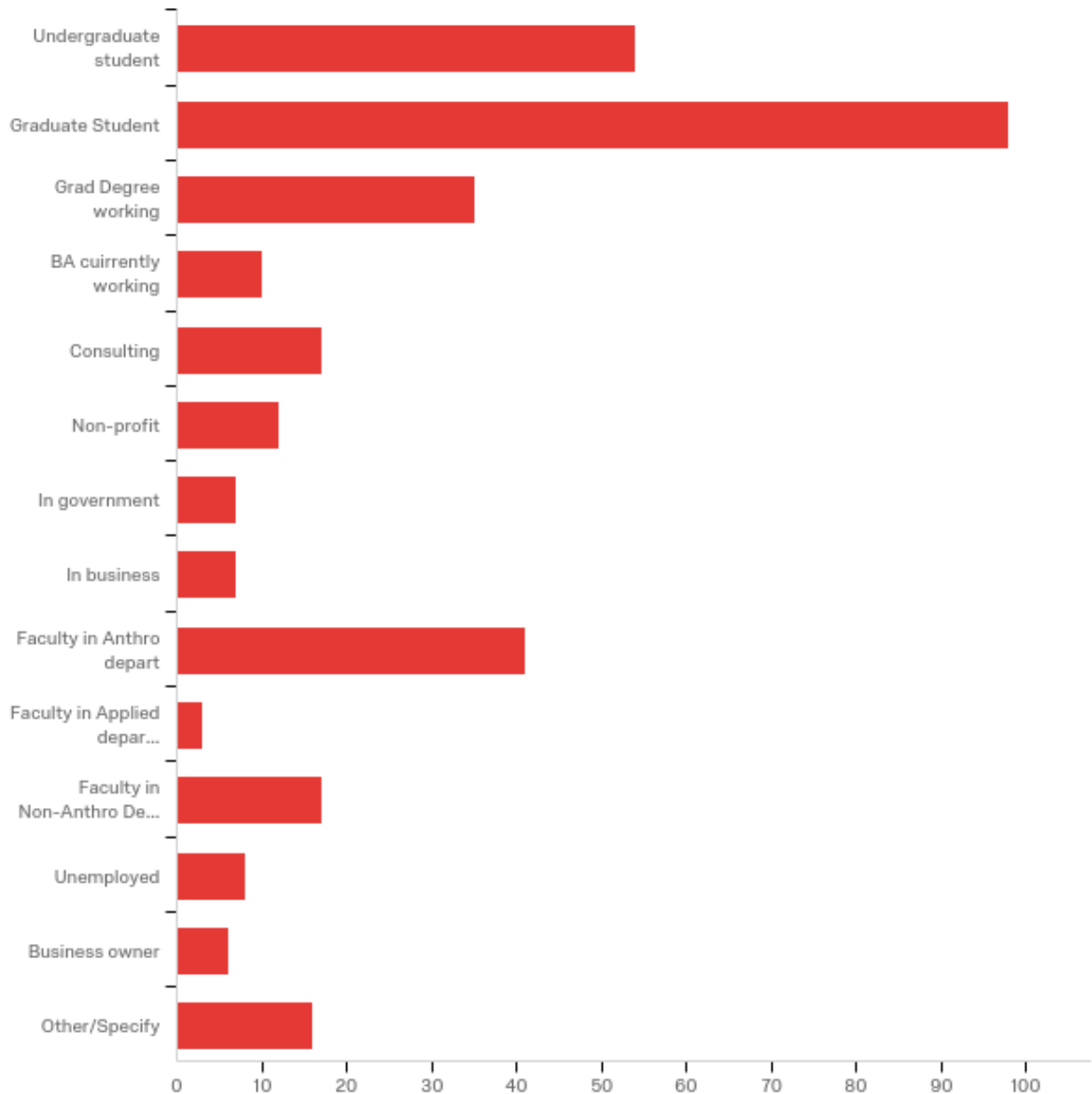
Survey over for everyone

Three open-ended questions

1. Please tell us what you like about the current mentor program
2. Please tell us what we should add to the program
3. Please tell us where we can improve the current program

Appendix II: Survey Report of Question Frequencies

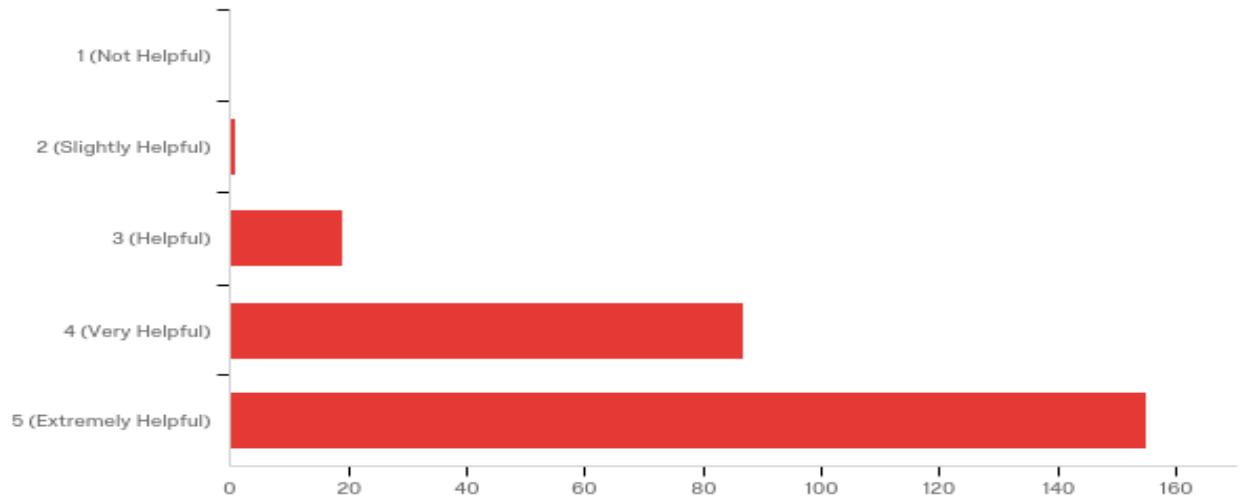
Q2 - What is your current professional categorization?



#	Answer	%	Count
1	Undergraduate student	19.71%	54
2	Graduate Student	35.77%	98
14	Have a graduate degree in anthropology and currently working	12.77%	35

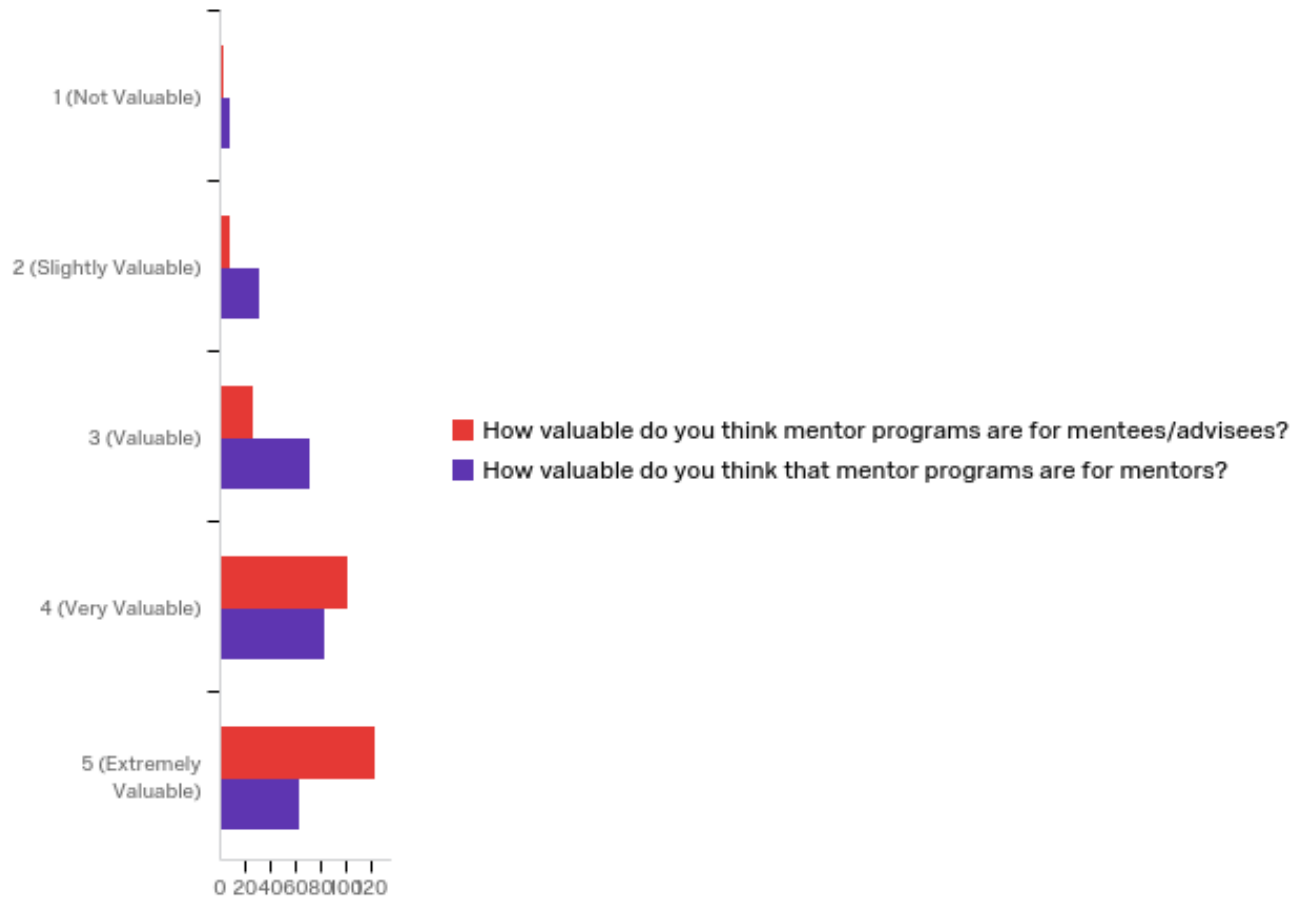
3	Have a bachelor's degree in anthropology and currently working	3.65%	10
4	Applied/practicing anthropologist in consulting	6.20%	17
5	Applied/practicing anthropologist working in a non-profit	4.38%	12
6	Applied/practicing anthropologist working in government	2.55%	7
13	Applied/practicing anthropologist working in business	2.55%	7
10	Faculty in Anthropology department	14.96%	41
11	Faculty in Applied Anthropology department	1.09%	3
12	Faculty in Non-Anthropology Department	6.20%	17
7	Unemployed	2.92%	8
8	Business owner	2.19%	6
9	Other/Specify	5.84%	16
	Total	100%	274

Q6 – Helpfulness of Mentoring: On a scale of 1 to 5 with 1 being not helpful and 5 being extremely helpful



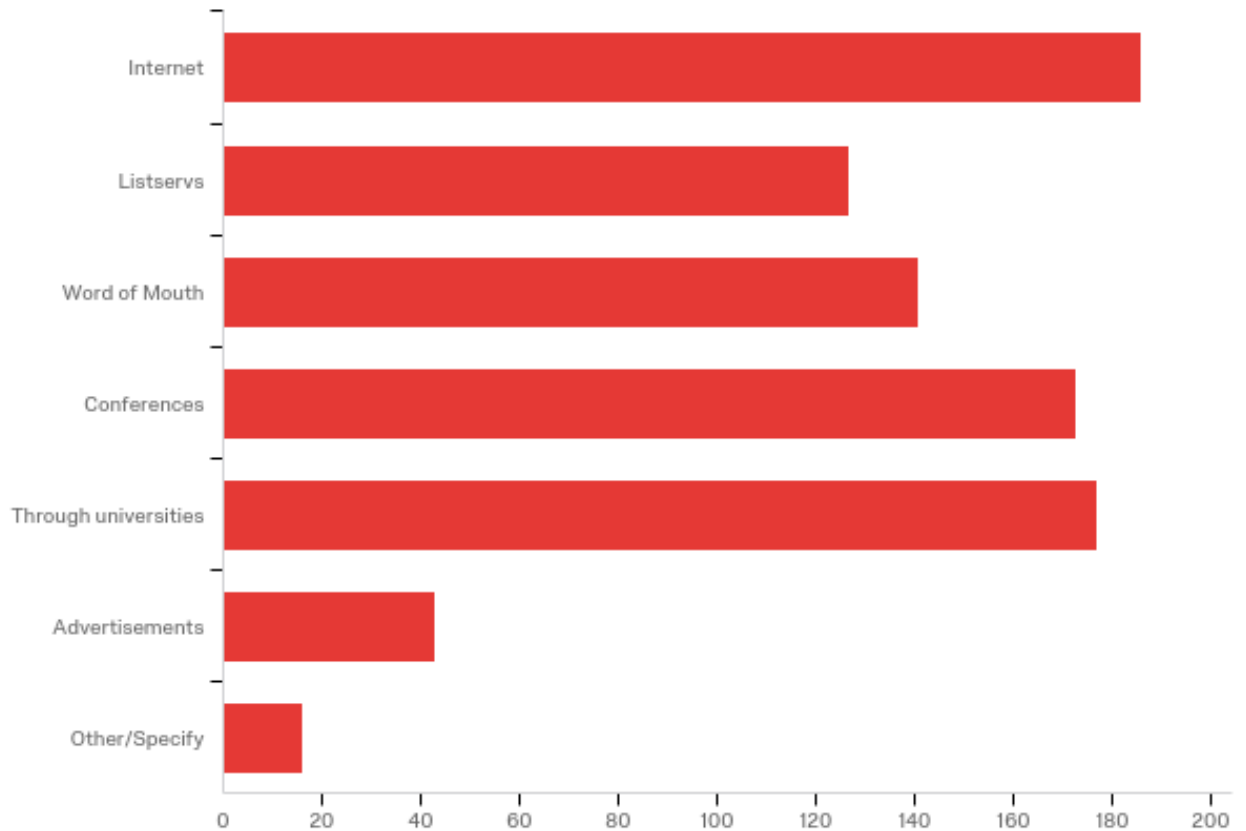
#	Answer	%	Count
1	1 (Not Helpful)	0.00%	0
2	2 (Slightly Helpful)	0.38%	1
3	3 (Helpful)	7.25%	19
4	4 (Very Helpful)	33.21%	87
5	5 (Extremely Helpful)	59.16%	155
	Total	100%	262

Q7 – Value of Mentoring: On a scale of 1 to 5 with 1 being not valuable and 5 being extremely valuable,



#	Question	1 (Not Valuable)		2 (Slightly Valuable)		3 (Valuable)		4 (Very Valuable)		5 (Extremely Valuable)		Total
1	How valuable do you think mentor programs are for mentees/advisees?	0.76%	2	2.67%	7	9.92%	26	38.93%	102	47.71%	125	262
2	How valuable do you think that mentor programs are for mentors?	3.10%	8	12.02%	31	27.91%	72	32.17%	83	24.81%	64	258

Q8 - What are the best ways to spread awareness about a mentoring program?



#	Answer	%	Count
1	Internet	70.72%	186
2	Listsers	48.29%	127
3	Word of Mouth	53.61%	141
4	Conferences	65.78%	173
5	Through universities	67.30%	177
6	Advertisements	16.35%	43
7	Other/Specify	6.08%	16
	Total	100%	263

Q9 - Please specify other ways of spreading awareness

Please specify other ways of spreading awareness

through community colleges, through civic organizations

all of the above and social media platforms like twitter and facebook at least

Within workplaces

targeted emails to new members or students graduating from anth programs

Napa mentor/mentee pairs should be profiled in Anthropology News

Kinship Relations

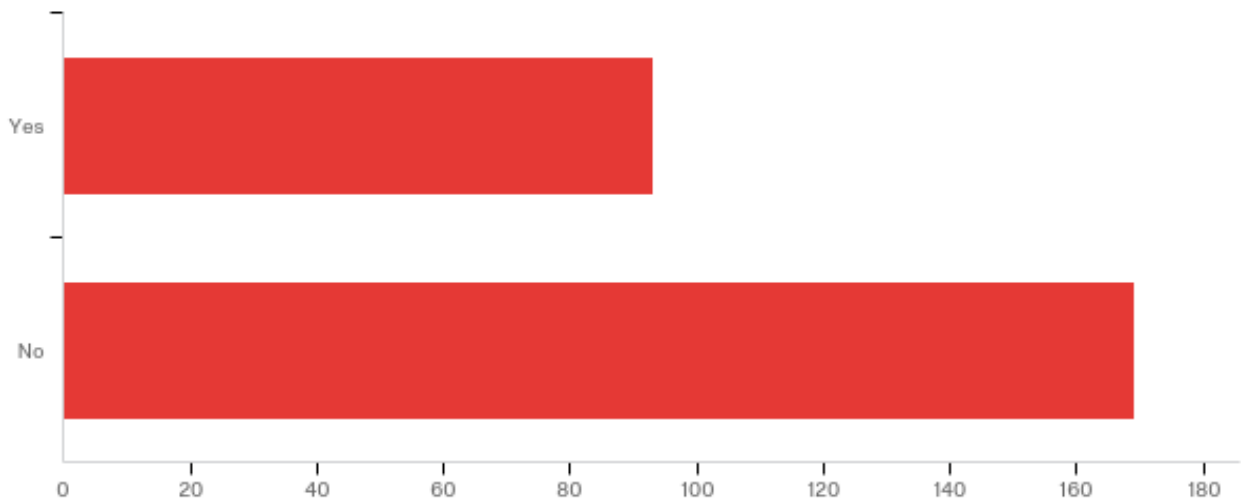
AA website & publications

job listing sites

Tweet

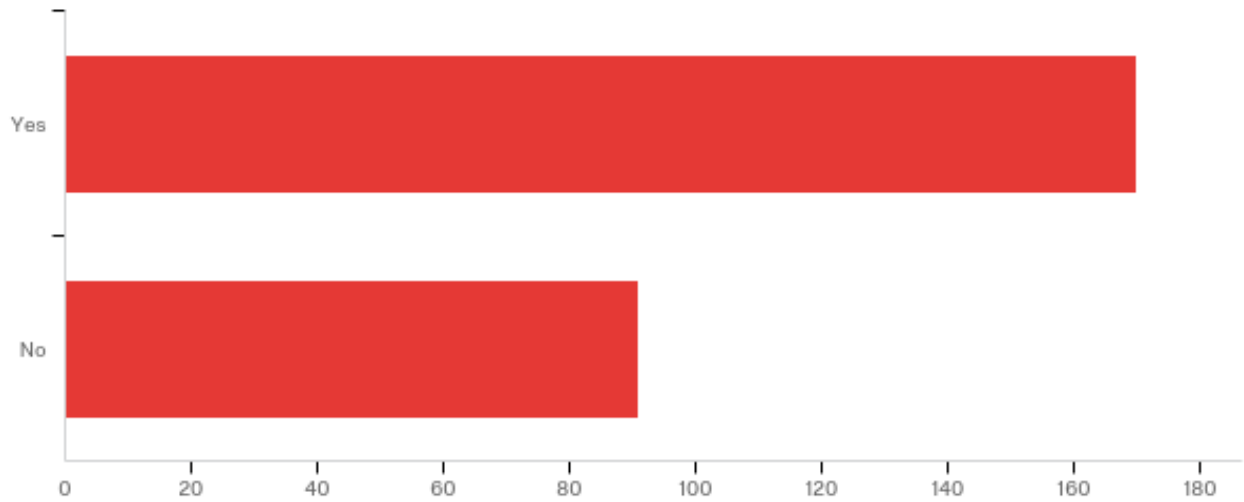
(Testing out the other function of the survey) but reach out through student organizations specifically

Q10 - Are you aware of applied/practicing anthropology mentoring programs?



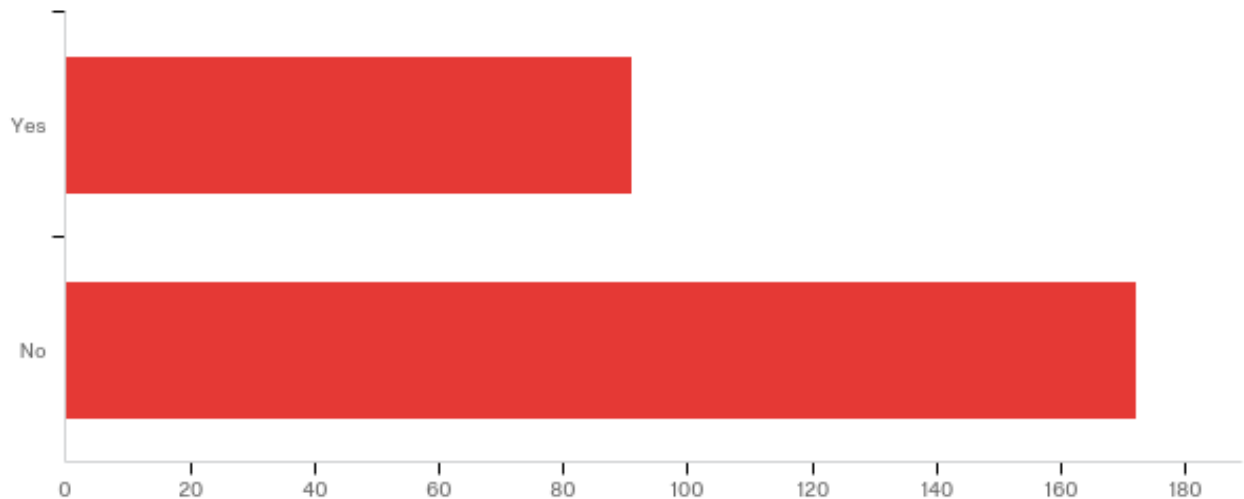
#	Answer	%	Count
1	Yes	35.50%	93
2	No	64.50%	169
	Total	100%	262

Q32 - Are you aware of the National Association for the Practice of Anthropology (NAPA) organization?



#	Answer	%	Count
1	Yes	65.13%	170
2	No	34.87%	91
	Total	100%	261

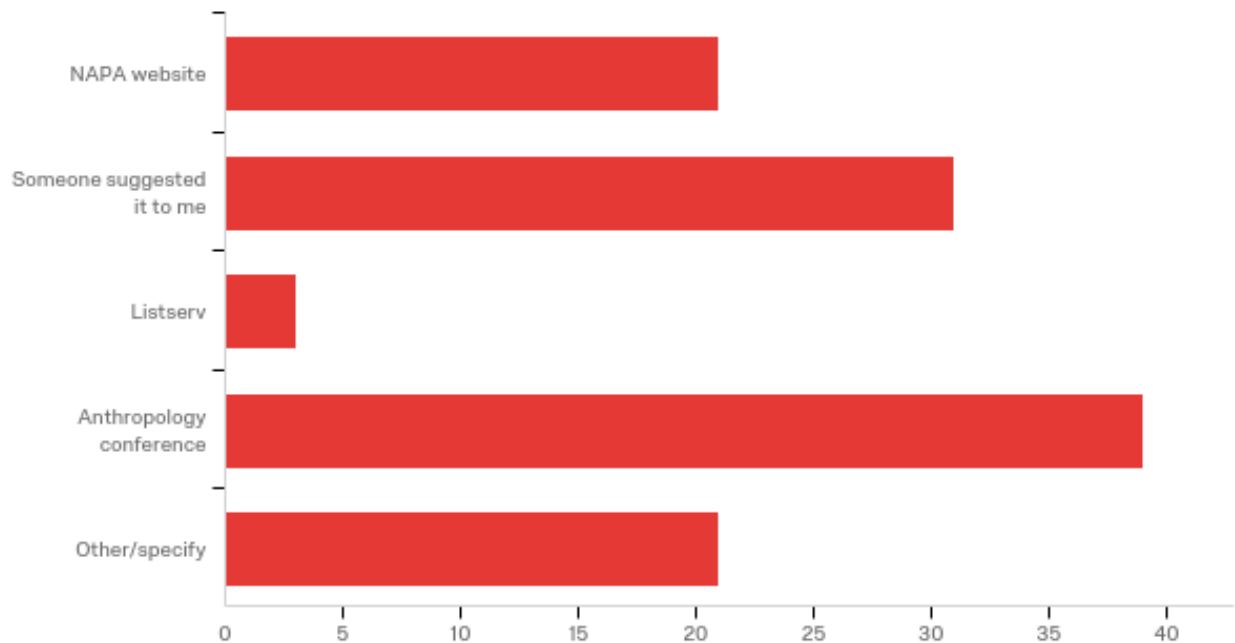
Q12 - Are you aware that NAPA has a mentoring program?



#	Answer	%	Count
1	Yes	34.60%	91

2	No	65.40%	172
	Total	100%	263

Q49 - How did you find out about the NAPA mentoring program?



#	Answer	%	Count
1	NAPA website	23.08%	21
2	Someone suggested it to me	34.07%	31
3	Listserv	3.30%	3
4	Anthropology conference	42.86%	39
5	Other/specify	23.08%	21
	Total	100%	91

Q50 - Please specify how you found out about the NAPA mentoring program

Please specify how you found out about the NAPA mentoring program

I am working on the NAPA survey in my Quantitative Methods class

I can't recall

I was invited to participate

Was called and asked to be a mentor

I was one of the two founding members of the program.

I am a former president of NAPA, and have supported the mentoring program for years.

This survey

don't recall

Someone mentioned it to me, not as a recommendation, just an FYI

Professor talked about it in class

After becoming actively involved in Napa committees

google

I was one of the anthropologists helping to form it back in 1990.

I was contacted by Tom Greaves a couple of years ago to be a mentor

I think just word of mouth over the years of understanding what is in the AAA org

My students

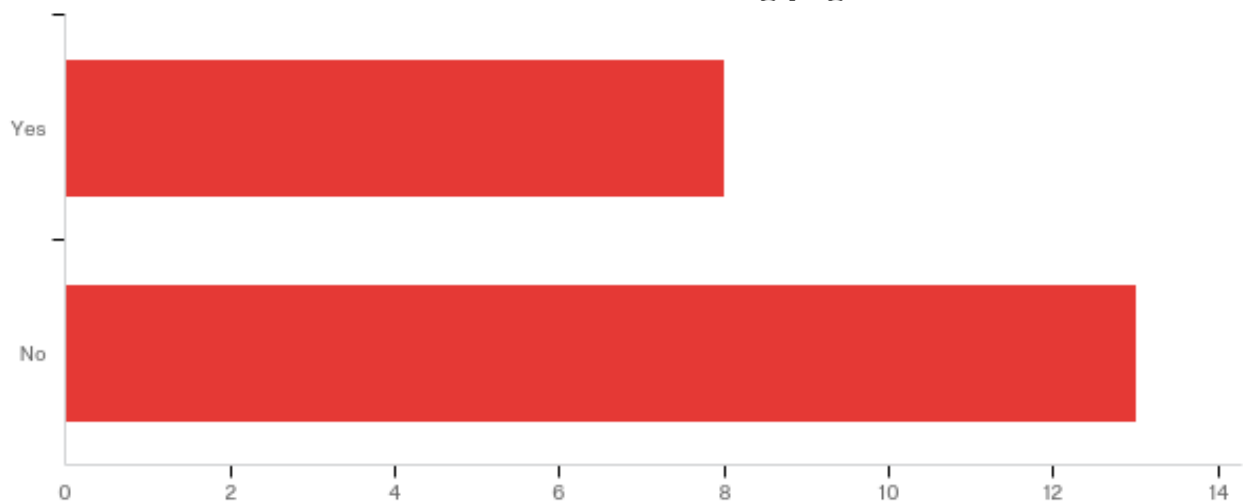
Through university

Word of mouth

AAA website

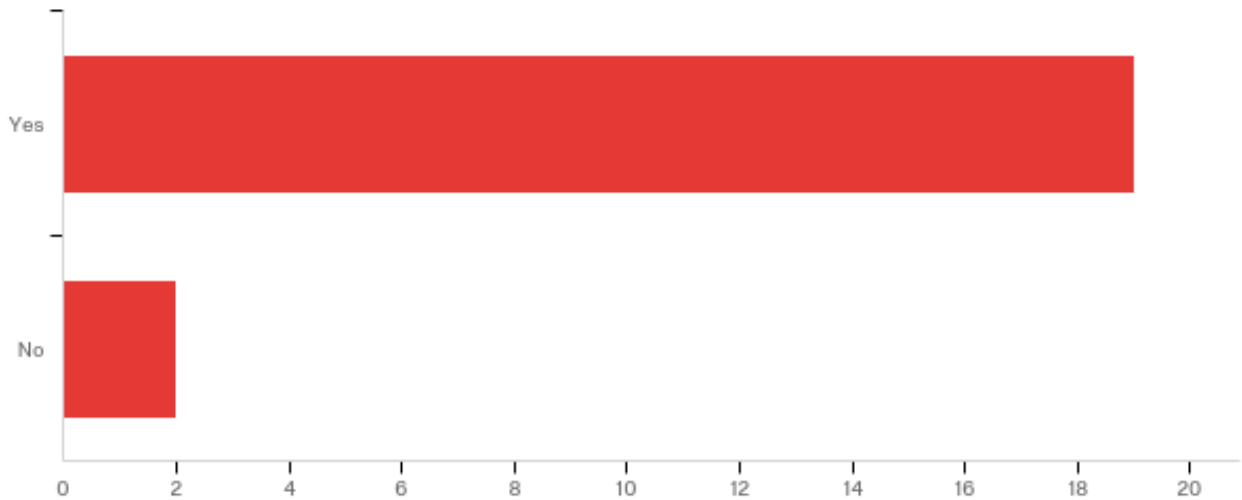
NAPA GC meeting

Q51 - Was it difficult to find the NAPA mentoring page?



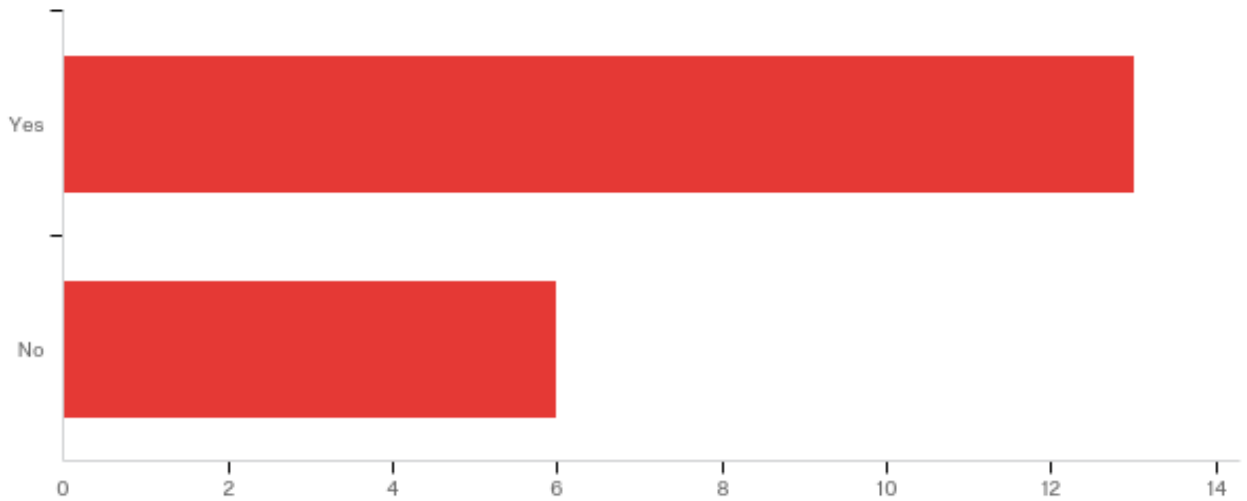
#	Answer	%	Count
1	Yes	38.10%	8
2	No	61.90%	13
	Total	100%	21

Q52 - After viewing the NAPA mentor website were you interested in becoming a part of the program?



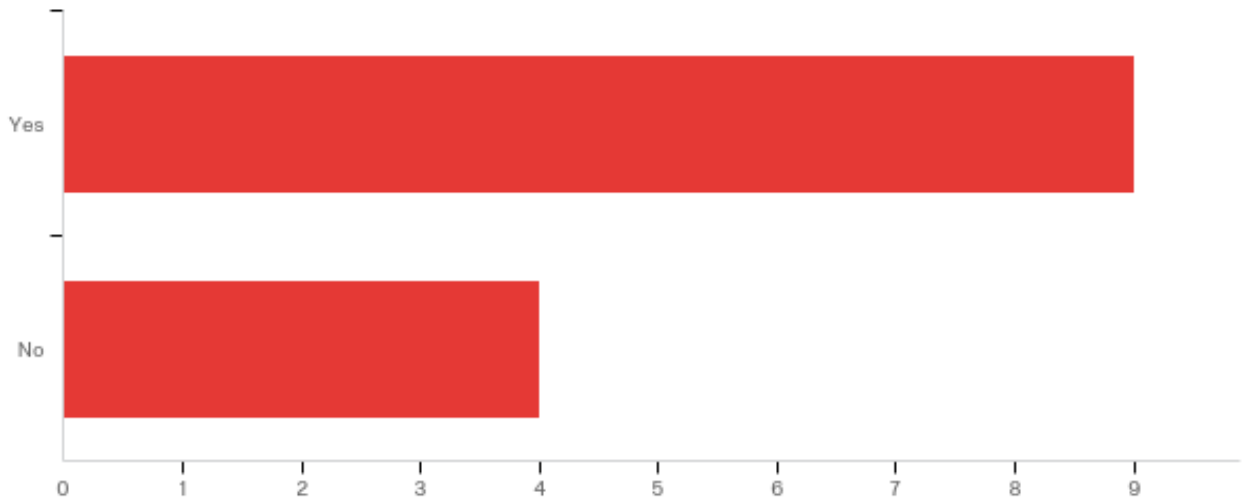
#	Answer	%	Count
1	Yes	90.48%	19
2	No	9.52%	2
	Total	100%	21

Q53 - Did you request information about the mentor program via email?



#	Answer	%	Count
1	Yes	68.42%	13
2	No	31.58%	6
	Total	100%	19

Q54 - Did you get the information the information that you wanted from these email interactions?



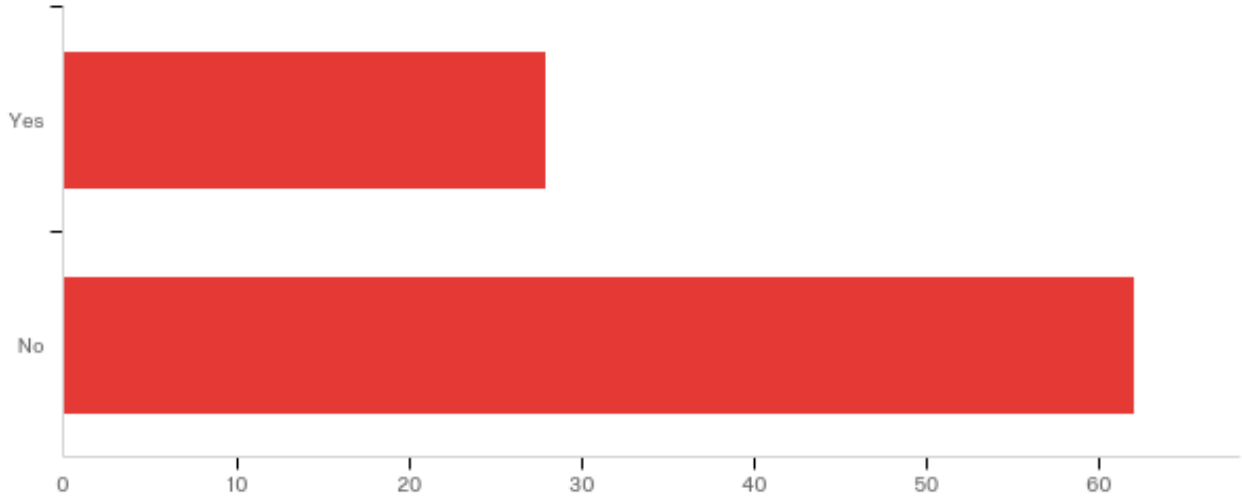
#	Answer	%	Count
1	Yes	69.23%	9
2	No	30.77%	4

Total

100%

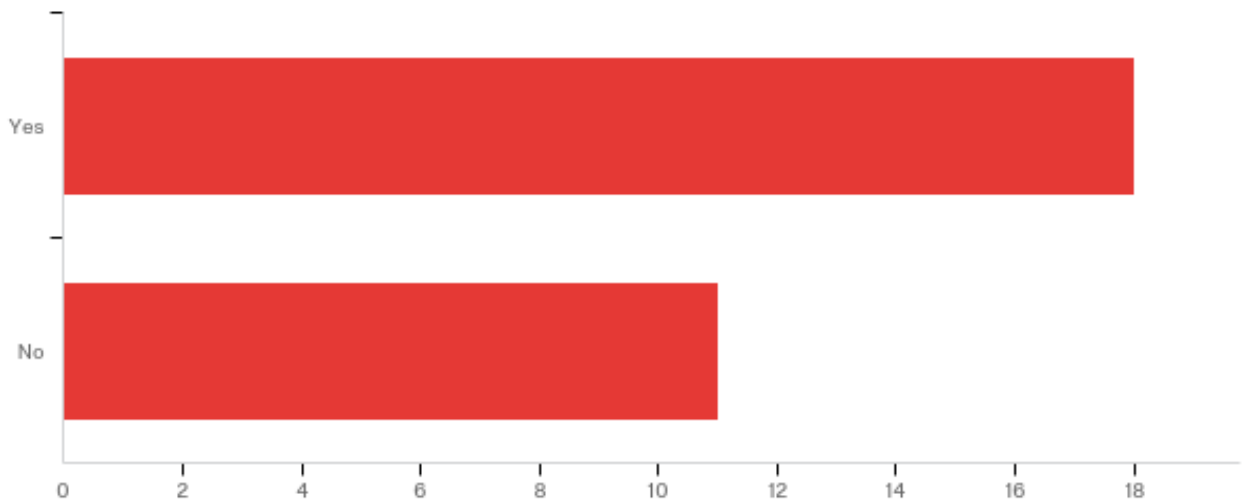
13

Q14 - Are you currently participating or have you ever participated in the mentor program?



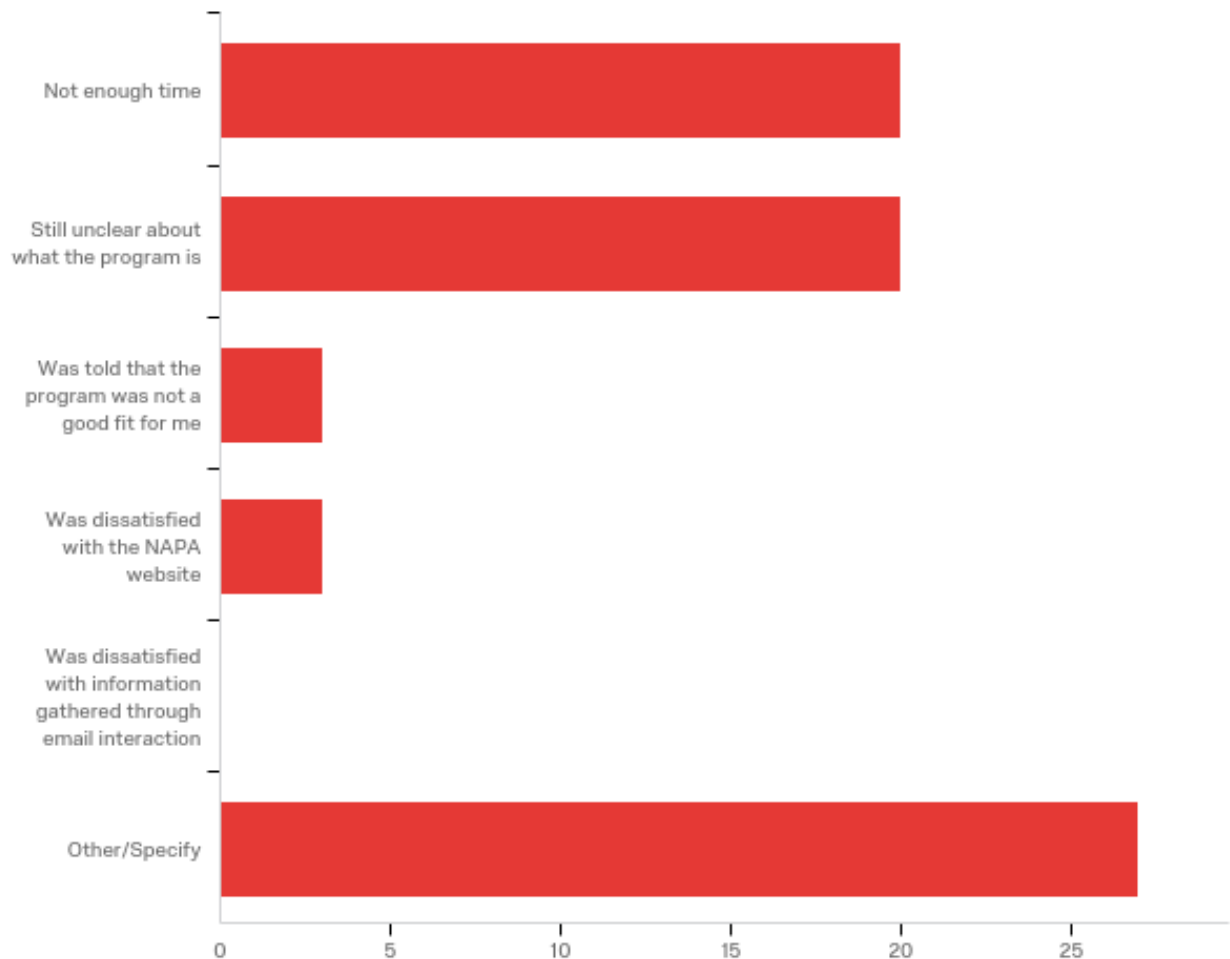
#	Answer	%	Count
1	Yes	31.11%	28
2	No	68.89%	62
	Total	100%	90

Q15 - Are you or have you ever been a(n) advisee/mentee?



#	Answer	%	Count
1	Yes	62.07%	18
2	No	37.93%	11
	Total	100%	29

**Q43 - Why did you decide not to participate in the NAPA mentor program?
(Select all that apply)**



#	Answer	%	Count
1	Not enough time	32.79%	20
2	Still unclear about what the program is	32.79%	20
3	Was told that the program was not a good fit for me	4.92%	3
4	Was dissatisfied with the NAPA website	4.92%	3

5	Was dissatisfied with information gathered through email interaction	0.00%	0
6	Other/Specify	44.26%	27
	Total	100%	61

Q44 - Please specify the other reason why you decided not to participate in the NAPA mentor program

Please specify the other reason why you decided not to participate in the N...

Needed mid-career advice vs entry level advice and didn't find the descriptions of NAPA and WAPA mentoring to be a great fit with what I needed

My role as a professor hasn't fit the needs that have come across via emails from the program coordinator.

i remain skeptical about the faddish nature of 'mentoring', especially when ORGANIZED!!!!

already participating in other mentoring programs

Just learned about it.

Didn't seem relevant at that moment in my career

Was told that the program wasn't worth it and the information wasn't more than they already knew.

Need to spend more time looking into it

Was unaware during my schooling, when mentoring felt most appropriate

Others have said that their experience with the program was not as beneficial as they had hoped it would be.

I was told that it was for young anthropologists

I am an archaeologist working in non-NAPA related areas

Not needed

Was in aware how this program was arranged.

Not clear about career direction

Just found out about it yesterday

Currently have a mentorship relationship

Just learned about the program, will be seeking out more information

I'm still working on getting into it.

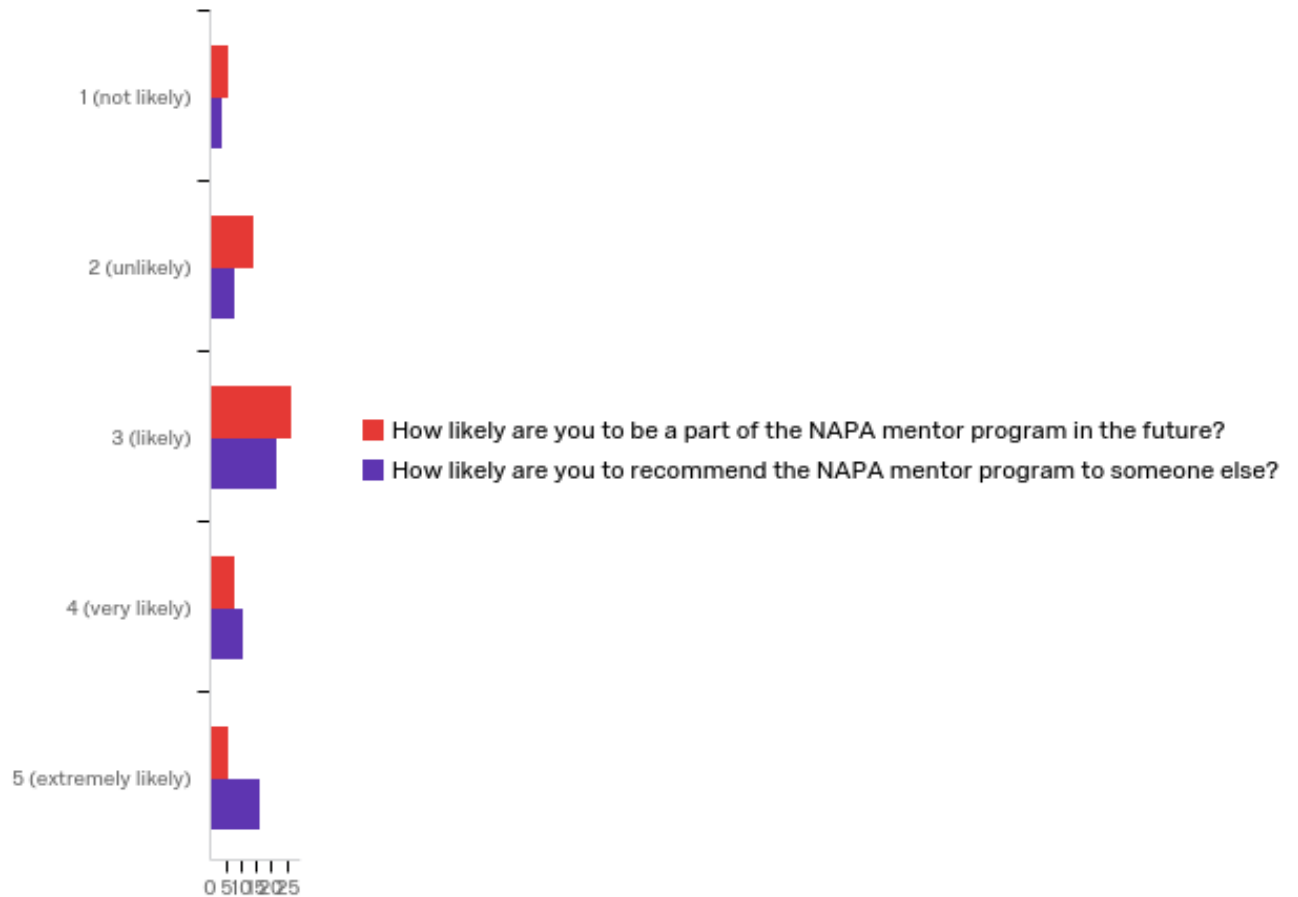
Was not asked

Just found out about it, may be interested in the future

To become familiar with the job market

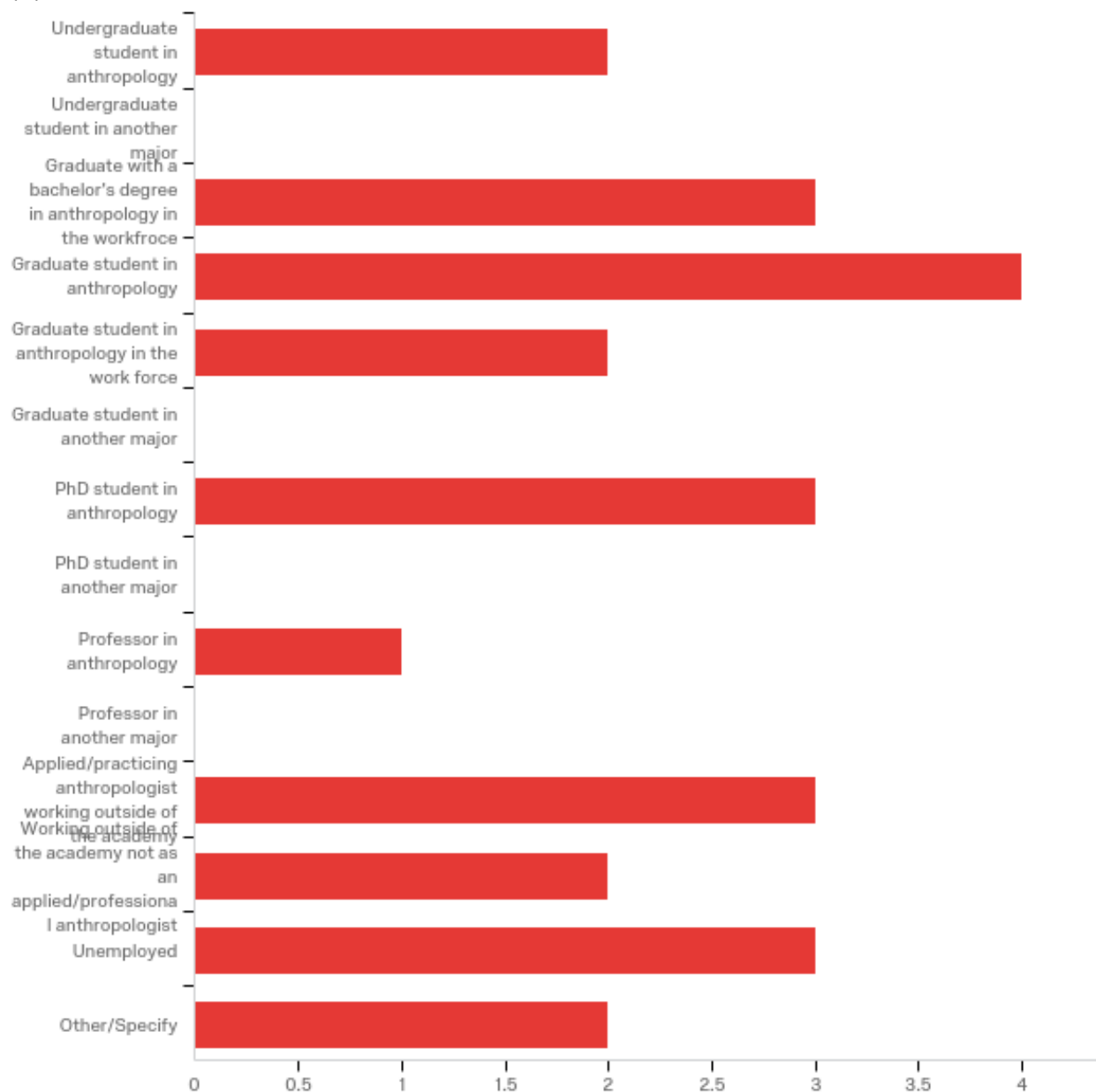
Out of the country

Q45 - On a scale of 1 to 5 with 1 being not likely and 5 being extremely likely,



#	Question	1 (not likely)		2 (unlikely)		3 (likely)		4 (very likely)		5 (extremely likely)		Total
1	How likely are you to be a part of the NAPA mentor program in the future?	9.84%	6	22.95%	14	44.26%	27	13.11%	8	9.84%	6	61
2	How likely are you to recommend the NAPA mentor program to someone else?	6.56%	4	13.11%	8	36.07%	22	18.03%	11	26.23%	16	61

Q16 - When you were an advisee/mentee in the mentor program you were a(n):



#	Answer	%	Count
1	Undergraduate student in anthropology	11.76%	2
2	Undergraduate student in another major	0.00%	0
3	Graduate with a bachelor's degree in anthropology in the workfroce	17.65%	3
4	Graduate student in anthropology	23.53%	4

5	Graduate student in anthropology in the work force	11.76%	2
6	Graduate student in another major	0.00%	0
7	PhD student in anthropology	17.65%	3
8	PhD student in another major	0.00%	0
9	Professor in anthropology	5.88%	1
10	Professor in another major	0.00%	0
11	Applied/practicing anthropologist working outside of the academy	17.65%	3
12	Working outside of the academy not as an applied/professional anthropologist	11.76%	2
13	Unemployed	17.65%	3
14	Other/Specify	11.76%	2
	Total	100%	17

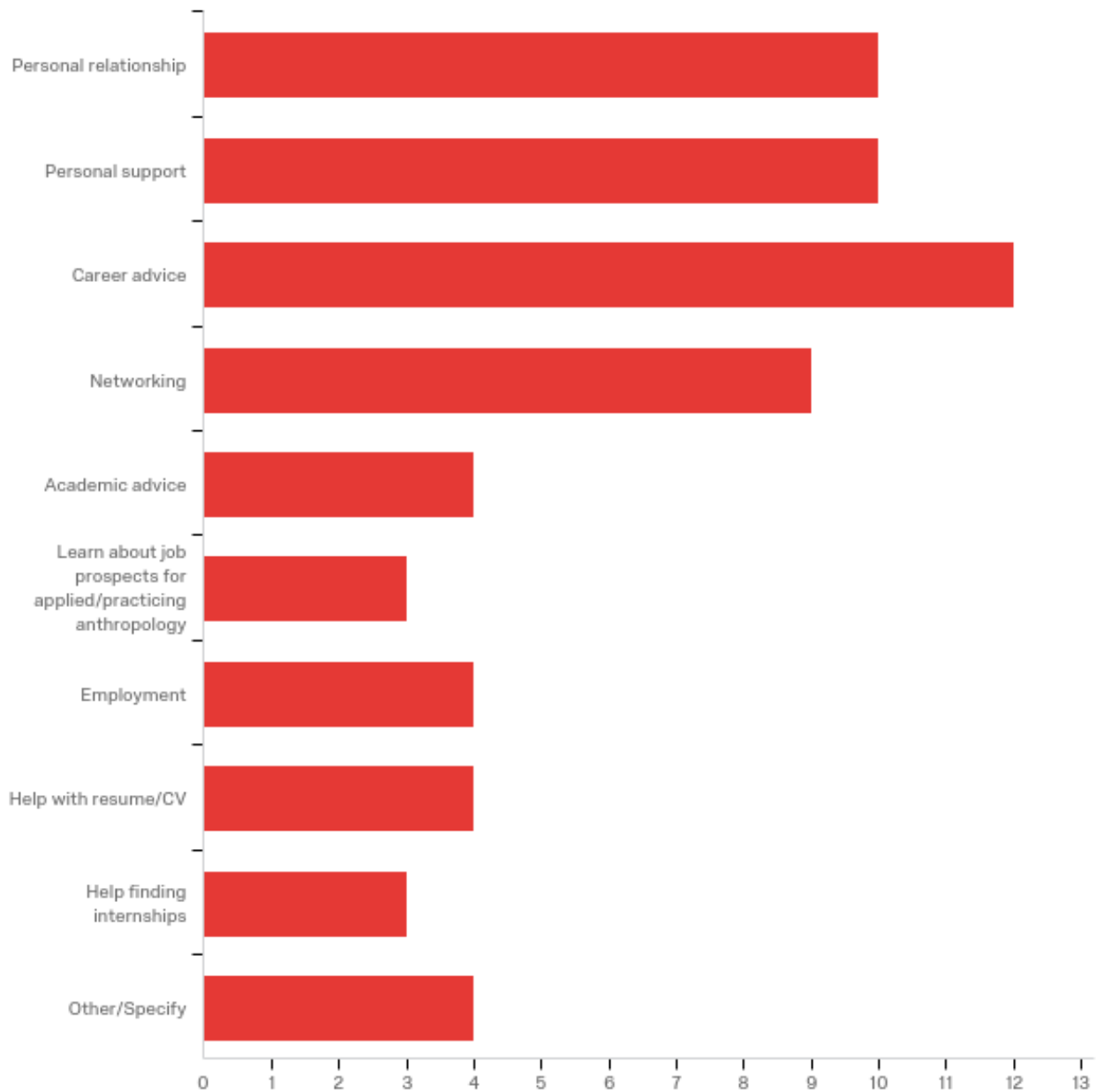
Q17 - Please specify what your professional categorization was when you were a mentee/advisee

Please specify what your professional categorization was when you were a me...

I answered the previous question incorrectly. Sorry! Need a back-arrow.

Unenrolled and unemployed before applying to graduate school

Q18 - What did/do you want to get out of the mentor program as a(n) mentee/advisee? (select all that apply)



#	Answer	%	Count
1	Personal relationship	66.67%	10
2	Personal support	66.67%	10
3	Career advice	80.00%	12
4	Networking	60.00%	9
5	Academic advice	26.67%	4

6	Learn about job prospects for applied/practicing anthropology	20.00%	3
7	Employment	26.67%	4
8	Help with resume/CV	26.67%	4
9	Help finding internships	20.00%	3
10	Other/Specify	26.67%	4
	Total	100%	15

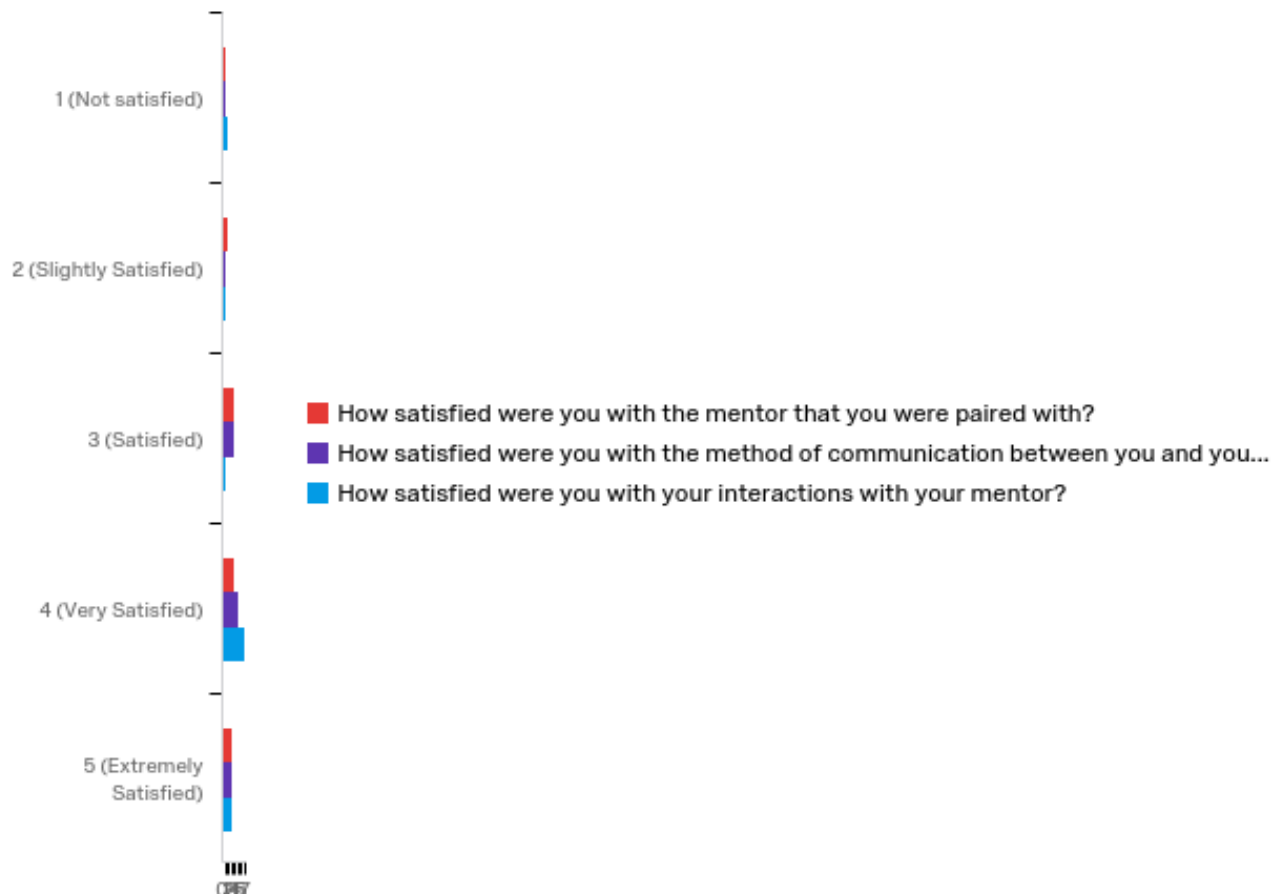
Q19 - Please specify what else you were looking for in the mentor program

Please specify what else you were looking for in the mentor program

Imagining a path that would include engagement as practicing anthropologist with some tie to a university

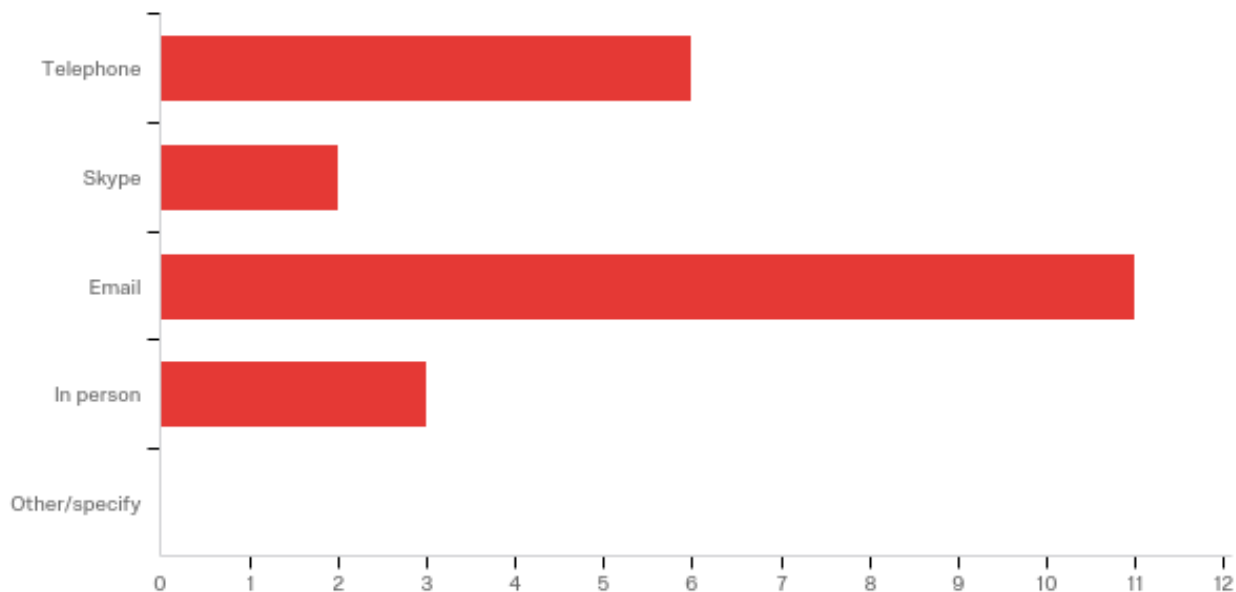
Help choosing graduate programs to apply to, help understanding what academia is

Q20 - On a scale of 1 to 5 with 1 being not satisfied and 5 being extremely satisfied



#	Question	1 (Not satisfied)		2 (Slightly Satisfied)		3 (Satisfied)		4 (Very Satisfied)		5 (Extremely Satisfied)		Total
1	How satisfied were you with the mentor that you were paired with?	7.14%	1	14.29%	2	28.57%	4	28.57%	4	21.43%	3	14
2	How satisfied were you with the method of communication between you and your mentor?	7.14%	1	7.14%	1	28.57%	4	35.71%	5	21.43%	3	14
3	How satisfied were you with your interactions with your mentor?	14.29%	2	7.14%	1	7.14%	1	50.00%	7	21.43%	3	14

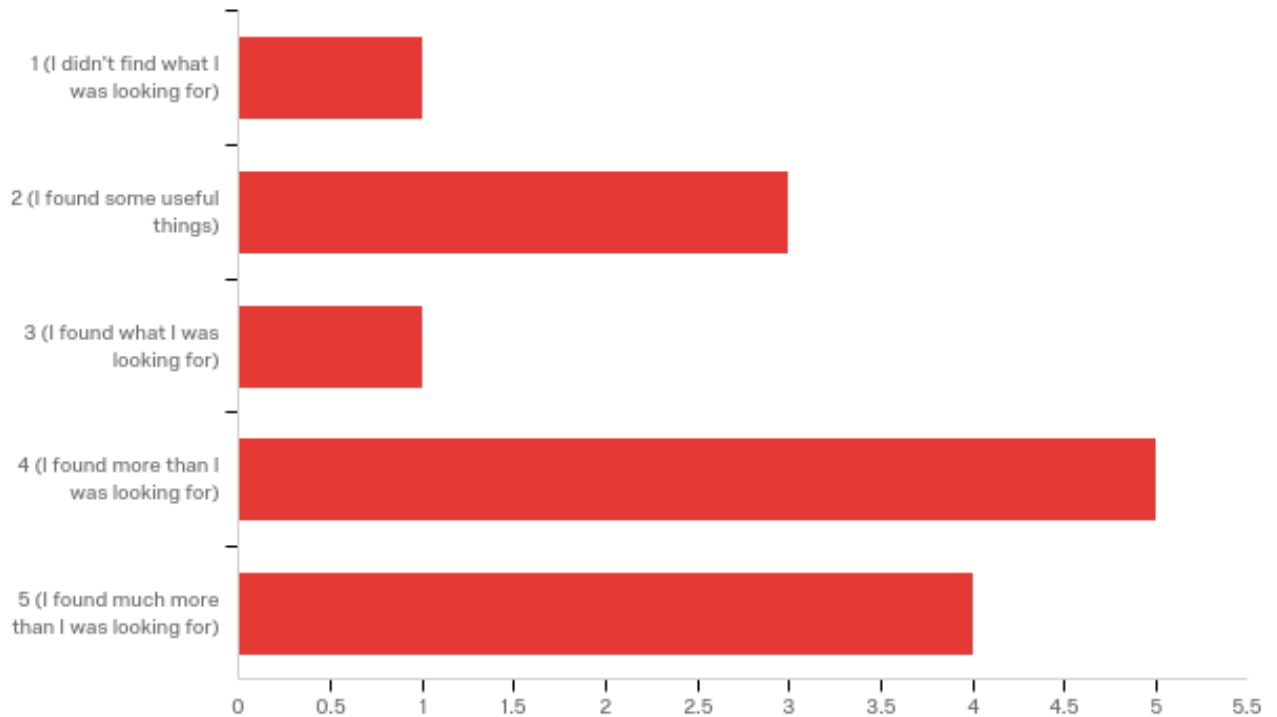
Q21 - How did you and your mentor communicate? (Select all that apply)



#	Answer	%	Count
1	Telephone	42.86%	6
2	Skype	14.29%	2

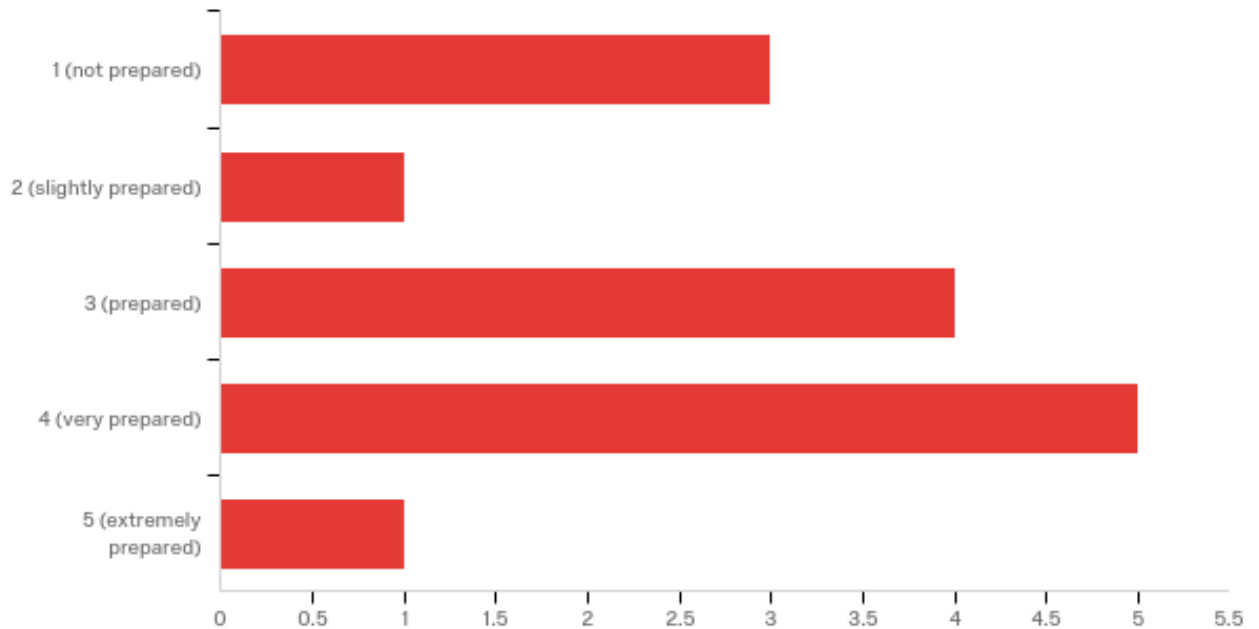
3	Email	78.57%	11
4	In person	21.43%	3
5	Other/specify	0.00%	0
	Total	100%	14

Q23 - On a scale of 1 to 5 with 1 being "I didn't find what I was looking for" and 5 being "I found much more than I was looking for"



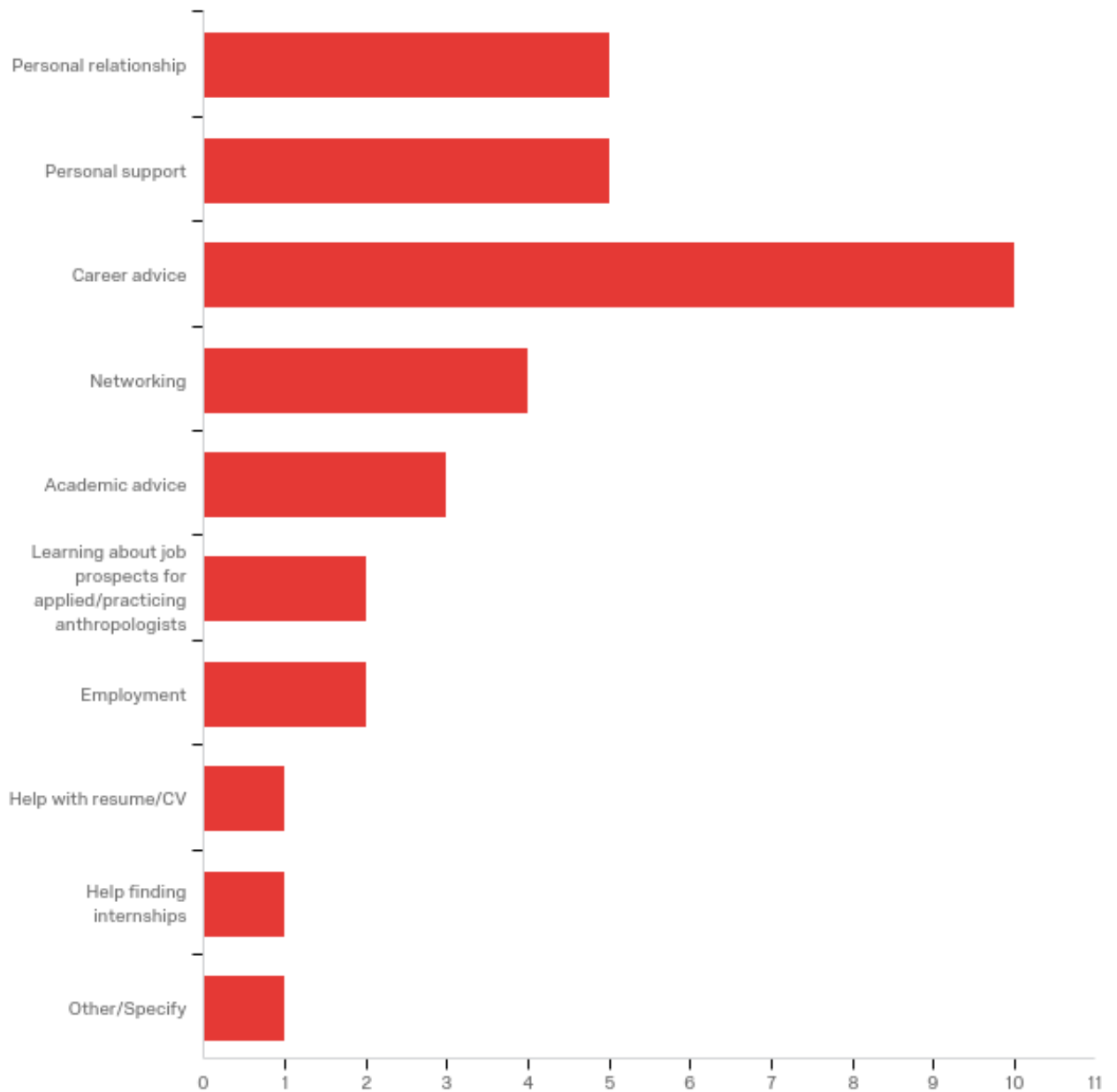
#	Answer	%	Count
1	1 (I didn't find what I was looking for)	7.14%	1
2	2 (I found some useful things)	21.43%	3
3	3 (I found what I was looking for)	7.14%	1
4	4 (I found more than I was looking for)	35.71%	5
5	5 (I found much more than I was looking for)	28.57%	4
	Total	100%	14

Q24 - On a scale of 1 to 5 with 1 being not prepared and 5 being extremely prepared,



#	Answer	%	Count
1	1 (not prepared)	21.43%	3
2	2 (slightly prepared)	7.14%	1
3	3 (prepared)	28.57%	4
4	4 (very prepared)	35.71%	5
5	5 (extremely prepared)	7.14%	1
	Total	100%	14

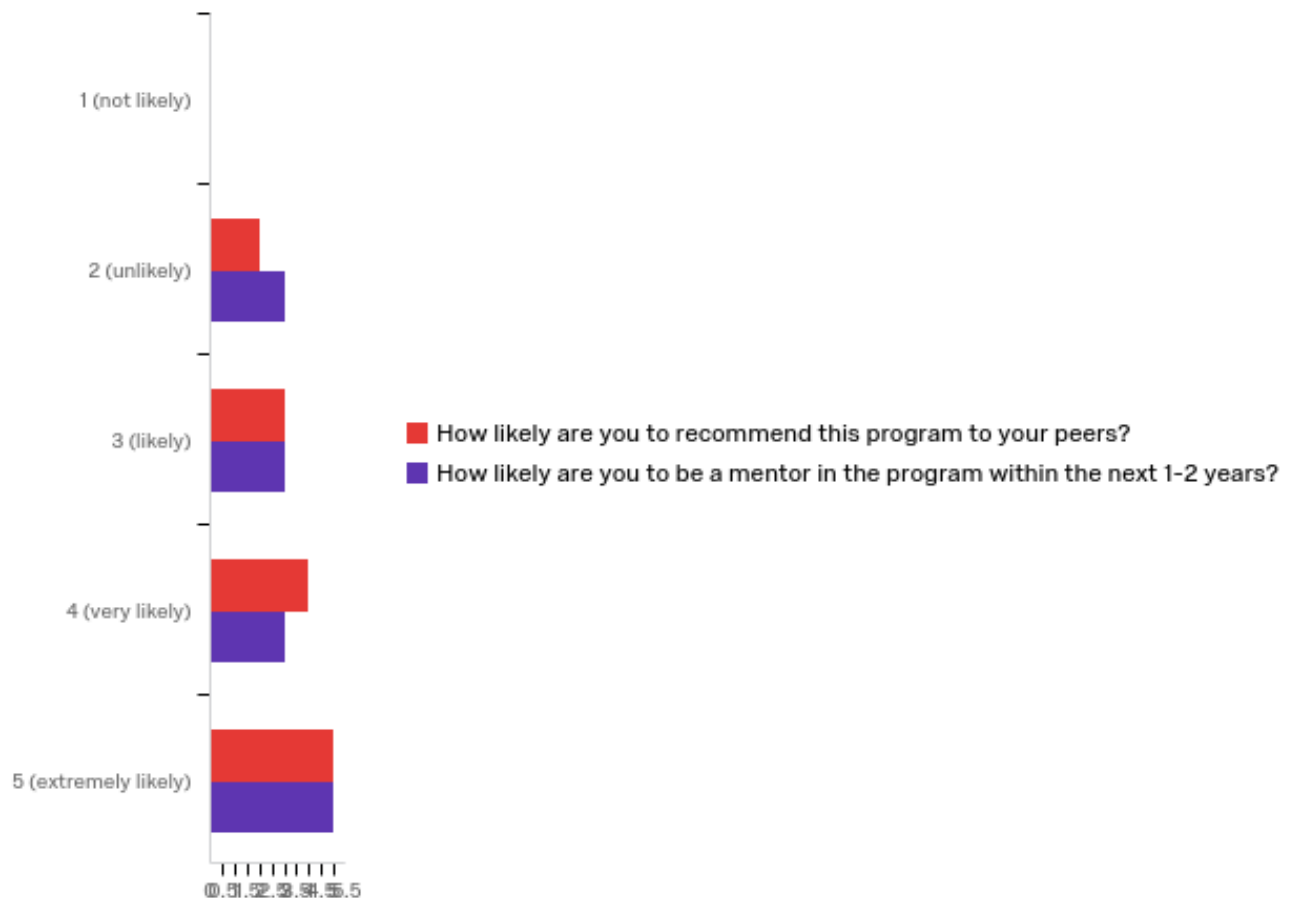
Q25 - What part of the mentor program best prepared you for a career in applied/practicing anthropology? (Select all that apply)



#	Answer	%	Count
1	Personal relationship	45.45%	5
2	Personal support	45.45%	5
3	Career advice	90.91%	10
4	Networking	36.36%	4
5	Academic advice	27.27%	3

6	Learning about job prospects for applied/practicing anthropologists	18.18%	2
7	Employment	18.18%	2
8	Help with resume/CV	9.09%	1
9	Help finding internships	9.09%	1
10	Other/Specify	9.09%	1
	Total	100%	11

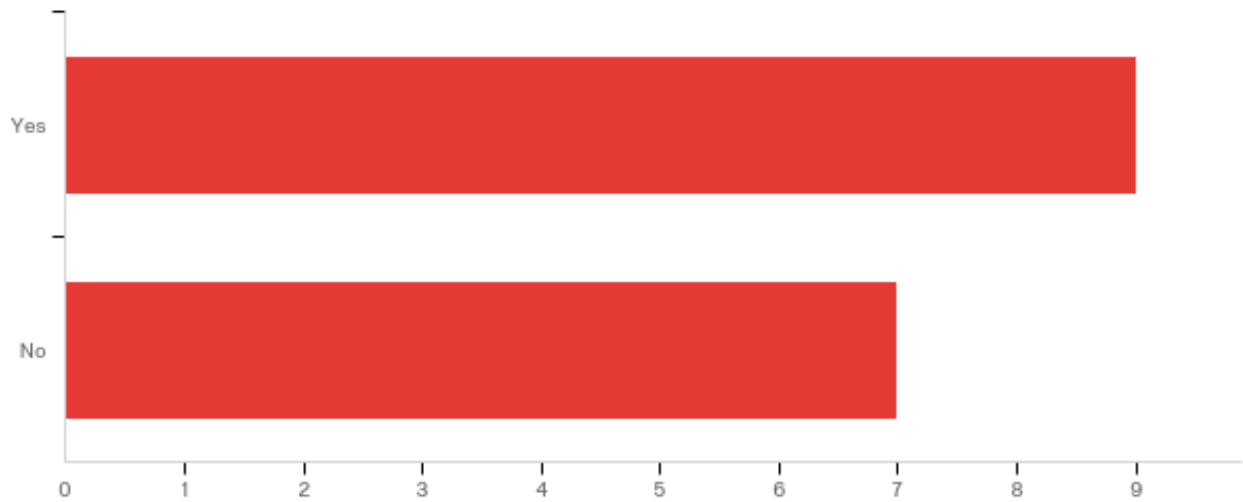
Q27 - On a scale of 1 to 5 with 1 being not likely and 5 being extremely likely



#	Question	1 (not likely)		2 (unlikely)		3 (likely)		4 (very likely)		5 (extremely likely)		Total
1	How likely are you to recommend this program to your peers?	0.00%	0	14.29%	2	21.43%	3	28.57%	4	35.71%	5	14

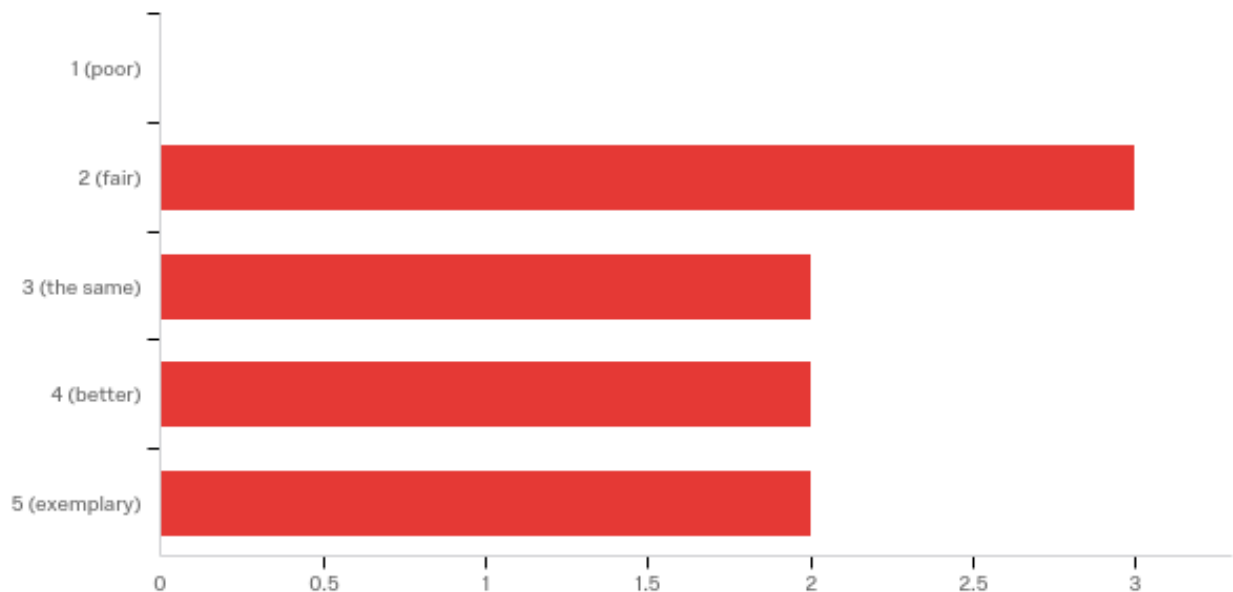
2	How likely are you to be a mentor in the program within the next 1-2 years?	0.00%	0	21.43%	3	21.43%	3	21.43%	3	35.71%	5	14
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Q28 - Have you participated in other mentoring programs before?



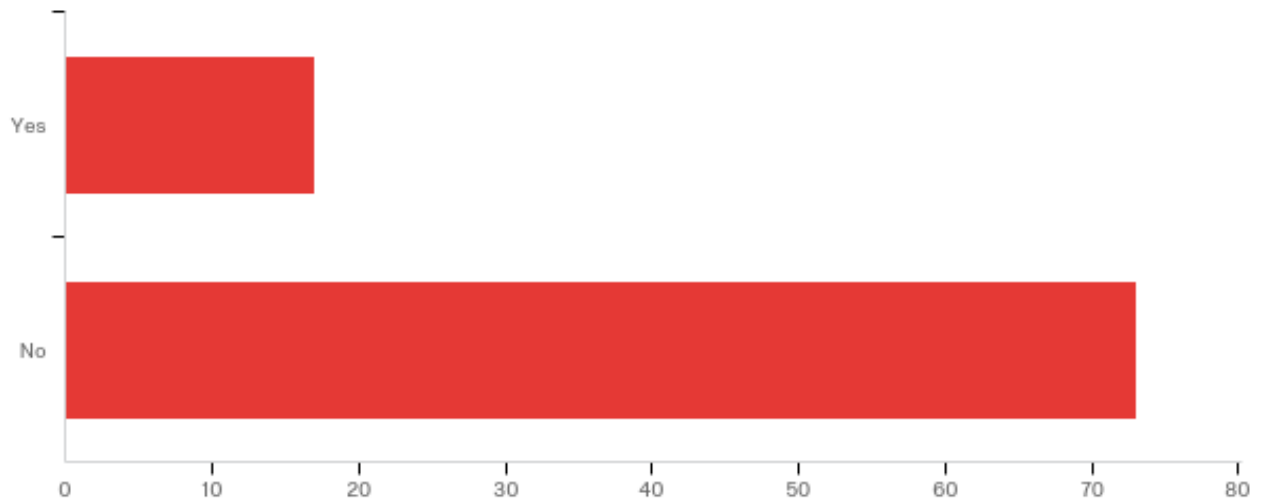
#	Answer	%	Count
1	Yes	56.25%	9
2	No	43.75%	7
	Total	100%	16

Q29 - On a scale of 1 to 5 with 1 being poor and 5 being exemplary,



#	Answer	%	Count
1	1 (poor)	0.00%	0
2	2 (fair)	33.33%	3
3	3 (the same)	22.22%	2
4	4 (better)	22.22%	2
5	5 (exemplary)	22.22%	2
	Total	100%	9

Q30 - Have you ever participated in the NAPA mentoring program as a mentor?



#	Answer	%	Count
1	Yes	18.89%	17
2	No	81.11%	73
	Total	100%	90

Q33 - Please tell us what you like about the current mentor program

Please tell us what you like about the current mentor program

not in this program yet

opportunity to support new scholars

Need better organization of program

Have only had two mentees, one wrote once and never followed up; the other followed up but missed a scheduled mentoring call, haven't heard from her since

mentoring relationships not limited by geography

Continuing focus on professional development and networking.

I really don't know enough about it to do so.

Connectivity with mentees whose interests align with mine.

Applied anthropology is a very personalized journey for which there is no easy or standard set of steps. Mentoring fills in that gap from student to professional that many other professions have more easily mapped out.

connected to practicing anthropologist, not just about academia

Na

Easy to navigate

I think the program does a good job of pairing mentees to mentors. There is always the option of finding someone else to serve as a mentor if the relationship doesn't work out.

It is a great opportunity for support, as well as networking

Good food and info

Laid out on the web and you can find people easily

I've just found out about the program so I don't have much to offer.

It's well run.

I don't know enough about the program to have an informed opinion

Unknown

Connection, well rounded skill matching between mentor and mentee

NA

I like that they (at least want to) try to match mentors with mentees that are in the same area of work/research. I also like that they target students, but also encourage people at all stages of their career to seek mentoring. Basically, I like the mission/vision of the program.

Personable, willing to give contacts

I don't know much about how it works never having used it

Can't say yet.

not yet

Personal interactions

make a personal connection between people

Serves a great need

Academic advice

The personal relationship developed to advise the mentee informally

That it exists

Q46 - Please tell us what we should add to the program

Please tell us what we should add to the program

do not know yet

conference networking event for participants

more contact

I'm sure there are people who could and do provide advice beyond entry/junior level - it might be good to advertise that a little more broadly and help mentors think about it

Greater identification and availability of materials/resources regarding professional development would appear to be a good resource.

Ditto above.

A more robust way to evaluate its impacts on mentees.

My university is mainly an undergraduate institution and the anthropology department does not have a graduate program. So I am advising undergraduates on directions they should take toward applied graduate programs or going into the workforce with a bachelor's degree. It would be great if NAPA allowed undergrads to be mentees. Also, none of our students ever become members of AAA, but the department is. So it would be great if our department membership qualified our students for the program.

offer to match students and professionals before AAA conference

Expectations for mentors, how to make the most of being a mentee and mentor

I think it would be helpful to have an immediate evaluation following some "significant" period of advising. For example, if a mentee is preparing for a job market interview, send the evaluation to both mentee and mentor immediately afterwards. Or, if the mentee has his/her immediate questions addressed by the mentor, send the evaluation to both at that point. Of course, if this change were implemented, it would mean that both the mentor and mentee would need to access the evaluation form somehow. Perhaps, they could be told when signing up for the program that they would be expected to complete such an evaluation at the time a "significant" event had occurred.

Some kind of feedback mechanism

Do not know

Better advertising of its services, nationwide.

More mentees.

I don't know enough about the program to have an informed opinion

More accessible information about the opportunities

NA

Reverse mentoring, where students are matched with an experienced practitioner. This has been successful in my company, to bridge gaps between generations and also gives younger folks more networking and development opportunities.

Unsure.

nil

Feasible timeline or process outline

More exposure

n/a

More publicity

Nothing

more ideas/mentoring for retirees

More attention to current students. Before and even during graduate school it is hard to choose an area of focus, and its not productive to make people decide before a mentor is provided... add the flexibility to change mentors or work with several if interests are still being worked out.

Q47 - Please tell us where we can improve the current program

Please tell us where we can improve the current program

do not know yet

mentees could have clear goals as to what they need from mentor

Contact people more, especially if the advisor has to cancel going to the AAA.

It's not the program's fault

Do a better job of tracking outcomes for mentees. A simple follow-up of the mentee at some fixed period after a referral is made. Was a connection made? What kind of services? NAPA needs this to improve the program and to advertise it.

The current approach of individual networking by committee members limits the reach within the

professional community and the ability of the program to serve the numbers and varieties of new/young professionals. The original program featured a searchable database of professionals that was updated periodically. This kind of resource could enable expansion and improvement of the program and could reduce the amount of effort needed to find a good match. .

You need to extend your reach beyond the same cast of characters, particularly just the practitioners who participate in AAA and faculty/students from applied departments.

You really need to further develop the website.

(see above)

I have not tried the program for the reasons stated above.

offer a speed mentoring workshop at the annual conference

I hear about it but I really don't feel anyone values the program, even those who are mentors. For that reason I cannot waste my time participating.

I am not sure now who is getting the requests. It used to be Tom Greaves. Given that I don't know who it is now, many people probably don't know. Greater communication about the Mentor Program would be helpful. Perhaps a simple email 2x/year with key info in it for all the mentors and menses. That would have the effect of creating a sense of community rather than the current state which feels (to me at least) like being somewhat disconnected to others and to the program itself.

Do not know

Awareness by having people come to campuses to inform new anthropology majors.

You guys are doing great already!

I don't know enough about the program to have an informed opinion

More outreach to junior scholars and students

NA

In my experience with the program, I did not know what to do or what to expect. I realize now that I was the one that probably "dropped the ball" in that I didn't continue or pursue the mentoring relationship. I connected to the program through the NAPA website, when I was in my first year and didn't know anyone in the organization. I just received an email reply from my "match", answering my question about grad school and that was it. I didn't feel like it was really mentoring; it felt more like a Q&A service. I think you could do more to explain on the website what to expect, maybe even a video on how to get it started - so students know what to expect. And maybe some training for the mentors!!

Expanded network opportunities

Unsure

ni

More exposure

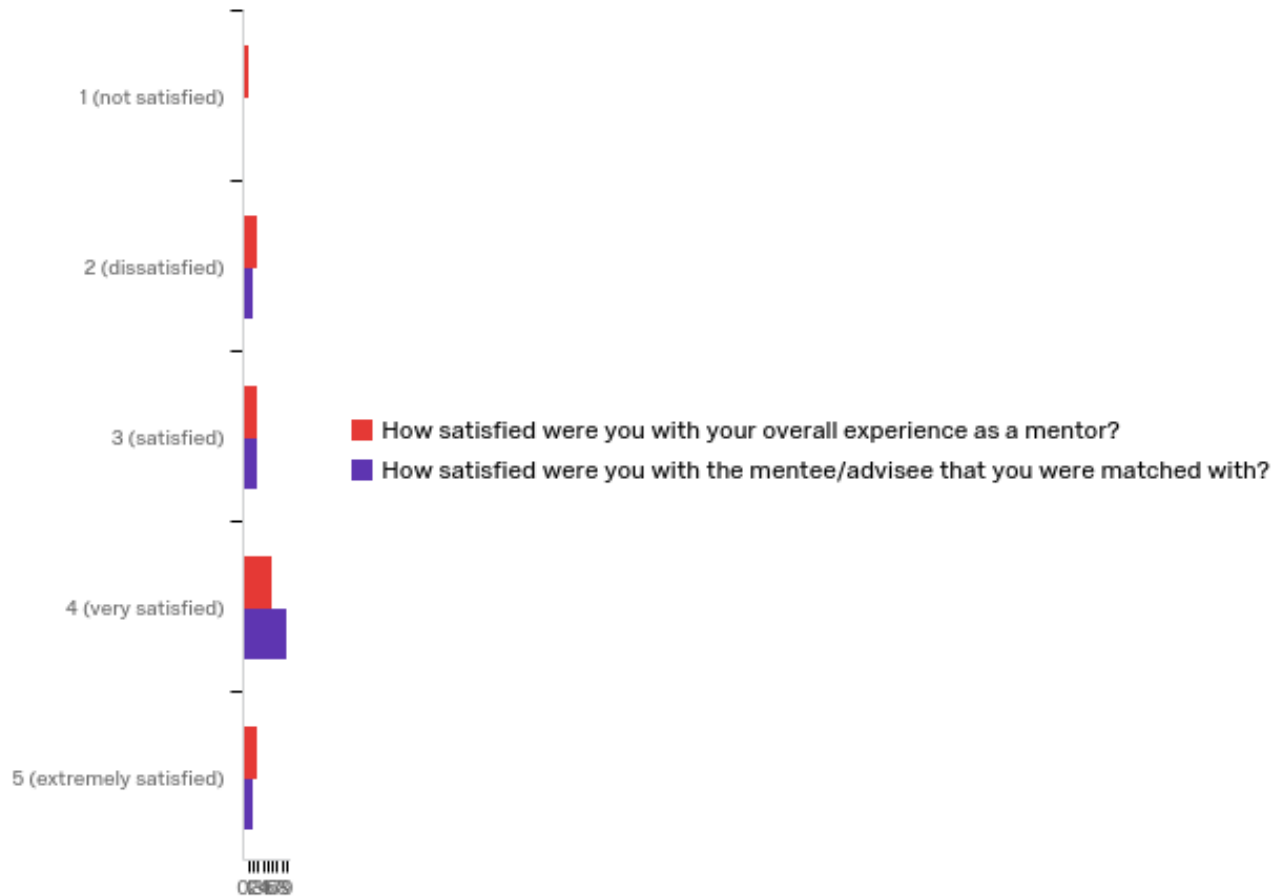
n/a

Sessions at conferences showcasing mentees

Helping to establish connections through the AAA

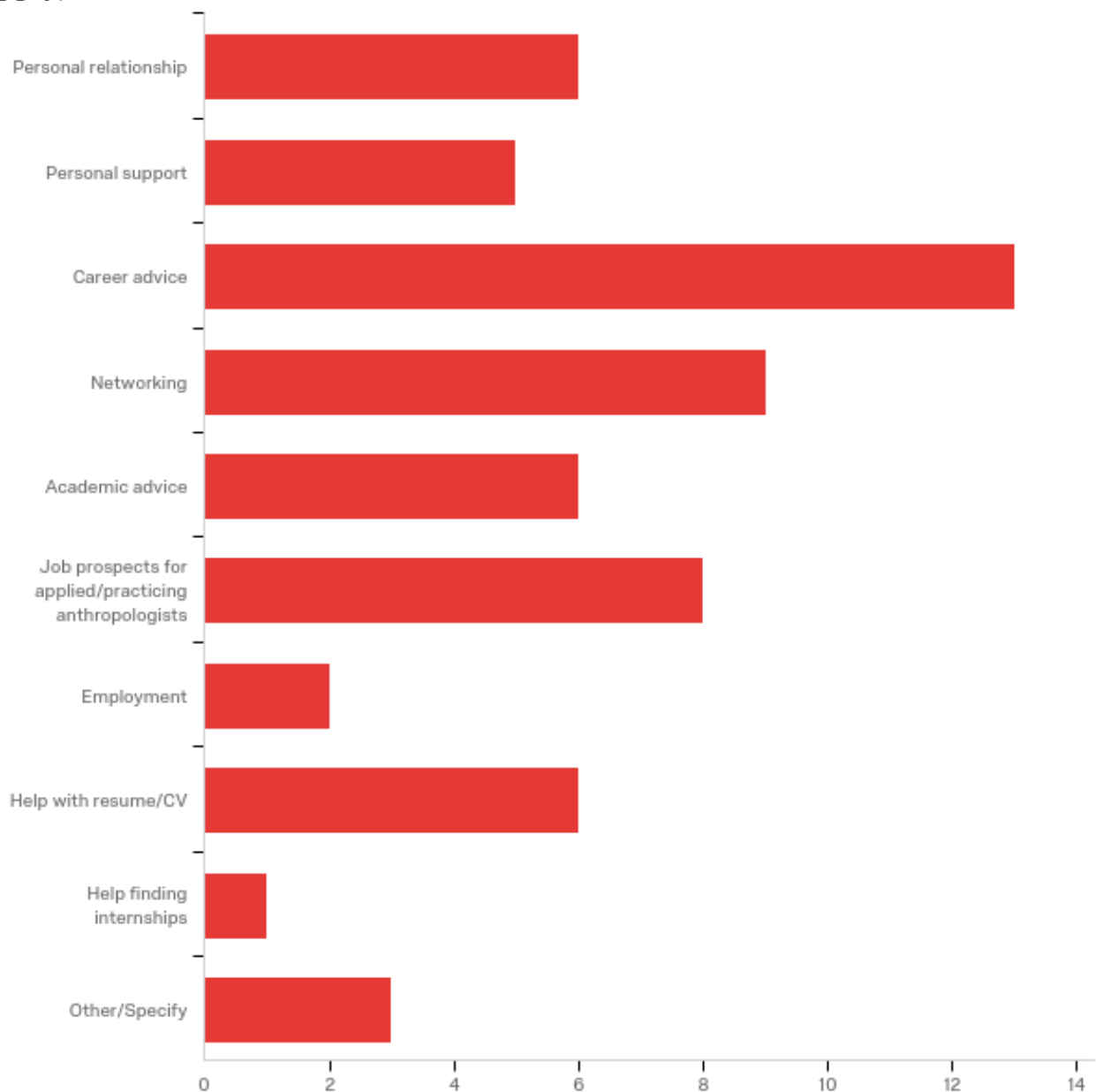
See previous answer

Q31 - On a scale of 1 to 5 with 1 being not satisfied and 5 being extremely satisfied,



#	Question	1 (not satisfied)	2 (dissatisfied)	3 (satisfied)	4 (very satisfied)	5 (extremely satisfied)	Total
1	How satisfied were you with your overall experience as a mentor?	6.25% 1	18.75% 3	18.75% 3	37.50% 6	18.75% 3	16
2	How satisfied were you with the mentee/advisee that you were matched with?	0.00% 0	12.50% 2	18.75% 3	56.25% 9	12.50% 2	16

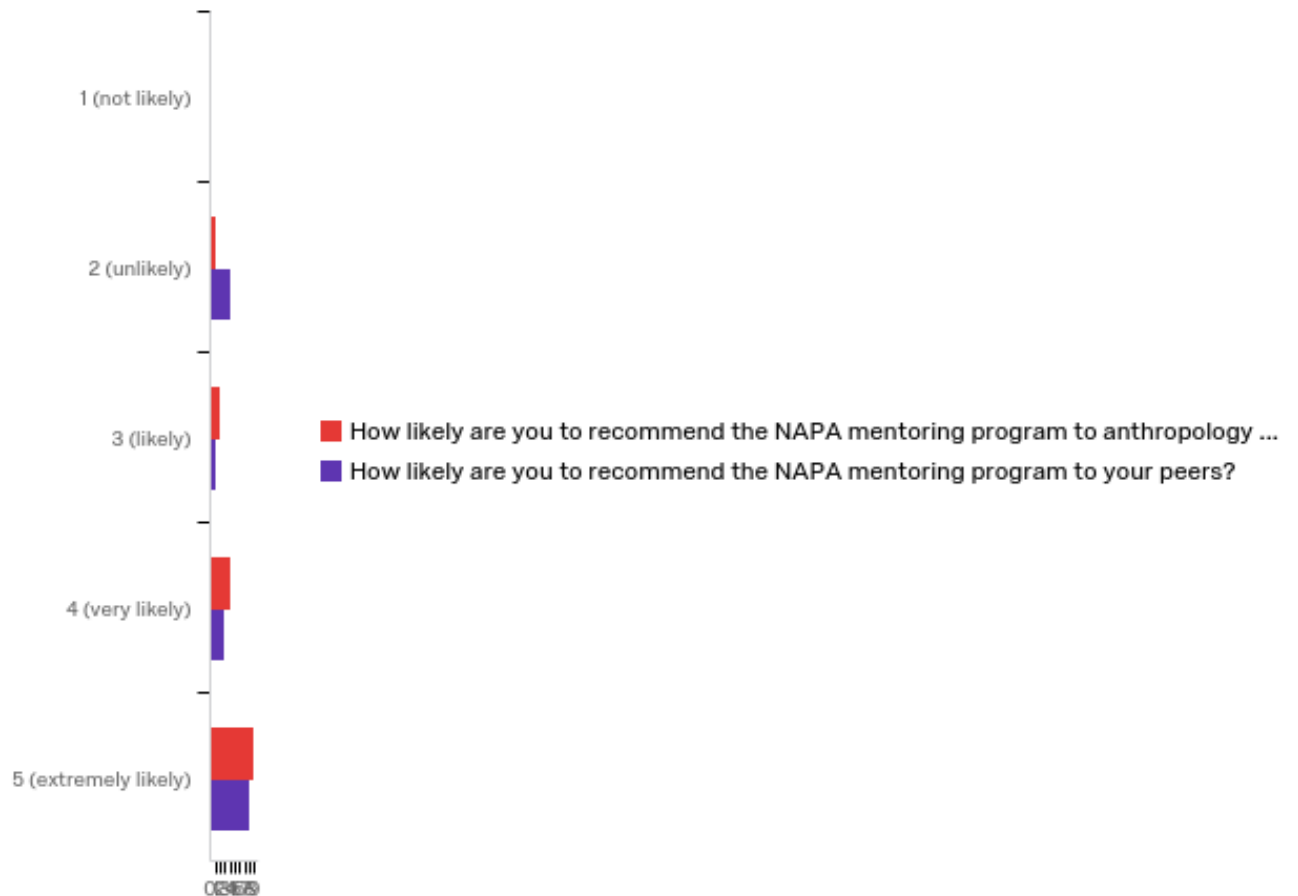
Q34 - What were you willing to offer your mentee/advisee? (Select all that apply)



#	Answer	%	Count
1	Personal relationship	35.29%	6
2	Personal support	29.41%	5
3	Career advice	76.47%	13
4	Networking	52.94%	9

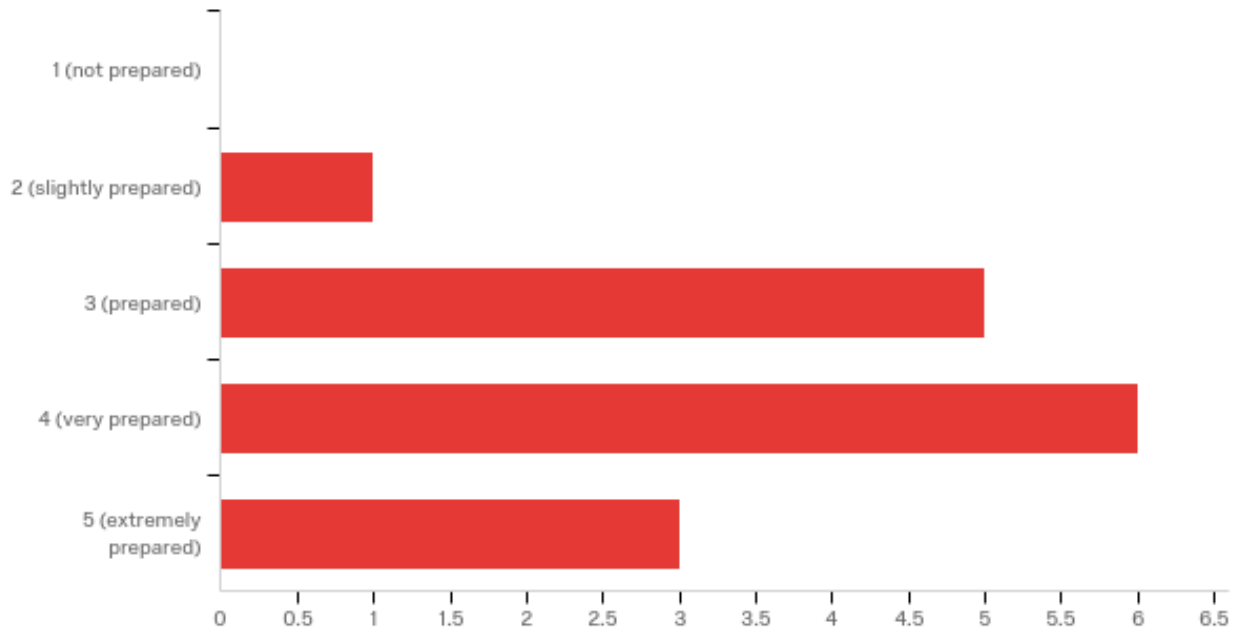
5	Academic advice	35.29%	6
6	Job prospects for applied/practicing anthropologists	47.06%	8
7	Employment	11.76%	2
8	Help with resume/CV	35.29%	6
9	Help finding internships	5.88%	1
10	Other/Specify	17.65%	3
	Total	100%	17

Q36 - On a scale of 1 to 5 with 1 being not likely and 5 being extremely likely,



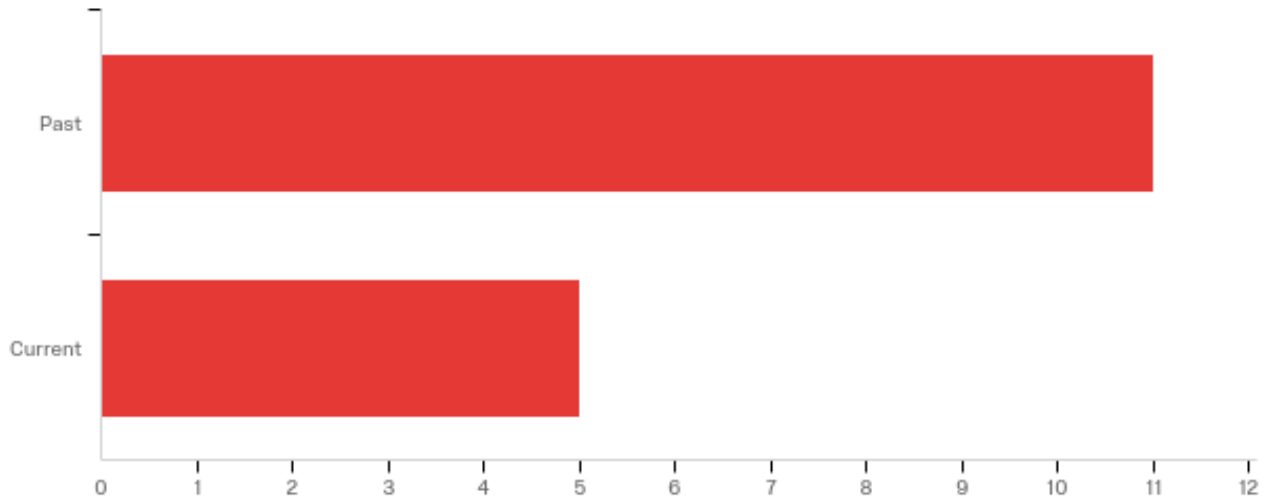
#	Question	1 (not likely)		2 (unlikely)		3 (likely)		4 (very likely)		5 (extremely likely)		Total
1	How likely are you to recommend the NAPA mentoring program to anthropology students and/or new professionals?	0.00%	0	6.25%	1	12.50%	2	25.00%	4	56.25%	9	16
2	How likely are you to recommend the NAPA mentoring program to your peers?	0.00%	0	25.00%	4	6.25%	1	18.75%	3	50.00%	8	16

Q37 - On a scale of 1 to 5 with 1 being not prepared and 5 being extremely prepared,



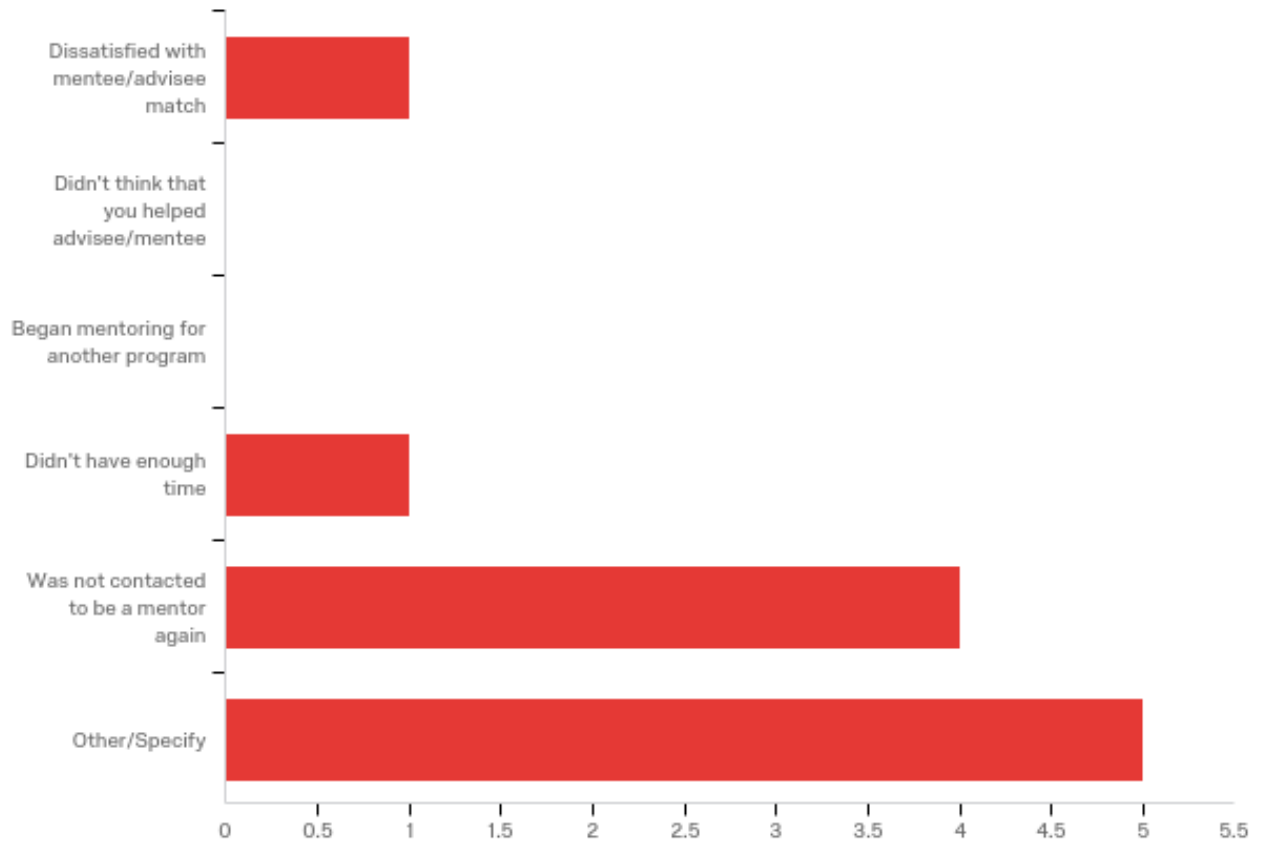
#	Answer	%	Count
1	1 (not prepared)	0.00%	0
2	2 (slightly prepared)	6.67%	1
3	3 (prepared)	33.33%	5
4	4 (very prepared)	40.00%	6
5	5 (extremely prepared)	20.00%	3
	Total	100%	15

Q38 - Are you a past or a current mentor?



#	Answer	%	Count
1	Past	68.75%	11
2	Current	31.25%	5
	Total	100%	16

**Q39 - Why did you decide to stop being a mentor in the NAPA program?
(Select all that apply)**



#	Answer	%	Count
1	Dissatisfied with mentee/advisee match	9.09%	1
2	Didn't think that you helped advisee/mentee	0.00%	0
3	Began mentoring for another program	0.00%	0
4	Didn't have enough time	9.09%	1
5	Was not contacted to be a mentor again	36.36%	4
6	Other/Specify	45.45%	5
	Total	100%	11

Q40 - Please specify the other reason why you stopped mentoring in the NAPA program

Please specify the other reason why you stopped mentoring in the NAPA progr...

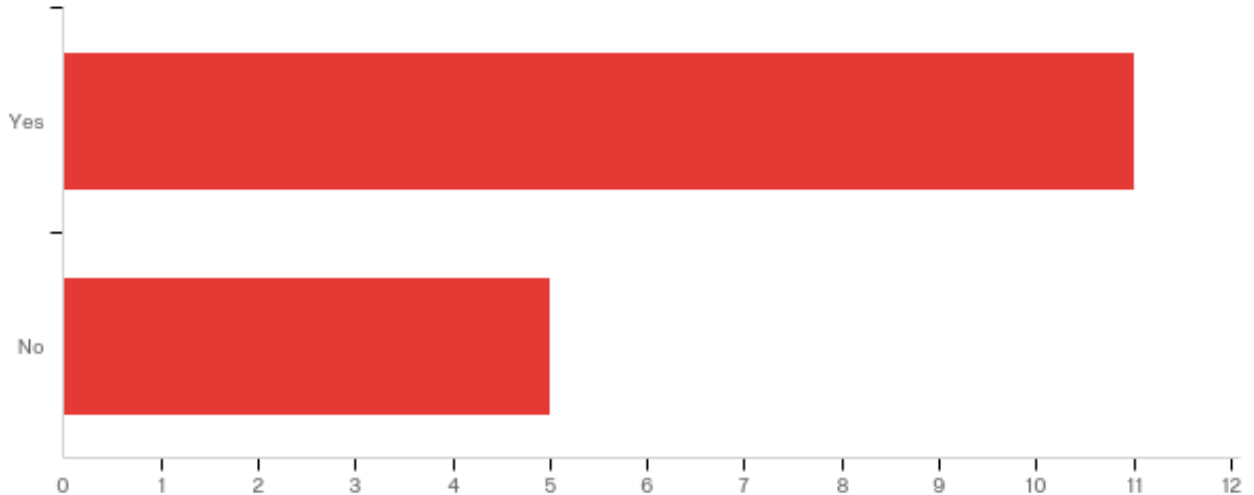
I respond when asked to mentor. I mentor as a professional anthropologist continuously - young professionals find me and/or are referred by faculty or professional colleagues.

I don't want to be associated with the AAA which has caused me to step away from NAPA at the AAA conference

Have not found an adviser looking for my expertise

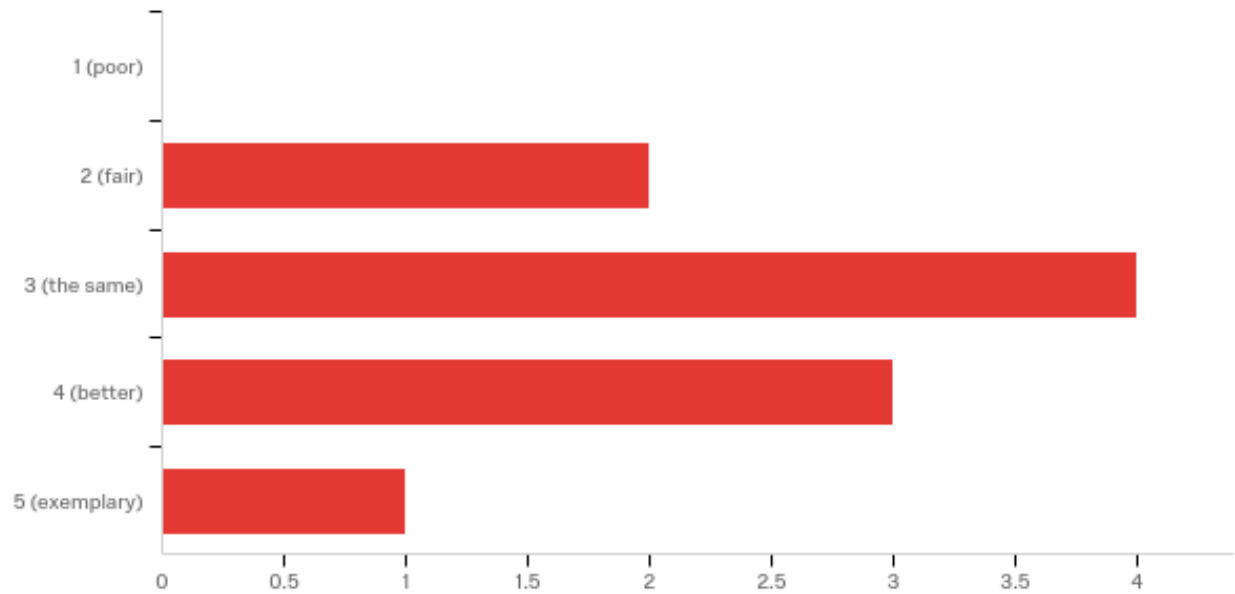
making the mentor matches

Q41 - Have you been a part of other mentoring programs as a mentor or a(n) mentee/advisee?



#	Answer	%	Count
1	Yes	68.75%	11
2	No	31.25%	5
	Total	100%	16

Q42 - On a scale of 1 to 5 with 1 being poor and 5 being exemplary,



#	Answer	%	Count
1	1 (poor)	0.00%	0
2	2 (fair)	20.00%	2
3	3 (the same)	40.00%	4
4	4 (better)	30.00%	3
5	5 (exemplary)	10.00%	1
	Total	100%	10