

## SUMMARY OF THE CHANGING FACE OF ANTHROPOLOGY

In order to understand how Anthropology Masters graduates craft career paths, assess their educational experiences in departmental programs, and evaluate membership in national organizations, the American Anthropological Association's Committee on Practicing, Applied and Public Interest Anthropology (CoPAPIA) surveyed a non-random sample of Masters graduates in Anthropology. Over 883 individuals responded to the electronic survey, with 758 respondents meeting stated criteria for inclusion in the primary respondent group: an MA degree prior to 2008 from a North American institution. Key findings in each area are presented below.

### KEY FINDINGS—MASTERS' CAREER PATHWAYS

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Over 75% of all respondents strongly or somewhat agreed that their degree plays a significant role in their overall career satisfaction.

Over 42% "strongly agree" that they identify themselves as anthropologists professionally most of the time. This is a modest proportion, but another 20% "somewhat agree" that they identify themselves as anthropologists, making moderate or strong identity the norm for the entire pool of respondents.

Most respondents reported having a full time job as opposed to part time (39% vs. 8%); and a permanent job, as opposed to contractual (20% vs. 9%). Multiple responses were possible on this question.

Most MAs located a job within 12 months of receiving their degree (64%).

By far the most frequent way that MAs found employment was through "networking with a colleague or friend," (34% of the responses) compared with job-posting services either electronic (12%) or traditional (7%). Multiple responses were possible.

### WHERE DO MAS WORK (EMPLOYMENT SECTOR)?

The most frequently mentioned employer/sector for both cultural/applied and archaeological degrees was academic institutions (about 20%). Jobs were typically at research centers, museums, and administrative positions rather than anthropology department faculty appointments.

Archaeologically focused MAs worked more frequently for consulting firms (16%), followed by federal and state government sectors, each at 13%. Public sector, non-academic jobs, therefore, accounted for the highest proportion (26%) of archaeologically focused employment.

Cultural/applied and 4-field MAs worked more frequently in the non-profit sector (15%), followed by federal and state governments (8% and 7%, respectively).

### WHAT DO MAS DO IN THEIR JOBS?

Among MAs with a cultural/applied focus, education and/or outreach was the most common domain or type of work, followed closely by administration/management. Among archaeologically trained MAs, the most common type of employment was archaeology, cultural resources management, and historic preservation, followed closely by administration/management and education/outreach.

### DO MASTERS GRADUATES WORK IN "ANTHROPOLOGY JOBS"?

Among MAs working in non-academic jobs, nearly 30% have jobs that *require* education and

training in anthropology (e.g., cultural resources specialist, ethnographer).

#### KEY FINDINGS—ASSESSMENTS OF EDUCATIONAL PROGRAMS AND EXPERIENCES

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We asked respondents to assess educational and training areas *most important* to include in an MA curriculum, given their experience:

Among research and methods, *qualitative skills* ranked highest among five research/method areas (78%), compared to *quantitative skills* at 57%. Archival research ranked lowest at 51%.

Among substantive/content areas of a curriculum, case studies and readings ranked highest at 62%; anthropological and archaeological *theory* ranked at 54%. Policy/compliance foundations for anthropology and archaeology ranked lowest at 44% among seven substantive areas.

Among workplace preparation skills, over three-fourths of respondents ranked technical writing for proposals and grants as the most important skill for MA curricula, followed by project design, development and management. Lowest ranked of seven workplace topics was “job-seeking skills.”

We asked for an assessment of the relative merits of the major components of MA programs:

Over one-half of MA graduates ranked the “thesis/research project” as an extremely helpful component of their graduate program, followed by “field research opportunities” and “advisory/mentor relationships.” “Student teamwork” was the lowest-ranked component among seven areas.

Over one-third indicated that an Internship/practicum was a component not available to them.

Overall, Masters graduates expressed high satisfaction with the quality, depth, breadth and relevance of their education and skill sets. Only 9% were somewhat or very dissatisfied.

#### KEY FINDINGS—MASTERS VIEWS ON PROFESSIONAL ORGANIZATIONS

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Two thirds of all respondents had a current affiliation with at least one *national* anthropological organization, with the AAA most frequently noted, followed by the Society for Applied Anthropology and the Society for American Archaeology (multiple choices possible).

Over 40% responded that they belong to *regional and local* anthropological organizations. The four most frequently identified were the Southeastern Archaeological Conference, the Washington Association of Professional Anthropologists, Midwest Archaeological Conference, and the Alaska Anthropological Association.

More than one-third of the respondents indicated that they belong to a professional organization outside of anthropology (e.g., American Public Health Association, American Evaluation Association).

We asked about the relevance of national associations across five aspects of membership: 44% of respondents agreed that annual meetings are relevant to their needs and important to their career, and 43% agreed that membership serves their career or occupation.

We wanted to know what “benefits, services, or opportunities” would lead MA graduates to join an organization. “Networking” was cited as the most important reason to join an association by far, but “access to journals and publications” and “keeping up with the field” were equally cited as the second-most important reasons for joining an association.

## I. INTRODUCTION

According to data collected by the American Anthropological Association (AAA), the number of Masters degrees awarded in anthropology has grown consistently and dramatically since the 1950s. Moreover, there are increasing numbers of MAs produced relative to PhDs. According to the report from the Center for Innovation and Research in Graduate Education (CIRGE) on PhDs in anthropology, PhDs have increased as well, although at a slower rate (Rudd et al.: 3). Based on CIRGE and AAA data, it appears that in 1958 there were roughly twice as many MAs awarded as PhDs; by 2004, there were three times as many MAs awarded.

While the number of degrees and graduates has steadily increased, little is known about graduates' career trajectories, how Masters programs prepare them for the job market, and their involvement in anthropological organizations. In addition, degree level is not tracked by national associations or independent organizations such as the Survey of Earned Doctorates for PhD theses.

Naturally the growth in MAs and applied anthropology programs has fostered interest by academic departments in topics of education and training for Masters.

## B. COPAPIA AND SURVEY DEVELOPMENT

In fall of 2007, on the recommendation of the AAA's Practicing Anthropology Working Group (PAWG), the AAA Executive Board established a standing committee to advance the interests and efforts of the growing sector of anthropologists working outside of academia. The Committee on Practicing, Applied, and Public Interest Anthropology (CoPAPIA) noted that the profession and discipline as a whole suffer from the lack of integration of Masters in the discipline and identified the survey as a high priority. CoPAPIA recognized the mutual interests of Masters alumni, Masters degree programs, and the AAA as the major national anthropological association. These facts and personal synergisms led Shirley Fiske, Linda Bennett and Patricia Ensworth to spearhead the development of an electronic national survey to learn more about MA anthropologists across all major fields of anthropology. A proposal to AAA was developed in spring 2008, and CoPAPIA and the survey team gratefully acknowledge AAA Executive Board for its financial support for the survey and the report. Terry Redding was asked to join the team as Survey Coordinator in the fall of 2008, and he took on responsibility for implementing the survey development, its execution, and analysis of the results.

The overall purpose of the survey was to better understand the career trajectories of Masters degree holders and how they have applied the knowledge and skills acquired in their programs to their careers.

## C. SURVEY DESIGN, METHODOLOGY, AND IMPLEMENTATION

It should be clarified that the term "anthropology" here and throughout the report refers to the discipline in its broadest sense: archaeological, cultural, linguistic, physical/biological, applied, and other specializations. In this report, the terms Masters, MA (Masters of Arts), MS (Masters of Science), MAA (Master of Applied Anthropology), and other Masters level anthropology degrees will be referred to as either "Masters" or "MAs".

Decisions about target and focus of the survey and the construction of the questions were followed by pre-testing and vetting of draft surveys. Several dozen sample questions were compiled into a draft questionnaire and distributed for comment to CoPAPIA and the Advisory Network. In the end it was decided to have a more lengthy survey in which certain open-ended questions were optional in order to preserve the richness of personal narratives. Those

respondents with time constraints could move through the survey more quickly. It was estimated that it would take 30 minutes to complete the survey.

The survey opened for responses in early May 2009. A total of 883 respondents completed the survey. Of these, 758 met the survey criteria for our target group (MA from a North American institution before 2008), and were the primary data set for the analysis. The remaining 125 respondents consisted of 2008 graduates, those who graduated from institutions outside of North America, and those whose date and place of graduation could not be determined. These data were available to be used for comparisons to the primary data set and for comments.

Naturally it is hard to generalize to a population assumed to be in the tens of thousands since 1980, so it is helpful to keep in mind a profile of who answered the survey. The demographics of the respondents reflect the demographic structure reported for AAA membership overall: 60% are women, and 80% identified themselves as white. In addition, 50% of the respondents received their degree in the 2000 decade, and another 25% in the 1990s, so the group was predominantly graduates within 20 years of their degree.

The survey and questions were oriented toward the experience of MA-only degree holders; however, some MAs who went on to get PhDs or were PhD students took the survey anyway. We elected to include them in most analyses (i.e., the primary pool of n=758 respondents) because (a) they received an MA and had relevant experiences even if they continued to a higher degree; and (b) those respondents could be sorted when needed for MA-only analyses. Approximately 31% went on to PhDs or were enrolled in PhD programs, either in anthropology or in another field.

## II. RESPONDENT DEMOGRAPHICS

Very little is known about Masters graduates as a group. We asked a number of questions about respondents' backgrounds that help provide a profile of MAs: educational status and specialties, gender, age, race, ethnicity, marital status, and income distribution.

The sample is characterized as being recent graduates, the majority of whom graduated between 1990 and 2008, from institutions with long-standing anthropology Masters programs. While the survey was explicitly oriented to Master-only graduates, about 31% of the respondents received higher degrees beyond the MA level or were currently enrolled in PhD programs. Among the full pool of respondents, the most frequently identified degree focus was Archaeology (n=271), followed closely by Cultural Anthropology (n=262), and Applied/Practicing (n=243), where multiple choices were possible. Demographically, the majority of respondents were white women in the age range of 30 to 49 years, who were married or living with a domestic partner. Thirty-eight percent reported having 1 to 4 children or dependents living with them. A majority (although slight) of the overall sample had salaries between \$35,000 to \$74,900, with a fairly normal distribution. The proportion of women earning less than men in each income bracket was consistently lower, with the exception of the lowest and lower-mid income ranges from \$20,000 to \$49,999. In these income ranges, there were more women than men. These data show that greater proportions of women in the sample have lower salaries than men; and more men have mid-high to high incomes than women. The archaeology MAs with the highest salaries (between \$75,000-\$150,000) tended to work in the federal government and consulting firms; the high-salary MAs with a degree focus in cultural/applied anthropology and other specialties tended to work in private-sector corporations and the federal government.

### III. SURVEY RESULTS

The intent of the 2009 AAA/CoPAPIA MA Survey was to learn more about where Masters graduates “go” once they get their degree, enter the workforce, craft their careers and join professional organizations. The survey provided an opportunity for MAs to reflect on their education, career trajectories, and the role of professional organizations in their lives. These responses led to some recommendations for MA alumni and current students, departments of anthropology, and professional organizations.

The “bottom line” for the field of anthropology is that the proportion of Masters graduates in anthropology compared to PhDs continues to grow, as seen by the frequency of MAs granted each year by colleges and universities. When compared with recent surveys of anthropology PhDs and data reported by departments of anthropology to the AAA, the number of MAs graduated each year is approximately three times the number of doctoral graduates. Yet despite their numbers, the perception is that MAs “disappear” from professional organizations, departmental alumni networks, and the social landscape of anthropology.

The face of anthropology is changing subtly and in consequential ways. Masters degree holders do not disappear, but they do disperse—through a wide variety of employment sectors and jobs. Even though “academic” is the most commonly reported employment sector (about 21%), less than one-quarter of respondents worked within the academic enterprise—and in most cases, not in traditional faculty appointments in anthropology. Government/public sector jobs (combined federal, state and local) were the second-most frequently mentioned employment sector for all respondents. When the sectors were analyzed by degree specialization, the public sector outranked academia as the top job destination for archaeologically focused degree holders at 26%. Taken together, public sector employment, non-profit, and private sectors such as consulting firms and small businesses employed the majority of MA anthropologists. As a result, employment typically brings MAs into contact with a wide range of other disciplines, occupations, and many “publics” in a way that more traditional academic jobs may not.

MAs are often the “face” of anthropology that the public experiences, since an impressive number of MAs identify themselves professionally as anthropologists or archaeologists most of the time (62%). You may meet them in National Parks as rangers, specialists, or contractors; and in state government as historic preservation officers. You may meet an MA as an organizer of a public festival—perhaps the Smithsonian’s Folklife Festival, or a neighborhood festival in Chicago. Many MAs go into education (in the broadest sense), public relations, communications, or media. “Education/outreach” was the most frequently selected descriptor of MA’s domain of work—explaining and describing things to other people, communicating ideas and concepts, whether through museums, community programs, or in schools.

The survey provided a number of interesting results, not all of which were surprising or actionable, and many which may be subject to differing interpretations. As a group, most MA graduates were satisfied in general with their education and careers. Overall they are pleased with their Masters degree and felt that it enhances their careers. Most are working full-time at jobs that use their anthropology skills, and almost two-thirds of them identified professionally as anthropologists (62%). Most MAs stay connected to their field through meetings in their specialized areas; two thirds of the entire pool belong to at least one national anthropological organization (e.g., AAA, SAA, or SfAA), and 33% belonged to national professional organizations outside of anthropology such as the American Public Health Association or the American Evaluation Association. In general, respondents were somewhat less satisfied with their professional organizations than they were with their education and careers. The interpretation of the survey team is that there is a propensity to join professional organizations that meet their needs and career requirements, but overall MAs are not fully connected to national professional

organizations in part due to their hesitation about cost and relevancy to their professional lives.

While there was great breadth of participation in the survey across North America and universities (128 academic institutions), the top six universities (U Memphis, Northern Arizona U, U MD College Park, U South Florida, U of Arizona, American U) make up nearly one-third of the entire respondent pool. With respect to date of graduation, most respondents graduated in the past seven years. Respondents were predominantly white, which is consistent with other surveys of anthropologists.

## REFLECTIONS ON MA EDUCATION

Reflecting on their educational experiences as a whole, respondents were quite positive. About 80% reported being “somewhat” or “very satisfied” with the breadth, depth and quality of education they acquired during their MA program. They felt equally strongly that their degree was relevant to their career and enabled their career advancement opportunities.

A recurrent theme was that MAs are very practical and resourceful individuals and desired more “practicality” in their educational programs. In support of this theme, the most highly ranked substantive/content area recommended for inclusion in MA curricula was “case studies and readings in applied anthropology and archaeology.” They also wanted more “collaborative participatory and community-based methods,” which would provide experience for working with organizations, communities and other social groups. We asked for recommendations for “workplace skills” to include in graduate education. The two top-ranked skills were instructive because they were similarly related to real-life employment needs and job requirements: technical writing for proposals and grants, and project design and management.

We found that people with archaeology-focused specializations (including cultural resources management and historic preservation) entered their MA program with the expectation of receiving very specific sets of job skills—in contrast to the comparison sub-group of those with cultural/social, applied and other specializations. In fact, this objective was voiced twice as frequently by the MAs with archaeology-focused specializations. This result, along with others in the report, provides a picture of a clearer career or employment path for archaeologically focused graduates than for cultural/social, applied and other specializations.

It could be speculated that archaeological MA careers are more structured and definable than their counterparts. As seen elsewhere in the survey, job titles of “archaeologist” or “historic preservation specialist” are much more frequent than, for example, “cultural anthropologist.” Thus, a degree focus in archaeology tended to lead to a job and career in a closely related field; this was not always the case with some other specialties.

Just over half of all respondents agreed that they hoped to combine the anthropology MA with other education or training in pursuit of a specific job or career. This suggests that those programs having joint degrees with other programs (e.g., combined MA/MPH degrees) are meeting a desired need among students. The survey did not solicit specifics with this question as to what the other training might be, but responses from other questions suggest these would include specialized areas of research, communication skills such as writing and speaking, community based research methods, and the areas of health, business, environment, history, education, international development, and public administration.

Although 70 percent of respondents said they were seeking education or training for a specific job or career, nearly as many said they were motivated by a general interest in anthropology rather than a specific career goal. These two different and sequential questions were worded in a way that rendered them not mutually exclusive. The point of the questions was to determine why people selected anthropology for graduate studies at the MA level. The results show that there was high interest in both subject matter (e.g., anthropological theory and approach) and the careers that are available as a result of specific anthropological training (e.g.,

archaeological or ethnographic careers).

#### **CAREER PATHS AND SATISFACTION**

In the area of career trajectories and jobs, MAs were generally positive about their degree, their careers, and their professional identity as anthropologists. MA graduates believed that their degree played a significant role in their overall career satisfaction: over 50% “strongly agreed” with this statement.

Anthropologists are nothing if not flexible in the job market, as the career pathways analysis showed. Among MA respondents, most were able to find a job within six months of receiving their degrees. MA anthropology jobs were spread generally across all employment sectors, including academic enterprises, but there were identifiable differences in the profiles of the sectors where archaeologically specialized respondents worked, compared with those who have cultural/applied and other specializations.

The archaeologically focused MAs seemed to have a clearer career path—they had more specific educational objectives prior to entering graduate programs, more clearly identifiable potential job titles, and more clearly defined target occupational sectors (state and federal government and archaeological consulting firms) than did the other MA graduates. Further, a number of questions indicated that Masters degree holders with an archaeological focus found their educational and career tracks more clearly defined and satisfactory, while Masters holders of other specialties are somewhat less satisfied, less clear about their career tracks, and more likely to consider a PhD as a further career enhancement. Colleges, universities, and professional organizations have a challenge to make career pathways more apparent for anthropology specializations and more available to graduate students by fostering relationships and internships with organizations across different sectors.

The data analysis did not break out applied anthropology specializations such as medical, urban, and business anthropology due to relatively small numbers of respondents in each category. In some of these specializations there may be a clearer career path, perhaps more similar to those in historic preservation, CRM, and archaeology; this is a question which should be culled and tackled in future analyses. What can be said about careers for cultural/applied and other specializations is that an MA is a remarkably flexible degree that provides a solid base of knowledge and skills for a great number of varying career options.

Do MA graduates identify themselves as anthropologists professionally? This is a question often posed for anthropologists working outside of academia. With the caveat that quite a number of people stated in an open-ended response that they identify themselves as Archaeologists rather than Anthropologists, over 42% of the respondents “strongly agreed” and 20% “somewhat agreed” that they identified themselves as anthropologists professionally most of the time. In short, there is a strong tendency to self-identify as anthropologists among MA alums.

In addition, nearly 40% say their anthropology degree is part of their job description, and that it played a significant role in helping them understand their job and meet the job requirements (42%). However, we also asked whether “skills learned outside anthropology” were important for their job and over 61% “strongly agreed” that this was the case. These questions argue that the anthropological skills learned only in their graduate programs were not enough for their job requirements, and lend support to the argument that a MA combined with other specialized degree, certificate program, or courses focused on a substantive area would be very marketable. Many (~70%) sought additional training off-the-job after receiving their MA.

#### **PROFESSIONAL ORGANIZATIONS, AFFILIATIONS, AND VIEWS**

How do MA graduates view the relevance and benefits of professional organizations? We found that 66% belong to national anthropological associations and approximately 42% belonged to

regional and LPOs. This is a rough estimate since these were posed as separate questions and, therefore, multiple responses per individual were possible.

When asked whether these organizations in general met their needs, the response was a lukewarm endorsement for all professional organizations: 35% responded “yes,” and 41% said “somewhat” to the question about meeting their needs. Almost one quarter of respondents reported that these organizations did not meet their needs, which is interesting in light of the large proportion who reported belonging to professional organizations. Apparently respondents persist in their membership even when the organizations do not meet their needs in an unambiguous way. In another series of questions, we asked respondents specifically about AAA programs and services. There was little positive support for the cost of membership. However, questions about AnthroSource and AAA publications showed strong support, as did networking opportunities and information exchanges at annual meetings and electronically.

We wanted to know what combination of benefits and services would lead people to join a professional organization. The top four most frequently mentioned benefits were “networking” (45%), access to journals and publications (23%), “continuing education” (keeping up with trends in the field) (21%), and conference attendance (18%). Networking of various kinds, specifically professional and collegial, was by far the most important motivation for joining a professional organization. There are a growing number of graduates who are using their anthropology concepts and theories and skills in their careers, yet professional organizations as well as the discipline overall have no systematic way to benefit from their feedback, insights, and recommendations.

#### **IV. RECOMMENDATIONS**

The 2009 AAA/CoPAPIA MA Survey builds upon the groundwork and recommendations of the PAWG report (2006), the COSWA survey of practitioners (Brondo, et. al. 2008), and the CIRGE report (Rudd, et. al. 2008), among other efforts to understand anthropology graduates and practitioners. Our recommendations are addressed to the three major stakeholder groups of the survey: Masters alumni and current graduate students, anthropology departments, and anthropological professional organizations.

##### **MASTERS ALUMNI AND CURRENT GRADUATE STUDENTS**

Given the importance of networking, it is important to develop a professional network or, minimally, a list of contacts of relevant colleagues with whom you maintain contact. This could include peers, alumni, faculty, and specialists in your career area.

Develop and maintain at least one strong mentor relationship from your MA experience.

Find at least one professional organization that meets your needs and maintain an active membership, whether local, regional, or national.

Consider additional training, education, specialization or experience that enhances your career objectives and interests.

##### **ANTHROPOLOGY DEPARTMENTS**

Advisor/mentor relationships in departments should be designed to facilitate open and productive communications regarding the application of their anthropological education to career development.

Departments should engage anthropologists based in the local community to serve as resources and outside mentors for students and to serve on student committees.

Graduate programs should develop systematic programs or methods for linking graduate

students with internships and job opportunities, building relationships across departments and Schools, and with companies, community-based organizations and non-profits.

Develop an effective process to track and maintain alumni connections, and utilize these to connect alumni with current students. MA graduates who get jobs at local non-profits, state or local governments, the federal government, and other sectors are excellent resources for internships and networking for future alumni. Alumni can become an invaluable asset of the department and the MA program in teaching, mentoring, and collaborative scholarly work. Placement of students in community-based projects, practica, and jobs can be greatly increased by the incorporation of alumni into the life of the department.

Provide opportunities for students to conduct research in the local community, an intentional community, or a voluntary or professional organization. At some point in their coursework, MA students should gain some practical experience utilizing data and the latest software used by social science researchers. GIS skills were also highly rated by MA graduates and should be available through course-work or workshop.

Provide course material on qualitative methods, quantitative methods, research design, and data management. Provide or point to opportunities to improve writing skills, technical writing skills, and communication skills.

If it has not already been developed, MA programs should consider providing internship or practica opportunities as an effective way to learn how to apply their anthropological knowledge and experience.

#### **ANTHROPOLOGICAL PROFESSIONAL ORGANIZATIONS**

Develop proactive strategies to communicate with students and recent graduates regarding services the organization provides and how these services meet their professional needs.

Evaluate the dues structure of the organization and consider incentives for current graduate students and recent alumni to join the organization.

#### **FOR AAA**

AAA could provide responses to member departments of anthropology regarding specific educational data. Additionally, the AAA could provide the data to departments that had enough respondents to protect anonymity. These reports would include both the overall respondent results and the results from individual departments' alumni with five or more responding.

AAA could package the results of the survey into a document about MA careers aimed specifically at Masters students. This could be made available to all AAA member departments, as well as being posted on the AAA website.

To ensure the widest possible use of the MA Alumni Survey data, and to expand analyses and interpretations, the AAA could provide selected portions of the raw survey data to interested departments and other interested organizations. Results reported by users would be posted to the CoPAPIA web page on the AAA site.

Responses from membership in specific AAA Sections could be provided to the relevant Section leadership, to help them understand better the needs and perspectives of their MA alumni members.

It is important to continue research regarding the questions of educational experience, career trajectories, and affiliation with professional organizations of MA alumni from anthropology programs. MA alumni constitute a significant portion of graduates of anthropology programs

in the United States, warranting continuing assessment of their educational and professional experiences. The AAA is the most appropriate organization to conduct this research, but given the fact that graduates with an archaeological focus constitute a significant component of the MA alumni respondents, conducting joint projects with the Archaeology Division of the AAA and the Society for American Archaeology might be considered.

Costs of membership and travel to annual meetings appear to be a deterrent to membership and meeting participation. Student membership rates in AAA are high compared to some other national anthropology organizations, and section membership adds additional costs, even though sections have student membership rates too. Consider waiving the AAA-level student membership costs or reducing them to encourage membership and enhance the attractiveness of annual meetings. In short, revisit the financial structure for student members in the AAA.

Since networking and 'keeping up with the field' were two of the most valued aspects of annual meetings, along with access to publications, the AAA meetings might incorporate more formalized or structured networking opportunities for students and new members or first-time attendees. This could be jointly sponsored by sections in order to encourage student connection to the AAA overall and to an area of specialized interests of first-time attendees, including students.

Continue to innovate with new ways to connect students at the undergraduate and graduate level to the breadth of anthropology activities at the meetings and in the organization. For example, a "Student Saturday" event targeting regional undergraduates was piloted at the 2009 AAA meetings with a minimal registration fee for the day. Given the positive response, it will be repeated in 2010 at the AAA meetings in New Orleans. We encourage this kind of model to counterbalance perceptions of high meeting costs and the need for attendees to feel invited and connected.