



The Face of Anthropology One Decade Later

**Anthropology Master's
Reflections on Education,
Careers, and Professional
Organizations Then and Now**

**The 2019 American
Anthropology Master's
Career Survey**

**Report from the
Survey Team**

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Mr. Terry Redding, who provided analysis and the draft report for the 2009 survey, was generous enough to join the survey team for numerous Skype calls to discuss how the original survey was developed, implemented, circulated, and later analyzed. He and Dr. Shirley Fiske generously looked back into their own files and provided us with their original recruitment scripts and fliers, which served as a foundation for our own. With that we would also like to acknowledge and thank the professional organizations and alumni associations who graciously agreed to share our survey link on their listservs and social media accounts. We attribute our large participation in this survey to the utilization of your networks.

We had originally planned to do this survey “on our own”, without direct support from any of the large-scale professional organizations. However, we appreciate the initiative of Dr. Niel Tashima for reaching out and encouraging us to seek financial support for this project through the National Association for the Practice of Anthropology (NAPA), and for serving as our initial point of contact as we wrote our grant To Dr. Ellen Puccia and NAPA – thank you not only for your funding of this project, but for your edits on the first draft of this report, and your patience and understanding as the COVID-19 pandemic delayed the publication of this final report. Thank you as well to Ms. Cathleen Crain her time spent editing and proofreading this. After the hours we spent staring at this document, the external eye was invaluable.

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Finally, to the original 2009 CoPAPIA survey team: We absolutely could not have done this project without you. Your work in developing the original survey and in writing *The Changing Face of Anthropology* provided an invaluable framework. We simply stood upon the shoulders of giants.

Again, many thanks.

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Executive Summary

In spring of 2019 the 2018 University of North Texas Master's Cohort decided to replicate the AAA/CoPAPIA 2009 Anthropology MA Career survey in order to understand how career paths, reflections on education, and views on professional organizations of anthropology master's graduates had changed over the past decade. The survey team collected a non-random sample of 850 valid survey responses from the primary respondent group: those holding a master's degree in anthropology who received this degree in 2018 or earlier from a North American institution. For some questions, we looked at the differences in the responses of anthropologists who indicated they work at an academic institution and those who do not (applied or practicing anthropologists).

Key Findings – Assessments of Educational Programs and Experiences

- Feeling that a graduate degree would enhance general career choices more than a BA/BS was the most agreed upon reason for pursuing a graduate education. The second most common reason for pursuing a graduate education was because participants were seeking the education/training for a *specific* job or career.
- The majority (81%) of respondents felt that their degree prepared them either “well” or “very well” for their career choice. Applied anthropologists are slightly less likely to feel their degree prepared them for their career, but still have high agreement with the statement.
- When asked about overall satisfaction with their education, the majority of respondents were satisfied (“very satisfied” + “somewhat satisfied”) with every component, although in no component were a majority of participants “very satisfied” with their education. The main complaint about master's education was that it does not give students relevant skills to enter the workforce. This is a trend that continues from the 2009 AAA/CoPAPIA results.
- Although most respondents indicated that if given the chance, they would earn their anthropology master's degree again because of the intellectual and professional fulfillment, several mentioned they would look into different schools or into different courses of study within anthropology.
- When asked about different master's program components, such as classroom experience and thesis research, field research opportunities and thesis/research projects emerged as the most helpful components to respondents. The results of this question are consistent with those in 2009. Other helpful components participants elaborated on in an open-ended question were experience, networking, and support.

We asked participants to rate importance of different areas of the knowledge and training often included in master's curricula:

- Among research design and methodology components, qualitative research skills ranked highest (71%) compared to quantitative research skills (60%). Focus groups were ranked lowest (23%)
- Among substantive/content area components, ethics competency training was ranked highest (60%), followed by policy/compliance foundations (51%). Historic preservation was ranked lowest (30%).
- Among workplace preparation and application components, project design, development, and management was ranked highest (72%). Presentation skills (66%) and technical writing (65%) were also considered important. IRB experience or training ranked lowest (30%).
- Participants ranked interviewing skills, ethnographic methods, case studies and readings, anthropological theory, and technical writing as less important (10% decrease or greater) than they did in 2009. Conversely, they ranked job seeking skills and museum work as more important (10% increase or greater) than they did in 2009.

Key Findings – Master's Career Pathways

- 68% of respondents strongly or somewhat agreed that their anthropology master's degree was instrumental in their job offer. Of notable importance: 86% of respondents strongly

or somewhat agreed that skills learned outside of anthropology are significant to their current positions, with 68% strongly or somewhat agreeing that most of their current job skills were learned on-the-job.

- Over half (58%) of respondents strongly or somewhat agreed that they identify themselves professionally as anthropologists most of the time.
- We saw an increase in those employed full time between 2009 (40%) and 2019 (67%). As in 2009, the majority of participants had a permanent position (29%) as opposed to a contractual position (16%).
- The majority of master's graduates were able to find employment within 12 months of graduation (62%). This is consistent with the 2009 data.
- Similar to the 2009 findings, the most common way that graduates found employment was through a colleague or friend (40%) as opposed to a web-based job posting (28%) or a non-web-based job posting (8%). Generally, the frequency of web-based job postings leading to employment increased from 2009 while non-web-based decreased.

WHERE DO MAS WORK (EMPLOYMENT SECTOR)?

- Slightly more than one third (37%) of participants work in academia (college, community college, and/or university). Consulting firms (15%), Government (13% Federal, 10% State/Local) and Nonprofit organizations (12%) also account for many anthropology graduates.

Key Findings – Master's Views on Professional Organizations

- Between 2009 and 2019, the percentage of respondents belonging to at least one *national* anthropological professional organization remained consistent at two thirds. The American Anthropological Association (AAA) was the most frequently selected, followed by the Society for American Archaeology (SAA) and the Society for Applied Anthropology (SfAA).
- Professional organizations at both national, regional, and local levels only fully meet the needs of a little more than a third (37%) of respondents. Respondents noted that while they appreciated networking opportunities, there were not enough opportunities to do so throughout the year. The ability to present at conferences seemed the largest benefit of membership. The high cost of membership, as noted in 2009, is still a barrier to many.
- Generally speaking, anthropologists working as practicing anthropologists find national anthropological organizations less relevant than those working within academia. In particular, respondents felt that the AAA does not recognize the specific needs of practicing and applied anthropologists.
- Networking of various kinds was the main reason why participants would want to join a professional organization, followed by continuing education/keeping up with current trends and knowledge in the field.

A. 2009 COPAPIA SURVEY AND CURRENT SURVEY DEVELOPMENT

I. Introduction

In the 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 support of the growing sector of anthropologists working as practicing anthropologists. Following its inception, the Committee on Practicing, Applied, and Public Interest Anthropology (CoPAPIA) noted that the profession and discipline as a whole suffers from the lack of integration of Masters in the discipline. In 2009, CoPAPIA created an electronic national survey to better understand career trajectories of MA anthropologists across all major fields of anthropology and how they have applied the knowledge and skills acquired in their programs to their careers (Fiske et al. 2010).

Findings from the 2009 survey were reported in "The Changing the Face of Anthropology: Anthropology Masters Reflect on Education, Careers, and Professional Organizations", an open access PDF document. In the fall of 2018, Dr. Christina Wasson presented the accompanying slide deck to the University of North Texas (UNT) first year master's cohort. The UNT master's cohort decided to replicate this study in order to approximate a longitudinal study with a cross-sectional design to better understand how the discipline of anthropology and its career trajectories have changed over the past 10 years.

B. SURVEY DESIGN, METHODOLOGY, AND IMPLEMENTATION

The 2019 American Anthropology Master's Career Survey was a student-run initiative to replicate the 2009 AAA/CoPAPIA Anthropology MA Career Survey. The survey team consisted of nine first year master's students in Applied Anthropology at the University of North Texas.

In conjunction with the data from the original 2009 AAA/CoPAPIA Anthropology MA Career Survey, the goal of the survey and subsequent reports is to understand 1) how master's degree alumni have crafted careers; 2) what retrospective advice they have for departmental programs, and 3) whether they continue to identify with the profession.

- In distributing and editing the survey, the survey team engaged the advice of an advisory network to provide feedback from specialties across anthropology. Advisory Board roles consisted of: Providing feedback on the distribution materials
- Beta testing the survey
- Acting as our lead contact between our team and professional organizations
- Advising on data analysis
- Providing insights from experiences with the original 2009 survey
- Providing feedback on final report
- Providing leads for distribution and networking

METHODS

The survey was designed for those who:

- Had completed a master's degree in any field of anthropology
- From a North American institution before or during 2018
- Regardless of any other degrees prior or subsequent to the master's degree

While those who had obtained degrees beyond a master's were welcome to participate, the majority of the questions were geared towards a master's experience. However, the final sample did include a cross-section of PhD graduates.

Mirroring the 2009 AAA/CoPAPIA survey, the survey team utilized a snowball sample design. The survey team contacted universities and professional organizations and maintained an active

Twitter account in order to reach the widest representation of master's degree graduates.
Recruitment avenues included:

- Alumni networks of all university departments with an anthropology master's or PhD program
- AAA listserv and newsletter
- National professional association newsletters and listservs including: NAPA, SFAA, SAA, SHA, AAPA, and AIA
- Currently operating LPO membership bases
- All other professional organizations free listed by participants of the 2009 survey
- Anthropology-related social media groups, meet-ups, and podcasts
- American Evaluation Association
- Consortium of Practicing and Applied Anthropology
- Our AnthroSurvey Twitter account

Mr. Terry Redding and Dr. Shirley Fiske, members of the 2009 survey team and members of the 2019 Advisory Network, generously granted us access to their recruitment materials from the 2009 survey. These materials included website scripts, email scripts, letters to the department heads, and fliers. The survey team adapted these materials in addition to creating new ones.

SURVEY INSTRUMENT

In order to maintain the ability to analyze this 2019 data longitudinally with the 2009 data, the survey team used a minimally modified version of the 2009 survey instrument. At the suggestion of Mr. Terry Redding, the team added additional screening questions at the beginning of the survey in addition to a question addressing whether participants took the 2009 version of the survey. Prior to the launch of the 2019 survey, all changes were reviewed and approved by the Advisory Board.

ANALYSIS

Utilizing SPSS, survey data was cleaned and analyzed including descriptive and probability statistics such as cross-tabs and bi-variate analysis. This report includes the data from the 2019 survey, as well as comparative analyses between this year's data and the data from 2009. Text based questions were coded for themes by members of the survey team. For some questions, codes were taken from the data presentation of the 2009 data, in order to provide comparisons.

A. EDUCATIONAL DEMOGRAPHICS

II. Respondent Demographics

YEAR AND DECADE OF GRADUATION

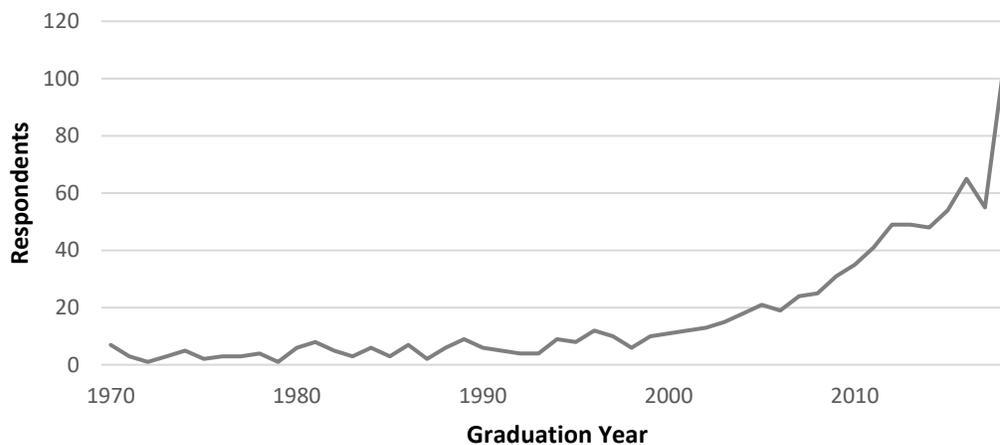
59% of the respondents had graduated with a master's degree within the past decade. Table 1 shows the number of respondents that graduated in each decade, more than half of whom graduated in the past four years.

Table 1. Respondents by Decade of Degree
(n₂₀₀₉=758, n₂₀₁₉=847)

| Decade | Frequency | | Percentage | |
|--------|-----------|------|------------|------|
| | 2009 | 2019 | 2009 | 2019 |
| 2010s | N/A | 500 | N/A | 59% |
| 2000s | 379 | 189 | 50% | 22% |
| 1990s | 203 | 74 | 27% | 9% |
| 1980s | 108 | 52 | 14% | 6% |
| 1970s | 54 | 25 | 7% | 3% |
| 1960s | 14 | 7 | 2% | 1% |

Plotted by year, Figure 1 shows a slow, yet steady increase by year in respondents from the 1960s through approximately the year 2000. From that point, the increase in respondents that have graduated shows an increased rise per year.

Figure 1. Respondent Graduation by Year (n=850)



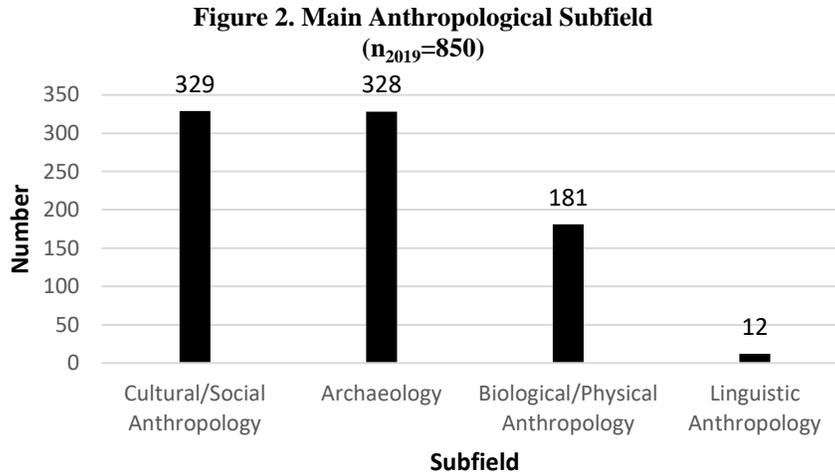
Respondents were asked to identify the university from which they graduated. In total, respondents reported graduating from 204 universities. The most frequently reported universities from which respondents graduated are shown in Table 2. The following universities also had the most respondents in the original 2009 survey: University of Memphis, Northern Arizona University, University of Maryland – College Park, University of South Florida, and San Diego State University.

Table 2. Degree-Issuing Universities, Top 12
(n₂₀₀₉=128, n₂₀₁₉=204)

| University | Frequency | University | Frequency |
|---------------------------------------|-----------|---------------------------------------|-----------|
| University of Memphis | 61 | University of North Texas | 33 |
| Northern Arizona University | 53 | Northern Arizona University | 25 |
| University of Maryland - College Park | 45 | University of Memphis | 23 |
| University of South Florida | 32 | University of South Florida | 20 |
| University of Arizona | 30 | San Diego State University | 18 |
| American University | 22 | Kent State University | 15 |
| Western Washington University | 14 | University of Chicago | 14 |
| University of Wisconsin Milwaukee | 12 | University of Maryland – College Park | 14 |
| Arizona State University | 11 | University of Florida | 12 |
| Georgia State University | 11 | University of Alabama | 11 |
| San Diego State University | 11 | University of New Mexico | 11 |
| University of Arkansas | 11 | Eastern Carolina University | 10 |

PRIMARY FOCUS OF DEGREE

We asked respondents to identify their degree focus. There were two questions in the survey regarding the focus and specializations of respondents' master's degrees. The first question (results displayed in Figure 2) addressed the subfield to which their degree/focus most relates. The second question (results displayed in Table 3) asked respondents to check off a list of specializations. For this question, respondents could check multiple specializations in order to gain a more complete interpretation of specializations within master's programs. As seen in Figure 2, the majority of respondents identified with the subfields of Cultural/Social Anthropology and Archaeology.



Based on feedback during the process of revising the original survey for 2019, the suggestion was made to add Bioarchaeology and Design specializations to this question. The Four fields/generalist specialization was removed from the question in the 2019 iteration of the survey. Excepting a few specializations, such as urban and educational, there has been a general increase in respondents in each specialization from the original 2009 AAA/CoPAPIA survey.

Table 3. Master's Degree Specialties, Focus of Degree
Multiple Responses Possible
(n₂₀₀₉= 758, n₂₀₁₉=834)

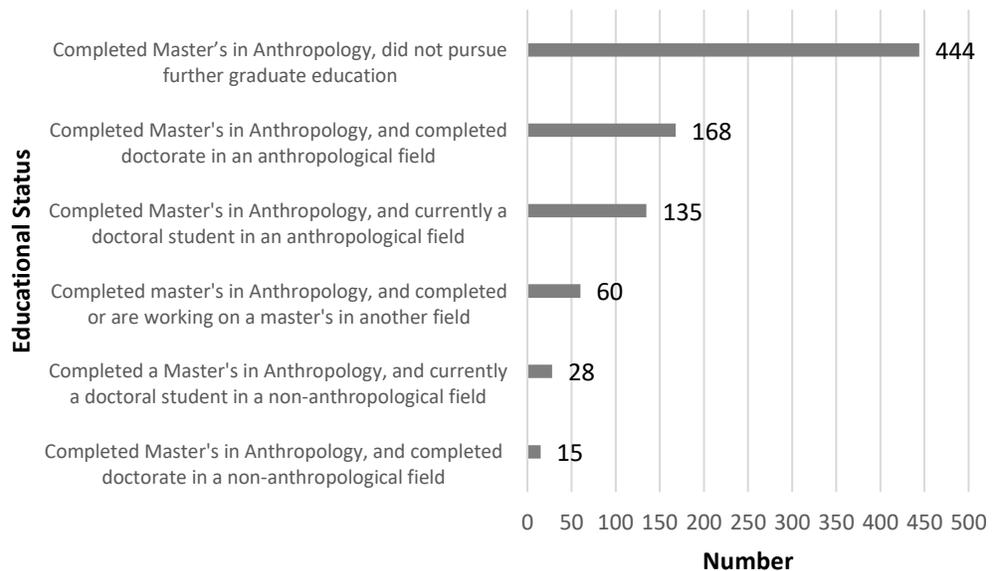
| Specialty | Frequency | |
|----------------------------------|-----------|------|
| | 2009 | 2019 |
| Archaeology | 271 | 344 |
| Cultural/Social | 262 | 268 |
| Applied/Practicing | 243 | 291 |
| Medical | 97 | 130 |
| Physical/Forensic | 66 | 153 |
| Urban | 53 | 46 |
| Museum/Curatorial | 39 | 54 |
| CRM | 38 | 109 |
| Educational | 26 | 23 |
| Environmental | 21 | 55 |
| Historic Preservation | 17 | 60 |
| Linguistics | 15 | 24 |
| Four Fields/Generalist | 6 | - |
| Business | 5 | 26 |
| Public Anthropology | 5 | - |
| Visual and/or Media Anthropology | 4 | - |

| Specialty | Frequency | |
|-----------------------------------|-----------|------|
| | 2009 | 2019 |
| International Development | 4 | - |
| Primate Behavior/ Primatology | 3 | - |
| Community Development/ Engagement | 3 | - |
| Ethnohistory | 3 | - |
| Bioarchaeology | - | 90 |
| Design Anthropology | - | 13 |
| Other | 78 | 140 |

CURRENT EDUCATIONAL STATUS

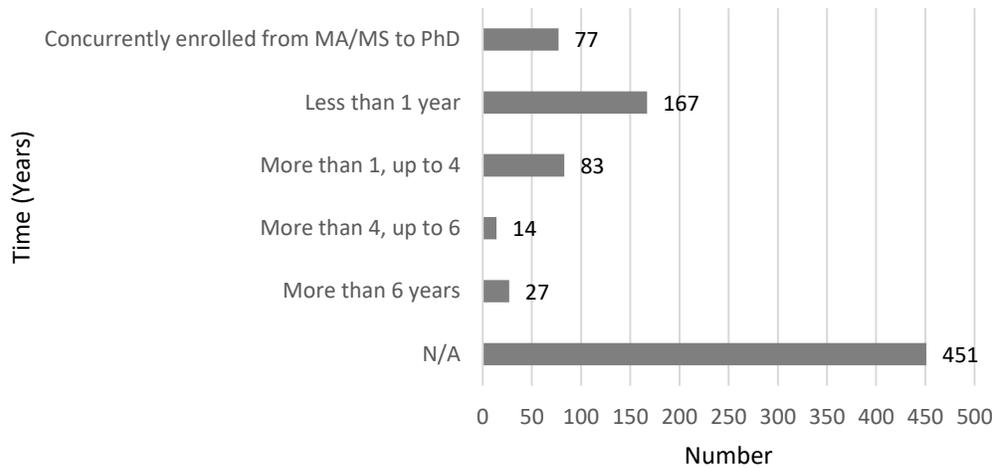
The survey asked respondents to describe their current educational status. The question essentially separated respondents into four groups: those who had completed their master’s in anthropology but had not pursued further graduate education (n=444), those who were currently working on a second master’s degree (n=60), those who were currently doctoral students either in anthropology or another field (n=163), and those who had completed their PhD either in anthropology or another field (n=183). 52% of respondents possessed a master’s degree in anthropology and had not pursued further graduate education, whereas 36% had pursued and/or gained a PhD in anthropology. 12% of respondents had pursued further graduation education in fields other than anthropology.

Figure 3. Educational Status
(n₂₀₁₉=850)



Respondents who were pursuing or had earned a PhD were asked to denote the time between earning their master’s degree and the pursuit of their doctorate. Of these 368 respondents who were pursuing or had earned a PhD, 4% had waited between 4 to 6 years to pursue their doctorate. 23% of respondents waited between 1 and 4 years and two thirds (67%) went on to their PhD within a year of graduation or were concurrently enrolled in a PhD track program.

Figure 4. Time Between Master's Degree and Pursuit of PhD
(n₂₀₁₉=819)



ADDITIONAL CERTIFICATES AND TRAINING

In addition to their master's degrees in anthropology, respondents were asked if they have had any coursework or obtained knowledge in additional specialized areas outside anthropology. In an open-ended question, respondents were given the opportunity to list their additional coursework and training. In total, 357 respondents answered this question. The five most frequent forms of training and coursework were public health (n=52), business administration/analysis/management (n=30), GIS (n=20), statistics (n=19), and policy (n=15).

B. OTHER DEMOGRAPHICS

Reflecting a strong similarity with the 2009 AAA/CoPAPIA survey, there was a higher proportion of women amongst the respondents. In addition, a significant number of respondents identified as Caucasian.

PRIMARY PLACE OF RESIDENCE

When asked about their primary place of residence at the time of the survey, respondents indicated a geographic spread across 47 states and the District of Columbia. Respondents living in Canada were from 4 of the provinces. Outside of North America, 30 respondents denoted their primary residence in 22 countries across the globe. Below, in Table 4, are the top 10 places of residence indicated by survey respondents. In the column labelled 2009, are the primary states of residence for respondents from the 2009 AAA/CoPAPIA survey. In the column labelled 2019, are the primary states of residence of respondents who completed this current survey. The states with the highest frequency shared between the two surveys are California, Arizona, Maryland, Florida, Texas, and New York.

Table 4. Primary Residence, Top 10 States
(n₂₀₀₉=737, n₂₀₁₉=762)

| University | Frequency | |
|---------------------------|-----------|------|
| | 2009 | 2019 |
| California | 70 | 76 |
| Tennessee | 49 | - |
| Arizona | 47 | 33 |
| Maryland | 44 | 41 |
| Florida | 43 | 37 |
| Texas | 22 | 41 |
| New York | 40 | 35 |
| Washington | 35 | - |
| North Carolina | 32 | - |
| District of Columbia (DC) | 25 | - |
| Georgia | - | 32 |
| Colorado | - | 29 |
| Illinois | - | 27 |
| North Carolina | - | 24 |

Table 5. Primary Residence, Outside of United States
(n₂₀₁₉=850)

| Country | Frequency |
|--|-----------|
| | 2019 |
| Canada | 29 |
| United Kingdom of Great Britain and Northern Ireland | 3 |
| Pakistan | 3 |
| Chile | 2 |
| Turkey | 2 |
| Australia, China, France, Germany, Ghana, Guyana, Haiti, Iceland, India, Japan, New Zealand, Norway, Rwanda, Slovenia, South Africa, Suriname, Switzerland, Tanzania | 1 Each |
| Total | 30 |

GENDER

In regard to gender, we allowed respondents to categorize their own gender. Of the 798 respondents to this question, 556 (70%) denoted female and 217 (27%) identified themselves as male. Eight respondents reported “nonbinary”, three respondents reported “prefer to self-identify”, and 14 reported that they “prefer not to answer”.

ETHNICITY

In an open-ended question we asked respondents to identify themselves “ethnically.” There were two subsequent questions. The first subsequent question asked respondents to choose categories from the 2010 U.S. Census with which they best identified, and the second asked if they identified as Hispanic or Latino/a/x. Although any question regarding ethnicity is inherently problematic, as noted extensively by respondents in the 2009 AAA/CoPAPIA survey, it is our hope that by using national census categories the two data sets will be comparative in future analyses. The data underscore the over-representation in the discipline of those who consider themselves white - ethnically and/or racially.

83% indicated they were white/Caucasian; 3% selected Black (including African American, Afro-Caribbean); 7% chose Hispanic/Latino; 3% Asian/Pacific Islander; and <1% Native Hawaiian or Other Pacific Islander. 3% of the respondents identified as American Indian/Native Alaskan. These ratios are similar to those reported in the 2009 AAA/CoPAPIA survey.

Since nearly all respondents answered the open-ended question, the answers indicate the multitude of ways in which people identify themselves. The self-identifiers ranged from “descendant of pilgrims and slaves” to “Ashkenazi,” “Gringa,” “So Cal,” “Chicana,” and “Mulatto.” There were a number of responses such as “Depends on the context” and “Boring,” “Human,” and “I don’t.” These responses, nearly identical to those voiced in the 2009 AAA/CoPAPIA survey, reflect a larger frustration within the discipline with racial/ethnic categorization.

MARITAL STATUS AND HOUSEHOLD COMPOSITION

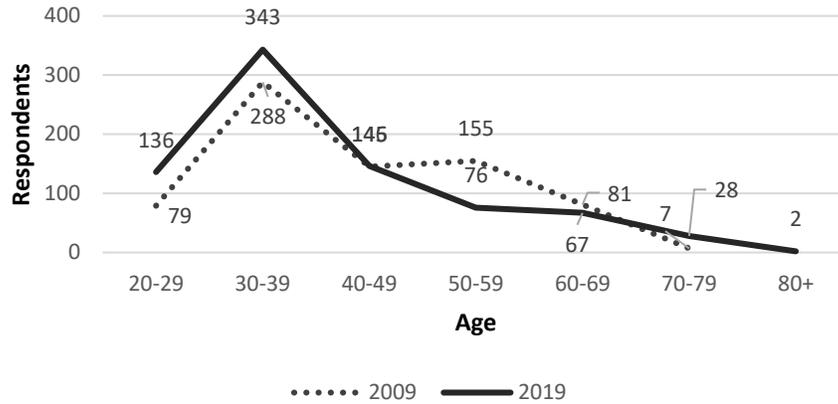
In comparison with the 2009 AAA/CoPAPIA survey, the proportion of respondents who reported their status as “Married/domestic partner” was high, with 64% (n=505) of respondents denoting this status. 29% of respondents reported “Single,” (n=228) and 5% were “Divorced/separated” (n=40). Of the remainder, one percent reported being widowed and one percent reported as “Other.”

Respondents were also asked the number of children or dependents living with them. Among the 33% (n=284) of respondents who stated they had dependents living in the household, 44% (n=124) had one child/dependent, while 41% (n=116) had two children or dependents living with them.

AGE DISTRIBUTION

Those in their 30’s to 40’s reflect the largest single age group amongst the respondents. The majority of respondents were between 20 and 49 years of age. In comparison to the data from the 2009 AAA/CoPAPIA survey, the trends in age distribution are similar. See Figure 5 on the following page.

Figure 5. Respondent Age Distribution
(n₂₀₀₉=755, n₂₀₁₉=798)



SALARY RANGE AND INCOME DISTRIBUTION

In Figure 6 below, salary distribution amongst MA degree-holders compares salaries earned by sex. As compared with men, fewer women are reflected in the mid to high-income range of \$50,000-\$150,000+. In the higher income range of \$100,000-\$149,000, the ratio of women and men are roughly equivalent. For the highest income bracket, \$150,000+, more men are reflected earning higher salaries than women. Conversely, the situation is reversed in the lowest income brackets. More women earned low salaries and mid-low salaries ranging from less than \$20,000 to \$35,000-\$49,999.

Figure 6. Salary Distributions, Master's Program Graduates by Sex
(n₂₀₁₉=442)

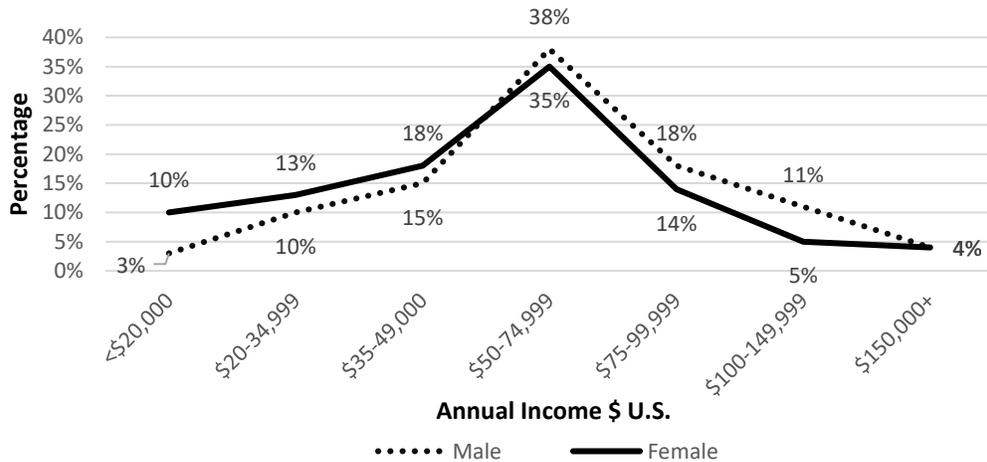
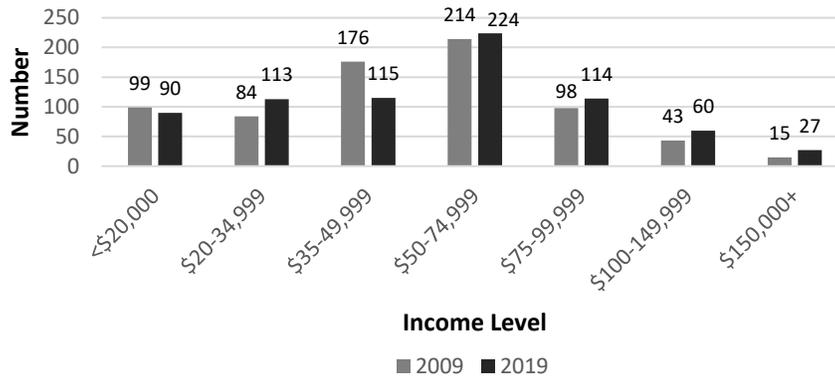


Figure 7. Respondent Income Distribution
(n₂₀₀₉=755, n₂₀₁₉=743)



C. SUMMARY

In sum, the respondents to this survey consist of mostly recent graduates who matriculated between the years 2010 and 2018 (n=500). While the survey is geared more toward graduates who only have master's degrees, there was an attempt to include those who have pursued further graduate education. As such, 52% of respondents possess a master's degree in Anthropology and have not pursued further graduate education. 36% have pursued and/or gained a PhD in Anthropology and 12% of respondents have pursued further graduate education in fields other than anthropology. The majority of respondents identified with the subfields of Cultural/Social Anthropology (n=329) and Archaeology (n=328). In terms of specialization, for which multiple choices were possible, the specializations with the highest frequencies were Archaeology (n=344), Applied/Practicing (n=291), Cultural/Social (n=268), Physical/Forensic (n=153), and Medical (n=130). Demographically, the majority of respondents were white women in the age range of 30 to 49 years of age, who were married or living with a domestic partner. 33.4% reported having one or more children/dependents living with them. A majority of the overall sample had salaries between \$50,000 and \$74,999. The proportion of women to men in each income bracket shows more women earning between \$20,000 and \$49,000 than men and fewer women earning between \$50,000 and \$150,000+ than men.

III. Survey Results

This survey asked respondents to reflect on their education and careers in three general buckets: their experiences and satisfaction with their degree program, their career pathways, and their views on various professional organizations. We address the findings in each of these three areas in turn.

For reference, the survey instrument can be found in Appendix A. The frequency analyses for each of the quantitative questions are provided in Appendix B. Additionally, for those interested in further analyses of the data, the full or partial data set can be obtained from the National Association for the Practice of Anthropology.

As was done in the 2009 AAA/CoPAPIA report, we separated respondents into those with MAs and those with PhDs. The MA group contains all respondents who have obtained a master's degree but did not pursue a higher degree (regardless of additional master's degrees). The PhD group consists of all individuals who have obtained a PhD, regardless of the discipline in which the PhD was earned. This distinction allows us to analyze some questions based upon education level. In the 2009 AAA/CoPAPIA report, the team additionally partitioned respondents into groups representing those with an archaeological focus and those with a cultural/applied or other specialization. Although this provided interesting and key data into the different career paths and views of archaeologists and non-archaeological anthropologists, we do not do so in this report. The main reason for this is that for the majority of questions on this survey, the data between 2009 and 2019 do not differ substantially and we felt analyzing the data on this division a second time would be redundant.

Instead, we looked at the differences between those respondents working inside academia and those working outside academia. To this end, respondents were separated based on their answers to the question "Please specify the type of organization in which you are now primarily employed". Respondents were allowed to select all organizations that applied in order to account for those who are employed in multiple jobs. For the purposes of this report, "Academic" anthropologists are all those who selected "Academic (College, Community College and/or University)" as their answer to this question, regardless of whether they selected any other answer. "Applied/Practicing" anthropologists consist of the rest of the sample.

We divided the respondents in this way not to perpetuate the longstanding divide between the academy and "applied" anthropologists (see Kozaitis 2000, Marietta and Hill 2006, Sillitoe 2006, Low 2010), but to better understand how academic anthropologists' reflections on their education, career pathways, and opinions towards professional organizations differ from those anthropologists who sought work outside of the academy. An anthropological education not fully preparing students to enter the workforce and the disconnect between practicing anthropologists and most professional organizations emerged as a strong theme in nearly every open-ended question, and we felt it prudent to explore these themes in more detail.

A. REFLECTIONS ON MASTER'S EDUCATION AND DEGREE PROGRAMS

Over a dozen questions explored respondents' reflections on how they appraised their master's education and the components of their degree programs. In revising the original 2009 AAA/CoPAPIA survey, the survey team solicited feedback and advice from the members of Survey Advisory Board to best tailor questions towards the goal of garnering information that would best determine whether graduates found their degree and educational preparation useful in their careers.

MOTIVATION FOR PURSUING MASTER'S DEGREE

We asked respondents about their reasons for pursuing a graduate degree in anthropology. A series of Likert scale questions explored motivations across 9 different factors. For this question respondents were separated into two categories: those that have earned a master's degree and have

not pursued further graduate education, and those that are currently pursuing or have earned a PhD. Table 6 shows the percentage of these categories of respondents that have strongly agreed with the 9 different factors in the Likert scale. 70% of master’s degree recipients thought a graduate degree would enhance their general career choices more than a bachelor’s degree. 50% of master’s degree recipients were seeking education/training for a specific job or career, and 32% were motivated by a general interest in anthropology rather than a specific career goal.

Table 6. Reasons for pursuing a graduate education for those who answered “strongly agree”

| | Master’s Degree | PhD |
|---|-----------------|-----|
| Thought a graduate degree would enhance my general career choices more than a BA/BS (n=557) | 70% | 51% |
| Was seeking education/training for a specific job or career. (n=420) | 50% | 51% |
| Motivated by a general interest in anthropology rather than a specific career goal (n=270) | 32% | 31% |
| A master’s was a sufficient career enhancement, did not need a PhD (n=200) | 30% | 1% |
| Hoped to combine the degree with other education/training to pursue a particular job/career (n=255) | 25% | 32% |
| Planned or still plan to pursue a PhD (n=210) | 22% | 40% |
| Planned or still plan to pursue a role in teaching (n=196) | 21% | 34% |
| Could not afford, in time and/or finances, to further pursue a PhD (n=121) | 18% | 1% |
| Was in a PhD program, but decided to stop with a masters (n=52) | 7% | 2% |

IS A MASTER’S DEGREE SUFFICIENT?

Overall, 31% of respondents found that a master’s degree was a sufficient career enhancement and did not need a PhD. 25% of the respondents who have only a master’s degree hoped to combine their master’s degree with other education and training to pursue a particular job/career. 50% of respondents felt their degree prepared them “Well” for the career choice and 31.5% felt their degree prepared them “Very Well.” Conversely, 16% felt their program prepared them “Poorly” and 4% say it prepared them “Very Poorly.”

“I learned a lot of fascinating information but wasn’t really taught what to do with it. There were a lot of general skills like critical thinking, holism, debate skills, and communication skills that I gained from this degree that have been very helpful.”

Figure 8. “How well did the master’s degree prepare you for your career choice?” (n₂₀₁₉=840)

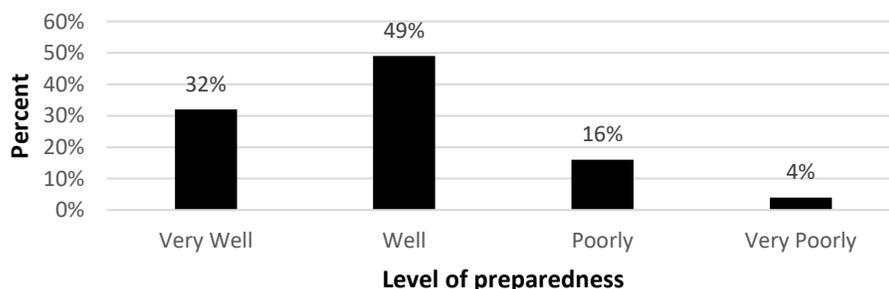
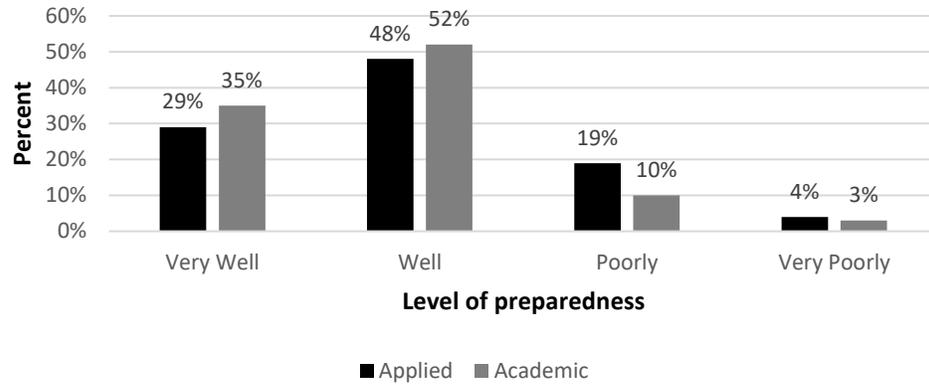


Figure 9. Applied vs Academic: "How well did the master's degree prepare you for your career choice?"
(n_{applied}=518, n_{academic}=298)



In contrast to academic anthropologists, applied anthropologists had slightly less satisfaction with how well their master’s degree prepared them for their career choice, but not substantially so. However, when reduced to a binary (did the degree prepare them well or not), the difference becomes more visible. 77% of applied anthropologists felt their degree prepared them well, compared to 87% of academics. Despite the overall differences, the large majority of both groups felt that their MA prepared them for their careers.

OVERALL SATISFACTION WITH EDUCATION

We asked participants to indicate how satisfied they were with the quality, depth, and breadth of their education on 8 different components. We added 3 components specifically related to PhD education to be more inclusive of education beyond that of a master’s degree. Of particular note is that in no component were a majority of participants “very satisfied” with their education, however for every question a majority can be reached when combining the “very satisfied” and “somewhat satisfied” response categories, indicating that the main sentiment amongst respondents was that of satisfaction. None of the responses differed more than 10% from the 2009 findings.

“Looking back, the most useful parts of graduate school were the non-course work components. If I could have done anything different, it would be to develop those more (project management, design, and report writing, etc.).”

Table 7. Satisfaction with Quality, Depth, and Breadth of Education

| | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | N/A |
|--|----------------|--------------------|---------|-----------------------|-------------------|-----|
| The quality of education received in my master’s program (n=821) | 43% | 40% | 7% | 7% | 3% | 0 |
| The quality of education received in my PhD program (n=819) | 18% | 16% | 2% | 3% | 3% | 60% |
| The depth of the skill set I came away with after graduation (n=822) | 31% | 46% | 10% | 9% | 4% | 1% |

| | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | N/A |
|--|----------------|--------------------|---------|-----------------------|-------------------|-----|
| The breadth of the skill set I came away with after graduation (n=821) | 31% | 43% | 11% | 10% | 4% | 0 |
| The relevance of my master's education to my career overall (n=822) | 43% | 31% | 11% | 8% | 5% | 1% |
| The relevance of my PhD education to my career overall (n=819) | 28% | 10% | 3% | 2% | 2% | 61% |
| Career advancement opportunities enabled by my master's degree (n=820) | 34% | 28% | 15% | 8% | 10% | 6% |
| Career advancement opportunities enabled by my PhD (n=817) | 18% | 8% | 4% | 2% | 3% | 65% |

“While theory is great, if we are looking to help MA anthropologists, we need to focus on applied, transferable skills and internships/actual experience as the primary goal of these programs.”

↑ - 10% or more increase from 2009 AAA/CoPAPIA, The Changing Face of Anthropology
 ↓ - 10% or more decrease from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

We gave respondents an opportunity to elaborate if they wanted to. A general consensus in responses to this open-ended question was that a MA/MS program did not give the respondents all the necessary relevant skills to enter to the workforce. They either learned those skills on the job or they sought specific skills during their program through outside sources. This was a finding of the 2009 AAA/CoPAPIA survey as well, where they found that “nearly 9 out of 10 respondents have careers in which their anthropological education was augmented by skills obtained outside the discipline” (Fiske et al. 2010). It would appear that the need to augment an anthropological education with additional skills outside the discipline has not changed over the past decade. The need for more career training will be addressed in our recommendations. Despite the need many felt for additional training beyond their master’s degree, holding the degree itself afforded many participants new opportunities/promotions. “You get what you put into your degree” was mentioned several times. Respondents seemed to perceive that it is up to the individual to create their own opportunities, both in their programs and in the job market. A PhD was often discouraged by these participants unless academia is the ultimate career goal. Several times people said that the only people who care about a doctorate in anthropology are the anthropologists themselves, although there were still a minority that said a PhD would have helped them with their careers.

In an optional, open-ended question, respondents were asked, “If you had the chance to earn your anthropology master’s degree again, would you? Would you do anything differently?” The majority of respondents noted that if given the chance to earn their anthropology master’s degree again, they would. Those that found the master’s degree useful also generally mentioned that it was fulfilling in an intellectual or in a professional way. Several respondents also mentioned that they would have pursued a master’s or other graduate degree in another field of study. These respondents cited an interest in a different field or better job prospects as a reason for wanting to pursue advanced degrees in other fields.

Several respondents also mentioned that if given the opportunity they would choose to go to another school for their anthropology degree. The reasoning for this change included finding a program that was more focused on their specific research interest or specialization, a program with better funding opportunities, a program with a more applied focus, a program that had more

“balance” with qualitative and quantitative interest as well as a program with more opportunities to be interdisciplinary; particularly in being able to have classes and certificate in the STEM fields and GIS. Several of the respondents that mentioned these changes related them to job prospects and the ability to be more flexible so as to choose a more specific focus of interest.

Respondents also mentioned going to a school with a larger base of professors and advisors to choose from as well as a large, more organized alumni network. The respondents that mentioned a larger base to choose advisors was due to specialization as well as more general academic support. Respondents who mentioned a larger alumni network related this to job prospects.

ASSESSMENT OF MASTER’S PROGRAM COMPONENTS

We asked participants to reflect on how helpful 8 different components were to their master’s education. Most (79%) found their classroom experience helpful, and 83% of participants found their thesis or research projects helpful. Public presentations were found by many (66%) to be helpful as well. Advisor/mentor relationships (72%) and field research opportunities (78%) also emerged as helpful components to participants. None of these components differed more than 10% from the 2009 findings.

Table 8. “Looking back on your graduate education program, please rank how helpful the following components were to you:”

| | | | | | | |
|---|-----|-----|-----|-----|----|-----|
| (a) Classroom experience (n=843) | 39% | 40% | 14% | 5% | 1% | <1% |
| (b) Student teamwork (n=838) | 19% | 31% | 23% | 14% | 8% | 6% |
| (c) Thesis/research project (n=842) | 58% | 25% | 10% | 3% | 2% | 3% |
| (d) Public presentation/colloquium (n=840) | 36% | 30% | 17% | 6% | 3% | 8% |
| (e) Internship/practicum (n=842)** | 31% | 13% | 9% | 2% | 4% | 41% |
| (f) Partnership opportunities with outside organizations and institutions (n=843)** | 30% | 17% | 9% | 4% | 5% | 34% |
| (g) Advisor/mentor relationships (n=842) | 49% | 23% | 12% | 8% | 8% | <1% |

| Master's Program Components | Extremely Helpful | Generally Helpful | Somewhat Helpful | Marginally Helpful | Not Helpful at all | N/A |
|---|-------------------|-------------------|------------------|--------------------|--------------------|-----|
| (h) Field research opportunities (on or off campus) (n=844) | 58% | 20% | 7% | 3% | 4% | 8% |

↑ - 10% or more increase from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

↓ - 10% or more decrease from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

**Note: Internships and Partnership opportunities with outside organizations received relatively low rankings. However, these components are not available at all, or even most, MA degree programs. 41% and 38% respectively indicated that they had not participated in these types of programs. These are relatively high percentages compared to the other components. When those who were unable to participate in these components are removed from calculations, internships was found to be extremely or generally helpful by 75% of respondents, and partnership opportunities rose to 72%

We provided a space for participants to elaborate if they wanted to. The majority of other helpful components to the graduate experience cited were experience, networking, and support. Experience was the most often expressed component with experience ranging from writing, casework, teaching, fieldwork, job training, and research. Overall, the experiences that respondents found most valuable related to the academic field or would be translatable to work outside academia. Several respondents also mentioned that the experience gained through assistantships and fellowships was valuable.

Networking was the second most often expressed component. Networking included a good alumni network, good rapport with professors, conferences, and other social opportunities to meet others in the field and those who practice outside the field.

The third most mentioned component was support. The majority of respondents who mentioned support noted that the best support came from peers and those who shared in their experience and journey through the graduate school. Professors and advisors were the second set of support followed by family and personal friends. It should be noted that a few respondents mentioned that “bad” advisors can have an overall deleterious effect on the graduate education experience.

Related to networking and experience several respondents mentioned having an interdisciplinary network and the ability to learn interdisciplinary skills and experience was helpful to their graduate experience.

Outside of these major factors, respondents also noted the following to be helpful: Funding; having classes with an applied focus that gives them necessary skills outside of academia; having a more holistic approach; and classes that are “friendly” to student schedules. For archaeologists, cultural resource management (CRM) experience and opportunities were very helpful.

ASSESSMENT OF CURRICULAR COMPONENTS

We asked participants to assess curriculum components of their master's programs in three areas: research design and methodology, substantive content, and workplace preparation and application. We made several additions to this question in the survey. We added a question in the research design and methodology section asking about qualitative data software packages such as MaxQDA, QDA Miner, and AtlasTi. In the substantive and content area section, the 2009 survey combined anthropological and archaeological theory, as well as anthropological and archaeological readings/case studies. For the 2019 survey, we chose to split these two questions between archaeology and anthropology. Finally, in the workplace preparation and skills section, we added a question for practice with team-based collaborations. The table below summarizes the findings.

Table 9. Knowledge and Training to Include in Master’s Curricula, ranked by frequency of “More Important” responses

| Knowledge/Training Areas | More Important | Average Importance | Less Important | N/A, Don’t Know |
|--|----------------|--------------------|----------------|-----------------|
| (1) Research Design and Methodology | | | | |
| Qualitative Research skills in general (n=841) | 71% | 25% | 4% | 1% |
| Observation skills (n=837) | 69% | 23% | 5% | 4% |
| Interviewing skills (n=842) | 50% ↓ | 25% | 18% | 7% |
| Ethnographic methods (n=840) | 48% ↓ | 29% | 16% | 7% |
| Quantitative research skills in general (n=841) | 60% | 29% | 8% | 3% |
| Survey techniques (n=838) | 54% | 31% | 11% | 5% |
| Archival research/data mining (n=841) | 48% | 32% | 12% | 8% |
| Statistics (n=841) | 51% | 35% | 12% | 2% |
| Archaeology field methods (n=838) | 46% | 19% | 16% | 19% |
| Geographic Information Systems (GIS) (n=841) | 45% | 26% | 15% | 14% |
| Software-based statistical packages (e.g. SPSS, SAS) (n=841) | 44% | 31% | 17% | 8% |
| Archaeology lab methods (n=838) | 39% | 21% | 18% | 21% |
| Rapid assessment techniques (n=841) | 27% | 31% | 18% | 24% |
| Focus groups (n=839) | 23% | 28% | 33% | 17% |
| Qualitative software packages (e.g. Dedoose, MAXQDA, Atlas TI) (n=841) | 27% | 29% | 24% | 21% |
| (2) Substantive/Content Areas | | | | |
| Applied anthropology or archaeology case studies and readings (n=839) | 50% ↓ | 33% | 13% | 4% |
| Collaborative, participatory, community-based approaches to anthropology and archaeology (n=840) | 50% | 25% | 14% | 12% |

“I can’t overstate how helpful it would have been to have a stat class during my Master’s.”

| Knowledge/Training Areas | More Important | Average Importance | Less Important | N/A, Don't Know |
|---|----------------|--------------------|----------------|-----------------|
| Anthropological theory (including theory in archaeology) (n=840) | 42% ↓ | 42% | 15% | 1% |
| Ethics competency training (n=839) | 60% | 28% | 10% | 2% |
| Four-field exposure/coursework (n=841) | 39% | 36% | 21% | 4% |
| Evaluation research (n=839) | 38% | 35% | 12% | 15% |
| Policy/compliance foundations for anthropology and archaeology (ARPA, NEPA, NHPA, NAGRPA, etc.) (n=839) | 51% | 30% | 11% | 9% |
| Social impact assessment (n=839) | 36% | 37% | 15% | 12% |
| Historic preservation (n=838) | 30% | 34% | 23% | 13% |
| Museum work, representation, collection, exhibit preparation (n=839) | 38% ↑ | 35% | 12% ↓ | 15% |
| (3) Workplace Preparation and Application | | | | |
| Technical writing (proposals/grants) (n=841) | 65% ↓ | 23% | 8% | 2% |
| Project design, development, and management (n=837) | 72% | 22% | 4% | 2% |
| Presentation skills (verbal/PowerPoint/graphics) (n=842) | 66% | 29% | 5% | <1% |
| Budget preparation/analysis/execution (n=839) | 54% | 31% | 11% | 3% |
| Networking Skills (n=838) | 61% | 29% | 9% | 1% |
| Community development/partnerships/grassroots – working with communities (n=839) | 46% | 34% | 16% | 4% |
| Job-seeking skills (n=838) | 60% ↑ | 30% ↓ | 8% | 2% |
| General Computer Skills (MS Office, web applications) (n=840) | 45% | 36% | 17% | 2% |
| IRB experience or training (n=837) | 30% | 33% | 18% | 19% |

“I think it is important for graduate schools to offer training in many/all of these areas, but all of that doesn't have to happen within the anthropology department. For example, one can take stats in other departments, or even public policy classes in the public policy school or through work placements.”

“Knowing how to work collaboratively is really important. It’s easy for decision makers to reject research findings uncritically. I’ve found that bringing these types of stakeholders through the research process really increases the likelihood for recommendations to be taken seriously. Students need to be able to bring non-researchers through the entire research process from design to recommendation.”

| Knowledge/Training Areas | More Important | Average Importance | Less Important | N/A, Don't Know |
|---|----------------|--------------------|----------------|-----------------|
| Practice with team-based collaborations (n=840) | 47% | 38% | 12% | 4% |

↑ - 10% or more increase from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

↓ - 10% or more decrease from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

- Research Design and Methodology:** In general, participants placed a high degree of importance on nearly all of the research design and methodology components. Qualitative research skills in general were ranked as “more important” by 71% of respondents. Observation skills were similarly highly ranked (69%). Rapid assessment techniques (27%), focus groups (23%), and qualitative software packages (27%) were ranked “more important” by the fewest participants. Generally speaking, none of the components in this section were considered to be irrelevant to a master’s education. With the exception of focus groups, the number of people rating a skill as “less important” never exceeded the number of participants rating that skill as “more important”. For focus groups, however, 33% of respondents felt that this component was “less important”, while only 23% rated it as “more important”. Two differences between the 2009 data and this data set are of note: The importance of interviewing skills dropped from 63% to 50% and the importance of ethnographic methods dropped from 60% to 48%. Within this domain, applied anthropologists place more importance on survey techniques and archival research/data mining than academic anthropologists do, while academic anthropologists place more importance on statistics and software-based statistical packages.
- Substantive and Content Areas:** Most participants (60%) rated ethics competency training as “more important” more than any other component in this section. Historic preservation was rated “more important” by only a third of the respondents. It is important to note that, like the previous section, the percentage of individuals rating a component as “less important” never exceeded the percentage rating that component as “more important”. This shows that as a whole, anthropology master’s graduates deem all of the components in this question to be important in some fashion to their education. Despite this, the relative importance of two components – applied anthropology or archaeology case studies/readings and anthropological/archaeological theory – both fell in importance between 2009 and 2019. Case studies dropped from 62% to 50% and theory fell from 54% to 42%. The importance of museum work, representation, collection, exhibit preparation rose from 22% to 38% over the past 10 years. Within this domain, the only difference between applied and academic anthropologists was that academic anthropologists placed more importance (52%) on anthropological theory than applied anthropologists did (38%)
- Workplace Preparation and Skills:** Project design, development, and management emerged as the component that was most often rated as “more important” (72%). Following that, presentation skills (66%), technical writing (65%), networking skills (61%), and job seeking skills (60%) emerged as the next most highly rated components. IRB experience was rated as “more important” by the least number of people. Between 2009 and 2019, the importance of job-seeking skills rose from 45% to 60% (“More Important”). Additionally, the importance placed on technical writing fell from 76% to 65%, although it is still considered “More Important” by the majority of respondents. Within this domain, academic anthropologists placed more importance on proposal/grant writing and IRB training/experience than applied anthropologists did.

Table 10. Points of Differentiation between Applied and Academic Anthropologists: Knowledge and Training to Include in Master's Curricula*

| | | More Important | Average Importance | Less Important | N/A, Don't Know |
|--|------------------|----------------|--------------------|----------------|-----------------|
| (1) Research Design and Methodology | | | | | |
| Survey Techniques | Applied (n=515) | 58% | 29% | 9% | 4% |
| | Academic (n=297) | 48% | 33% | 14% | 6% |
| Statistics | Applied (n=518) | 47% | 39% | 12% | 3% |
| | Academic (n=297) | 57% | 31% | 11% | 2% |
| Software-based Statistical Packages | Applied (n=518) | 39% | 34% | 19% | 8% |
| | Academic (n=297) | 51% | 29% | 14% | 6% |
| Archival Research/ Data Mining | Applied (n=518) | 52% | 29% | 12% | 7% |
| | Academic (n=298) | 41% | 38% | 12% | 10% |
| (2) Substantive/Content Area | | | | | |
| Anthropological Theory | Applied (n=518) | 38% | 45% | 16% | 1% |
| | Academic (n=297) | 52% | 37% | 11% | <1% |
| (3) Workplace Preparation and Application | | | | | |
| Technical Writing (proposals and grants) | Applied (n=519) | 59% | 29% | 9% | 3% |
| | Academic (n=298) | 80% | 13% | 6% | <1% |
| IRB Experience or Training | Applied (n=516) | 23% | 35% | 19% | 23% |
| | Academic (n=298) | 43% | 32% | 14% | 12% |

*Only items with a difference of 10% or greater are included in this table

Applied and academic anthropologists expressed similar views of importance on the following items:

| | | |
|--|--|--|
| <p>Research Design & Methodology</p> <ul style="list-style-type: none"> • Qualitative Research skills in general • Observation skills • Interviewing skills • Ethnographic methods • Quantitative research skills in general • Archaeology field methods • Geographic Information Systems • Archaeology lab methods • Rapid assessment techniques • Focus groups • Qualitative software packages | <p>Substantive/Content Area</p> <ul style="list-style-type: none"> • Applied anthropology or archaeology case studies and readings • Collaborative, participatory, community-based approaches to anthropology and archaeology • Ethics competency training • Four-field exposure/coursework • Evaluation research • Policy/compliance foundations for anthropology and archaeology • Social impact assessment • Historic preservation | <ul style="list-style-type: none"> • Museum work, representation, collection, exhibit preparation <p>Workplace Preparation & Application</p> <ul style="list-style-type: none"> • Project design, development, and management • Presentation skills • Budget preparation/analysis/ execution • Networking Skills • Community development/partnerships/grassroots – working with communities • Job-seeking skills • General Computer Skills • Practice with team-based collaborations |
|--|--|--|

We also provided an open-ended question for participants to elaborate if they wanted to at the end of all three sections. Other knowledge bases and skills beneficial to learn during the graduate programs included: Research skills; professional skills; collaboration and communication; and, design and technology.

Several respondents noted the importance of research skills that include writing, presentation of data and research, and presenting oneself in a professional manner. These skills also translated into the professional skills which include: Knowing non-academic terminology and being able to translate academic and anthropological terminology to lay terminology. Understanding the terminology and culture of the private business and government sector. Additionally, management and leadership skills, budgeting, and public relations were also mentioned as important non-academic skills.

Collaboration, communication, and other soft skills were also mentioned by several respondents. These skills include: Being able to work with others; being able to communicate within and outside of academic and within and outside of professional fields; and, being able to communicate with participants in research as well as outside of research.

Respondents also mentioned user experience (UX) and design research theory and methods as important. Skills in technology relevant to anthropology and in other fields were also mentioned by respondents. These skills included: Statistical software; digital preservation; data linking; and IT skills. Other skills that were mentioned include: Genetics; teaching; and specific knowledge of fields and communities.

In an open-ended question at the conclusion of the survey, we asked participants if they had any suggestions to give to master's programs to improve their curricula for master's candidates. Respondents to this question mentioned practical skills such as CRM, GIS, Grant writing, budget

proposals, statistics, qualitative and quantitative software, and better writing instruction. Respondents desired that programs offer “transferrable skills” that will aid students in the world outside of academia. Respondents also emphasized the usefulness of practical experiences (an internship, working with people in the community). Respondents encouraged a greater emphasis on professional skills and professional development, including instruction on job prospects, career planning, understanding what jobs are out there and how to apply for them, and self-marketing. Participants desired that programs have more opportunities to tailor the program to what students want to do when they leave academia rather than a very structured system, and strongly advised programs to emphasize the practical applications of an anthropological education over theory and academia.

STAYING CONNECTED

For the 2019 survey we added two questions about whether graduates stay connected with both graduates from their program and other anthropologists in their field/specialization. 40% of respondents said that they “occasionally” kept in touch with other graduates from their program, and 29% said that they “frequently” do. A minority of respondents (15%) indicated that they do not currently keep in contact with others from their program.

Table 11. Staying Connected with Fellow Master’s Graduates (n=841)

| | Frequency | Percent |
|-----------------------|-----------|---------|
| No | 80 | 10% |
| No, but would like to | 46 | 6% |
| Rarely | 134 | 16% |
| Occasionally | 340 | 40% |
| Frequently | 241 | 29% |

More respondents reported “frequently” keeping in touch with other anthropologists in their field/specialization (50%). Only 12% of respondents reported not staying in touch with others in their field/specialization, even rarely. The greater rates of participation in this activity than other graduates from their programs may reflect the importance of networking within a field or specialization over networking within an alumni network.

Table 12. Staying Connected with Other Anthropologists (n=817)

| | Frequency | Percent |
|-----------------------|-----------|---------|
| No | 38 | 5% |
| No, but would like to | 61 | 7% |
| Rarely | 99 | 12% |
| Occasionally | 229 | 27% |
| Frequently | 419 | 50% |

When asked the methods by which they stayed connected with the larger anthropological community, professional organizations emerged as the most commonly utilized method. However, it is important to note that applied anthropologists use professional organizations to stay connected with the discipline less than academic anthropologists do. The lack of relevance of professional organizations to applied anthropologists and the significant barriers due to the costs associated with attendance are discussed in greater detail in Section C. Similarly, applied anthropologists use Facebook and academic journals to stay connected to the discipline less often than academics do. At least for academic journals, we assume that this difference is related to

access, since most academics gain access to these journals through their institution. Meetups and Twitter are utilized by about 20% of anthropologists, but the other methods are used much less.

Table 13. Methods for Staying Connected

(n_{applied}=519, n_{academic}=298)

| | Applied | Academic |
|--|---------|----------|
| Professional organizations | 66% | 76% |
| Facebook | 57% | 70% |
| Academic Journals | 41% | 55% |
| Meetups | 20% | 19% |
| Twitter | 17% | 24% |
| Podcasts | 10% | 10% |
| Group communication applications (Slack, GroupMe, etc.) | 12% | 10% |
| Webinars | 10% | 7% |
| None | 10% | 7% |

SUMMARY – REFLECTIONS ON MASTER’S EDUCATION AND DEGREE PROGRAMS

Respondents generally reflected very positively on their education. 83% were satisfied with the quality of their education and 77% were satisfied with the breadth of the skill set they gained. Additionally, 81% felt that their degree prepared them “well” or “very well” for their career. The majority of participants stay in contact, at least occasionally, with their own master’s cohort, and half stay in contact “frequently” with other anthropologists in the larger discipline. Professional organizations and Facebook are the two main methods by which they do this.

The answers to the big question, why participants chose to pursue a masters in anthropology, were varied. The majority (70%) of respondents felt that it would enhance their career choices more so than a bachelor’s degree would. Half were seeking education for a *specific* job or career. Either way, career opportunities were the main motivation for pursuing a master’s degree. After graduating, the majority (74%) found their education to be relevant to their career overall, and that they had advancement opportunities because of the degree (62%). Although some respondents noted things they would change about their education if they were to do it again, the vast majority agreed that they would get their anthropology master’s again if given the chance.

In terms of educational components, hands-on activities such as thesis research, internships, partnership opportunities to professional arenas, and field research opportunities emerged as the most helpful to graduates. When given the chance to elaborate, these opportunities seemed to give students skills and experiences that were translatable outside of academia. In addition, graduates felt that networking and support were also crucial components of their master’s education. In terms of curricula, respondents as a whole tended to prioritize broadly relevant/foundational skills such as qualitative and quantitative research skills, observational skills, and survey techniques. More specific research skills such as GIS, archival research, and archaeology lab methods were prioritized differently depending on the specialization of the student. In terms of substantive/content areas, a majority (60%) of respondents placed a high importance on ethics competency training. They also valued policy training, community-based approaches to research, and case-studies. In terms of workplace preparation and application, project design, development, and management, technical writing, presentation skills, and networking skills were most valued.

When asked how master’s programs could improve, respondents highlighted practical, “transferable” skills. These “hard skills” are those that could be put on a resume and are more tangible than the empathy and listening skills students learn through their coursework. Graduates suggested skills such as CRM, GIS, Grant writing, budget proposals, statistics, qualitative and quantitative software, and better writing instruction. The strongest theme from this question was that respondents suggest master’s programs place a greater emphasis on professional skills and professional development.

B. CAREER PATHS AND SATISFACTION

Fifteen multi-part and open-ended questions addressed career trajectories, job sector, work responsibilities, and career satisfaction. This survey, in addition to the 2009 AAA/CoPAPIA survey provided a broad view of what master’s degree holding anthropology degrees are doing, how they are engaged in crafting anthropology-based careers, where they are working and whether they identify, or not, with the fields of anthropology. The topics covered include: current positions and how long they have held those positions, how long it took to find work, employment status, how they attained their position, the type of organization with which they are employed, the domain of current employment, contribution of anthropology to their career, and levels of career satisfaction.

HOW LONG DID IT TAKE TO FIND A JOB?

Overall, master’s degree recipients were able to find jobs fairly soon after graduation. 49% of graduates found jobs within 6 months after graduation, while 13% found jobs between 6 and 12 months and 13% found jobs over 12 months after graduation. 25% of the respondents answered N/A, which could mean they were not actively looking for work after graduation, either because they already had employment or were pursuing further graduate education.

HOW DO GRADUATES FIND EMPLOYMENT?

Respondents were asked to identify how they found their current position. In this question, multiple responses were possible. 35% of respondents denoted the importance of networks by responding that a colleague or friend referred them to the position or organization. 28% found the position through a website or search engine and 21% were promoted or transferred within their respective organizations.

On the lower end of the scale, only 4% of respondents found their position through an internship or practicum. 2% of respondents were assisted by their college program advisors and only 2% were assisted by professional associations such as the AAA and SfAA.

Table 14. Finding Employment: “How did you attain your current position?”
(n₂₀₀₉=733, n₂₀₁₉=803)

| Multiple responses possible | | |
|---|------|------|
| | 2009 | 2019 |
| A colleague or friend referred me to the position or organization | 34% | 40% |
| Was promoted or transferred within my organization | 16% | 21% |
| Found through a web site or search engine (e.g., USAjobs.gov; monster.com) | 12% | 28% |
| Found through a job posting (not web based) | 11% | 8% |
| Submitted resume to the organization but not specifically for my current position | 8% | 7% |
| Am self-employed | 6% | 7% |

| | 2009 | 2019 |
|---|------|------|
| Attained through an internship or practicum with the organization | 4% | 4% |
| Had position before master's program and returned to it | 4% | 5% |
| Assisted By college program advisors | 2% | 4% |
| Assisted by professional association (e.g. AAA, SfAA, SAA, Local Practitioner Organization) | 2% | 2% |
| Other | 21% | 18% |

EMPLOYMENT STATUS

798 respondents answered the question pertaining to their employment status, in which multiple responses were possible. 67% of respondents cited they worked full-time and 29% of respondents stated their positions were permanent. From the time of the 2009 AAA/CoPAPIA survey, there was an increase in contractual and/or term-limited positions and a slight increase in those who have part-time work and/or hold more than one job. The percentage of full-time students also doubled.

Table 15. Employment Status (n₂₀₀₉=758, n₂₀₁₉=798).

| Multiple responses possible | | |
|---|------|------|
| Current Employment Status | 2009 | 2019 |
| I work full time | 40% | 67% |
| I work part time | 8% | 12% |
| I have more than one job | 8% | 11% |
| My position is permanent | 20% | 29% |
| My position is a contractual and/or term-limited position | 9% | 16% |
| I am a full time student | 6% | 12% |
| I am unemployed | 2% | 3% |
| Other | 8% | 6% |

EMPLOYMENT SECTOR: WHERE ARE THE JOBS?

There is widespread interest, curiosity, and uncertainty about where master's degree recipients in anthropology are working and the types of jobs they qualify for. The survey team, as master's degree candidates in Applied Anthropology, have had these same questions and doubts. In this section of the survey, respondents were asked about the type of employer for which they currently worked at the time of the survey. Respondents were given the option to check more than one response. 37% of respondents cited that their organization type was academic. Following behind that, 19% of respondents worked in consulting, either for a firm (15%) or independently (4%). 12% of respondents worked for nonprofit organizations/associations.

Table 16. Type of Organization (n₂₀₁₉=817).

Multiple responses possible

| Type of Organization | 2019 |
|--|------|
| Academic (College, Community College and/or University) | 37% |
| Consulting firm | 15% |
| Government (Federal) | 13% |
| Nonprofit organization/association | 12% |
| Large business/corporation (100 or more employees) | 11% |
| Government (State or Local) | 10% |
| Small or medium business/LLC (Under 100 employees) | 10% |
| Research institution/organization | 8% |
| Museum/exhibition/curatorial | 5% |
| Self-employed or business owner | 5% |
| Independent consultant | 4% |
| International organization/institution | 2% |
| K-12 education | 2% |
| Non-governmental or community-based organization (NGO/CBO) | 2% |
| Tribal government/organization | 1% |
| Foundation/philanthropic organization | 1% |
| Unemployed | 3% |
| Other | 6% |

CURRENT EMPLOYER

In two voluntary open-ended questions, respondents were asked to provide information regarding their employment. These questions asked respondents to provide further information on the type of organization they work for (n=169) and the name of their current employer (n=467).

As found in the 2009 AAA/CoPAPIA survey, half of the respondents worked in academia or government/public sector. The National Park Service was the most reported employer amongst the responses to this question (n=9). Other examples of employers in the public sector included the U.S. Forest Service, Bureau of Land Management, U.S. Department of Agriculture, Centers for Disease Control and Prevention, the Veteran's Health Administration, the World Health Organization, state historic societies, state parks, and public health departments. Multiple consulting firms were identified including Aqua Terra Cultural Resource Consultants (Washington), Booz Allen, Metcalf Archaeological Consultants, Inc. (Colorado), Orbis Environmental Consulting (Indiana), SWCA Environmental Consultants, Sweet Grass Consulting, LLC (Colorado), Terracon Consultants, Inc. (Missouri), Edwards-Pitman Environmental (Virginia), and LTG Associates.

Examples of the non-profit organizations mentioned in the responses include Habitat for Humanity, Friends of the Westside Libraries, Gilcrease Orchard Foundation, Girls Empowerment Network, Children's Defense Fund, Kid Spark Education, Girl Scouts of the USA, LGBT

Community Center of Greater Cleveland, Kauffman Foundation, and the Clifton Institute. Among the corporations that were mentioned were Amazon, Facebook, Google, Kaiser Permanente, Kohl's Corporation, Walmart, Wiley Publishing Company, and YouTube.

DOMAIN OF EMPLOYMENT: WHAT DO YOU DO IN YOUR JOB?

In a similar question, respondents were asked about their *domain* of employment, which was related to what actions and roles they performed in their job. Here, academia skyrockets to 65%, with archaeology and cultural resource management as the next two commonly mentioned domains. As seen in the 2009 AAA/CoPAPIA survey, education and outreach is a part of 1/5th of respondents' jobs.

Table 17. Domain of Current Employment (n₂₀₁₉=803).

Multiple responses possible

| Domain of Current Employment | 2019 |
|---|------|
| Academia | 35% |
| Archaeology | 30% |
| Cultural resource management (CRM) | 22% |
| Education/Outreach | 21% |
| Historic preservation | 16% |
| Administration/management | 14% |
| Evaluation/assessment | 13% |
| Environment and natural resources | 12% |
| Health (international/public health) | 11% |
| Ethnography/Cultural anthropology | 9% |
| Museum/curation/project design | 9% |
| Business | 7% |
| Community development | 6% |
| Human/social services | 6% |
| Tourism/heritage | 6% |
| Advocacy (human rights/social justice) | 5% |
| Computers/Software development/Information technology | 5% |
| Design (products and/or services) | 5% |
| Forensics | 5% |
| Healthcare management/services/delivery | 5% |
| Management consulting/Organizational development/training | 4% |
| Market research | 4% |
| Social impact assessment | 3% |
| Humanitarian efforts | 2% |
| Global development/affairs | 2% |

| | |
|--------------------------------------|------|
| Domain of Current Employment | 2019 |
| Law/Criminal justice/Law enforcement | 2% |
| Mass communication | 1% |
| Other | 12% |

YEARS AT CURRENT POSITION

For the question regarding how long respondents had been in their current position, we changed the wording of the answers in order to improve the clarity of the options. Both the 2009 and 2019 answer options are presented in Table 18. The majority of respondents at 39% had been in their job for 1 year. The next highest set of respondents (28%) had held their position for 2 years and 14% for 3 years. The rest of the respondents had held their position for 4 years (7%), 5 years (6%), 6 years (6%).

Table 18. Years at Current Position
(n₂₀₀₉=747, n₂₀₁₉=822).

| Years | 2009 | 2019 | Years |
|-------|------|------|------------------------|
| 0-2 | 32% | 39% | Two years or less |
| 3-5 | 26% | 28% | More than 2, up to 5 |
| 6-10 | 22% | 14% | More than 5, up to 10 |
| 11-15 | 6% | 7% | More than 10, up to 15 |
| 16-25 | 9% | 6% | More than 15, up to 25 |
| >25 | 5% | 6% | More than 25 |

JOB TITLES: ARE MASTER’S DEGREE HOLDERS WORKING AS “ANTHROPOLOGISTS”?

We gave respondents the option to provide their current position or title (n=643). These results coincide with the results from the 2009 AAA/CoPAPIA survey, in which it reflects a vast diversity in the types of jobs being performed by people with anthropology degrees. It also reflects that a significant portion of anthropological work does not necessarily mean “anthropologist” is in the job title.

CAREERS, JOBS, AND THE ROLE OF ANTHROPOLOGY

In order to find out more about the interrelationship between master’s careers and personal and professional identity, we asked a series of Likert scale questions to understand these aspects of careers and personal identity. Additionally, questions were asked relating to job skills used in the course of their work. A question was also included asking respondents to identify the skills most needed for future careers. The following sections explore these themes.

WAS YOUR ANTHROPOLOGY DEGREE INSTRUMENTAL IN GETTING YOUR JOB?

The survey results show that among all respondents, 68% (“strongly agree” + “somewhat agree”), that their master’s degree was instrumental in their job offer.

“I was hired specifically because of the qualitative data/analysis skills that were assumed as part of my MAA.”

Table 19. Was Anthropology Degree Instrumental in Obtaining a Job? (n₂₀₁₉=821).

Multiple responses possible

| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|---|----------------|----------------|---------|-------------------|-------------------|-----|
| An anthropology master's degree was instrumental in my job offer | 48% | 20% | 11% | 7% | 8% | 6% |
| Skills learned outside of anthropology are significant to my current position | 60% | 26% | 8% | 2% | 1% | 3% |
| Most of my current job skills were learned on-the-job | 32% | 36% | 14% | 11% | 4% | 3% |
| My degree is not part of my official job description | 24% | 14% | 8% | 12% | 35% | 7% |
| My degree plays a significant role in helping me understand my job and meeting job requirements | 38% | 34% | 11% | 7% | 5% | 4% |
| My degree plays a significant role in my overall career satisfaction | 42% | 28% | 14% | 6% | 7% | 4% |
| My supervisors understand the contributions an anthropologist brings to my job position | 44% | 21% | 10% | 7% | 9% | 8% |
| A Ph.D. would have enhanced or does enhance my desired career opportunities | 34% | 14% | 12% | 10% | 19% | 12% |
| I identify myself professionally as an anthropologist most of the time | 39% | 19% | 11% | 12% | 15% | 4% |

↑ - 10% or more increase from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

↓ - 10% or more decrease from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

“My degree gave me the foundation of understanding and knowledge to enter the world of advertising/marketing with a unique perspective. I’ve maintained my identity as an anthropologist and continue to use it as my “flavor” of strategy. However, most of what I do on a day-to-day basis I learned on the job itself.”

IS AN ANTHROPOLOGICAL BACKGROUND IMPORTANT TO JOB, CAREER, AND IDENTITY?

Of the respondents 59% (“strongly agree” + “somewhat agree”) state that they identify themselves professionally as an anthropologist most of the time, even if anthropology is not part of their official job description. 38% of respondents state their degree is not part of their official job description. 73% agree their degree plays a significant role in helping them understand their job and job requirements.

CAREER PATHWAYS: MULTIPLE CAREER PATHS, MULTITUDINOUS OPPORTUNITIES

In order to understand in more depth how master’s degree recipients have developed their careers over time, respondents were asked an optional, open-ended question in which respondents could

“Provide a brief narrative on your career/professional trajectory since you completed your master’s degree, with particular emphasis on the ways you used your master’s training to build a career. The answers to this question provided a breadth of insight into how master’s degree recipients utilize their master’s training in their own career paths, and the contribution of said training to their professional development. This question was optional, but the majority (79%) of survey participants answered this question, indicating an interest and engagement in sharing their stories.

Of the respondents, 90 continued into PhD programs. Others stated that while they did not pursue a PhD in their personal career trajectories, they did pursue other master’s degrees to either supplement their anthropological training or garner more skills that could be applied to their future or current careers. In terms of career domains, CRM (32), employment with the federal government (20), and non-profit work (19) were the most commonly cited.

Many respondents utilized internships (16), fellowships (3), or public service opportunities such as the Peace Corps and AmeriCorps (5), to help gain networks and experience in their career paths. Of the 16 respondents that stated they had internships, 10 of those respondents gained employment with the company/organization for whom they interned.

Many of the respondents did not stay in the same position or work for the same employer throughout their careers. Respondents denoted continual striving for upward mobility, and many used their initial positions as launching points to gain positions with companies/organizations they wanted to work for. Some respondents pointed out that they utilized their experience and training to help them “create” their ideal position. Many of the respondents that have experienced “upward mobility” or were able to customize their positions pointed out the impact their master’s training had as well as the importance of learning skills outside their master’s training and, honing the skills they learned in their programs.

Of the respondents who answered this question, 54 directly attribute their master’s degree to helping obtain employment and becoming successful in their career journeys. Many denoted their thesis directly helped them get a job, often with the organization or group for which they conducted the research. Others stated their thesis allowed them to focus in on what career path they wanted to take. Other attributions were the techniques and skills developed in the master’s programs that helped them become successful. However, a subset (7) of the respondents stated their master’s degree was helpful because it “checked a box” allowing them to be qualified for the positions for which they applied.

Another subset of respondents (10) reported either having great difficulty finding work or were unable to find work with their master’s degree. This was attributed to either being “overqualified” or generally unable to obtain a job.

CAREER SATISFACTION AND DEGREE

Respondents were asked to rate the following question on a Likert scale: “My degree plays a significant role in my overall career satisfaction.” 38% of respondents strongly agreed with this statement and 34% agreed. 7% disagreed and 5% of respondents strongly disagreed.

“I was hired to work with a behavioral health agency doing program evaluation work, at about the three month mark post-graduation. My ~4.5yrs of work there overlapped with an ethnographic study of LGBT youth populations in CA's Central Valley. I utilized my interviewing skills and communication capacities to gain buy-in for the programs/entities I was evaluating. My work with the behavioral health agency called upon additional quantitative capabilities, including the use of SPSS and data visualization, both of which I was able to bolster on-the-job.”

PROFESSIONAL IDENTITY AS AN ANTHROPOLOGIST

Table 20. I identify myself professionally as an anthropologist most of the time.

(n_{applied}=515, n_{academic}=297)

| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|------------------|----------------|----------------|---------|-------------------|-------------------|-----|
| Applied (n=515) | 32% | 19% | 12% | 15% | 18% | 4% |
| Academic (n=297) | 53% | 19% | 9% | 8% | 8% | 3% |

“Once an anthropologist, always an anthropologist. :) Sometimes I identify as a social scientist, because people don't know what anthropology is. But I'm an anthropologist first, before any other role.”

Applied anthropologists identify themselves professionally as anthropologists noticeably less than academics do. Based upon the qualitative data, applied anthropologists tend to identify themselves to others as their primary job role (e.g. market analyst). Although they commented that their employers recognize the benefits of their anthropological degree, coworkers and clients may not always understand what anthropology means. Some use this as an opportunity to educate others and advocate for the discipline, while others identify as something more relatable to those they are talking to. For example, “Although I identify as a professional anthropologist most people don’t know what that is or what I do. Most often I add qualitative research and market awareness and outreach in my bio.” Despite this, many participants indicated that they identify as anthropologists personally, if not professionally. As was noted in the 2009 AAA/CoPAPIA survey, most archaeologists identify as “archaeologists” rather than “anthropologists.”

SKILLS AND TRAINING FOR WORKFORCE PARTICIPATION

Respondents overwhelmingly agreed (“strongly agree” + “somewhat agree”) that skills learned outside of anthropology are significant to their current position (86%). To understand what non-anthropological skills are important, we asked respondents to identify what skills and coursework they had outside the discipline of anthropology. We received 470 responses to this question (a high response rate at 55%). The coded response frequencies are shown in Table 21 below. Public Health was the most reported area outside of anthropology and was most often paired with epidemiology or medicine. “Business, marketing, and economics” were also very common, as were “law and policy” and “medicine”. Data analysis, including statistics, biostatistics, and qualitative analysis, was reported by 24 participants. 22 respondents reported having coursework in GIS, compared to the 4 participants reporting the same in 2009. This indicates there may be a growing importance (or simply a growing visibility) of GIS in academic and non-academic settings.

Table 21. Skills and Coursework Outside Anthropology (n₂₀₁₉=470)

| Coursework Area | Frequency |
|---------------------------------|-----------|
| Public Health | 59 |
| Business, Marketing & Economics | 40 |
| Law & Policy | 30 |
| Medical | 29 |
| Data Analysis | 24 |
| GIS | 22 |
| Biology & Chemistry | 20 |
| History | 19 |

| Coursework Area | Frequency |
|--|-----------|
| Education | 17 |
| Computer Science, IT & Programming | 14 |
| Environmental Science | 14 |
| CBPR & PAR | 13 |
| Epidemiology | 13 |
| Project Management | 11 |
| Geology | 11 |
| Writing | 11 |
| Geography | 11 |
| Museum | 11 |
| Regional Studies | 10 |
| Design and User Experience | 10 |
| Language | 10 |
| Evaluation | 9 |
| Historic Preservation | 9 |
| Forensics | 8 |
| Information Science & Databases | 7 |
| Graphic Design, Photography & Videography | 7 |
| Psychology | 7 |
| Sociology | 7 |
| Communications | 7 |
| Nonprofit management | 6 |
| Nutrition, Dietetics & Food Science | 5 |
| Methods | 5 |
| Urban Planning, Sustainability & Development | 5 |
| Philosophy | 4 |
| CRM | 3 |
| Humanities & Social Science | 3 |
| Religion | 3 |
| Engineering | 2 |
| Social Work | 2 |
| International Development | 2 |
| Global Health | 2 |
| Political Science | 2 |

| Coursework Area | Frequency |
|---------------------------------------|-----------|
| Public Administration | 2 |
| Heritage Preservation | 2 |
| Gender | 2 |
| Community Development | 2 |
| Ethnomusicology & Performance Studies | 2 |
| International Relations | 1 |
| Land Management | 1 |
| Folklore | 1 |

TOP SKILLS NEEDED FOR PROFESSIONAL DEVELOPMENT IN THE FUTURE

“The main thing that I feel was lacking in my graduate education, especially as I now work outside of academia was professional soft skills, like networking (esp effective use of professional social media eg LinkedIn and Twitter) and interpersonal aspects of project management. I find these tend to be treated as inherent traits that people are ‘good at,’ or they just don’t have, but they are skills that can and should be developed.”

We asked participants what top three skills they felt were needed for professional development in the future. The 587 responses provided us with an expansive list of skills; we will discuss the top themes. Research, broadly, was mentioned 118 times, including both methods and design. Qualitative and quantitative research were mentioned roughly equally, by 40 and 36 respondents respectively. 67 participants noted that data analysis was an important skill for students to develop professionally. Networking (n=58), project management (n=52) and communication (n=40) skills were cited the next most often. A broader theme in communication is the need to be able to communicate effectively with both academic and non-academic audiences, both orally and in writing. Specifically, writing was mentioned 38 times.

As more “soft” skills, participants stressed the need for future anthropologists to be agile and flexible in their work. They also noted the need for anthropologists to develop empathy and good listening skills.

Rather than skills, one participant noted an idea that was unique: “The most helpful thing for me would be a certificate program I could complete every 3-5 years to stay up to date on qualitative assessment/evaluation/analysis/communication of findings methods and tools.” A program such as this could potentially help alleviate some of the concerns voiced by graduates in the other questions, particularly related to methods training and skills building after graduate school. It would also ensure graduates had a way to fill in any gaps they felt they had after their master’s.

SUMMARY – CAREER PATHS AND SATISFACTION

The typical MA graduate in 2009 was “working in a full-time, permanent job...rather than a term-limited, contractual job” (Fiske et al. 2010). This profile remains in place today, with an even higher percentage of respondents reporting that they worked full-time and/or in a permanent position. Although graduates today still primarily found their jobs through network referrals, over twice as many used web-based job searching sites as did in 2009.

As in 2009, the highest percentage of respondents (37%), worked at an academic institution such as a university/college. The top three professional organization types following academia were small or large businesses (22%), the federal government (13%) and nonprofit organizations (12%). As the survey team found in 2009, the sectors where graduates work depends largely upon their degree focus. For example, those with an archaeology focus were more likely to work at an academic institution, a consulting firm, or a government agency.

What this survey overwhelmingly demonstrates is the vast variety of jobs for which anthropology graduates are suited. Respondents reported a variety of employers, ranging from organizations that

work at the local level to organizations that work internationally. Respondents also work for a variety of employers, with employers in government/public service sectors, non-profit organizations, consulting firms, and corporations. These organizations represent a variety of fields, including academia, archaeological research, environment, historical preservation, market research, human services, public health, medicine, emergency services, and technology to name a few. In contrast to the results from the “current employer” question in the 2009 AAA/CoPAPIA survey, there was an increase of respondents reporting corporate employers that specialize in technology, such as Google and Facebook, which could be attributed to both the expansion of these types of organizations in the past 10 years, as well as their greater recognition of the value of anthropology. How graduates got to where they were at the time of the survey was also varied, although many sought internships, fellowships, or public service opportunities to build their networks and eventually find full-time work. One of the main themes that characterizes the “anthropological” career path outside of academia is continuous craftsmanship. Respondents shared stories of purposefully creating an ideal position for themselves by educating their coworkers and demonstrating the value of anthropological training. 70% felt that their supervisors understand the contributions of anthropology to their job. Despite this, the majority of respondents (86%) noted that skills and training outside anthropology are key to their current positions. Participants reported pursuing additional education skills such as public health (59), business, marketing and economics (40), law and policy (30), medicine (29), data analysis (24) and GIS (22) to name the top 6.

Generally speaking, respondents felt that their anthropology degree was an important component of their job offer, though several shared the caveat that it was the master’s degree that was important, not necessarily that it was in “anthropology”. Regardless, their anthropology degree played a role in helping most participants understand/perform their job, and in their overall career satisfaction. Additionally, 59% of respondents identify as an anthropologist professionally most of the time. Anthropologists working in academic institutions reported identifying as anthropologists professionally (72%) more so than anthropologists working in applied settings (51%). This seemed to mostly be out of utility – although most identify as anthropologists personally, in some career settings respondents found it easier to identify themselves by their job title or role rather than by their training.

Finally, when asked about the top skills needed for professional development in the future, research methods/design was the most mentioned skill. Additionally, respondents found data analysis, networking, project management, and communication skills to be particularly important for students to learn moving forward.

C. PROFESSIONAL ORGANIZATIONS, AFFILIATIONS, AND VIEWS

In this section we review how respondents navigate professional organizations both inside and outside of anthropology. We look at what organizations participants are members of and why, as well as their views of the American Anthropological Association specifically, regardless of whether they are a member or not. Additionally, we examine what respondents viewed as the benefits of these organizations. Of particular interest to us was how views on these organizations differ between those employed in academia and those employed in other sectors. Where possible, we compare the data between 2009 and 2019. However, in the 10 years between the two surveys, several of the organizations disappeared, and new ones emerged. For that reason, in some instances the two data sets are not comparable.

MEMBERSHIP

In 2009 66% of the entire respondent pool indicated that they were a member of at least one national anthropological association. This is nearly identical to the 2019 results, where 67% of respondents indicated that they were a member of at least one national anthropological association.

Table 22. "Please check any national anthropological association of which you are a member." (n₂₀₀₉=498, n₂₀₁₉=573).

| | 2009 | 2019 |
|---|------|------|
| American Anthropological Association (AAA) | 222 | 199 |
| Society for Applied Anthropology (SfAA) | 165 | 108 |
| Society for American Archaeology (SAA) | 145 | 195 |
| Society for Historical Archaeology (SHA) | 68 | 99 |
| American Association of Physical Anthropologists (AAPA) | 25 | 99 |
| Archaeological Institute of America (AIA) | 25 | 31 |
| Other | 142 | 198 |

Because of the NAPA sponsorship of this project, we added a question to the survey about membership in the NAPA section of the AAA. This question was only asked of participants who indicated that they were a member of the AAA. Of the 199 participants who indicated that they were members of the AAA, 194 answered the question about membership in NAPA. Approximately one in five of these respondents indicated that they were members of NAPA.

Table 23. Membership in NAPA

| | Frequency |
|--------------|-----------|
| Yes | 22% |
| No | 71% |
| I don't know | 8% |

Below are the frequencies for the fill in the blank responses to the "other" category in the question concerning membership in national anthropological associations. Responses that were not national associations or not primarily anthropology associations were eliminated from analysis. The Paleopathology Association had the highest response rate, with 7 individuals indicating membership in this group. The Society for Medical Anthropology was the next highest group.

Table 24. Membership in "Other" National Anthropological Organizations (n₂₀₁₉=198).

| | Frequency |
|---|-----------|
| Paleopathology Association | 7 |
| Society for Medical Anthropology | 4 |
| Canadian Anthropology Society-Société d'anthropologie du Canada (CASCA) | 2 |
| American Cultural Resources Association | 2 |
| Canadian Archaeological Association | 2 |
| Canadian Association of Physical Anthropology | 2 |
| Society of Forensic Anthropologists | 2 |

| | Frequency |
|--|-----------|
| American Association of Anthropological Genetics | 2 |
| American Association of Physical Anthropology | 1 |
| Society for Economic Anthropology | 1 |
| American Association of Museums | 1 |

We also asked about regional and local organization membership. 82 respondents indicated that they were part of the Southeastern Archaeological Conference, 36 indicated that they were part of the Midwest Archaeological Conference, and 16 indicated that they were members of the Washington Association of Professional Anthropologists. 127 participants indicated that they were members of other regional and local organizations. The vast majority of these were regional or state archaeological associations. As with the other organization write-in questions, some participants responded with only acronyms. Where it was impossible to determine what society the acronym belonged to, the entries were removed from analysis. A list of all entries that were indicated by more than one participant is included in Table 25, in alphabetical order. The New Mexico Archaeological Council and the Mid-Atlantic Archaeological Conference were the two most commonly reported organizations.

Table 25. Regional and Local Organization Membership, by Frequency

| | Frequency |
|---|-----------|
| Southeastern Archaeological Conference | 82 |
| Midwest Archaeological Conference | 36 |
| Washington Association of Professional Anthropologists (WAPA) | 16 |
| Southwestern Anthropological Association | 13 |
| High Plains Society for Applied Anthropology | 7 |
| Southern Anthropological Society | 4 |
| Alaska Anthropological Association | 4 |
| Southern California Applied Anthropology Network | 3 |
| Sun Coast Organization of Practicing Anthropologists (SCOPA) | 2 |
| Bay Area Association of Practicing Anthropology | 2 |
| Linguistic Association of the Southwest | 1 |
| Central Valley Applied Anthropology Network | 0 |
| Chicago Association for the Practice of Anthropology | 0 |
| Other | 127 |

Table 26. Membership in "Other" Regional and Local Organization Membership (n₂₀₁₉=127)

| | Frequency |
|--|-----------|
| Archaeological society of South Carolina | 2 |
| Archaeology Society of Virginia | 3 |
| Arizona Archaeological and Historical Society (AAHS) | 6 |
| Arizona Archaeological Council | 2 |
| Association for Washington Archaeology | 2 |
| Colorado Council of Professional Archaeologists | 2 |
| Conference on Michigan Archaeology | 2 |
| Council for Northeast Historical Archaeology | 7 |
| Council of Virginia Archaeologists | 3 |
| Eastern States Archaeological Federation | 5 |
| Florida Anthropological Association | 3 |
| Florida Archaeological Council | 4 |
| Great Basin Anthropological Association | 4 |
| International Association for Caribbean Archaeology | 2 |
| Mid-Atlantic Archaeological Conference (MAAC) | 18 |
| Mountain, Desert, & Coastal Forensic Anthropologists | 2 |
| Nevada Archaeological Association | 3 |
| New Mexico Archaeological Council | 10 |
| New York State Archaeological Association | 3 |
| Northeast Evolutionary Primatologists | 2 |
| Ontario Archeological Society | 2 |
| Society for California Archaeology | 2 |
| Texas Archaeological Society | 2 |
| Utah Professional Archaeological Council | 3 |
| Wisconsin Archaeological Survey | 3 |

Finally, we also asked if participants were part of any certifications or registers. The American Board of Forensic Anthropology and the Register of Professional Archaeologists were the two provided answer options for this question, as these emerged as important from the 2009 AAA/CoPAPIA survey results. The “other” responses are also included in this table. Analysis for the “other” responses is somewhat limited, as many participants listed only the acronyms of their organizations, making it difficult to determine the referenced organization.

Table 27. Certifications and Registers

| | Frequency |
|---|-----------|
| Register of Professional Archaeologists | 148 |
| American Board of Forensic Anthropology | 10 |
| American Board of Medicolegal Death Investigators | 1 |
| Academy of Nutrition and Dietetics | 1 |
| Ministry of Tourism, Culture, and Sport (Ontario, Canada) | 1 |
| American Planning Association | 1 |
| EPIC | 1 |

DO THESE ORGANIZATIONS MEET YOUR PROFESSIONAL AND CAREER NEEDS?

When asked whether the professional organizations of which respondents were members met their professional and career needs (n=766), 206 indicated that they were not a member of any organization. Of those who were members, over a third (37%) said "yes". 42% said that the organizations "somewhat" met their needs, and 20% said that they did not meet their needs, indicating that professional organizations fully meet the needs of only one third of anthropologists who belong to them.

“As I am new to the field, I am still building networks, as well as informational sources. These groups are excellent for this.”

When asked to elaborate, responses were varied. Some said that they liked the opportunity to network with their colleagues at meetings, but several said that these organizations didn't provide enough opportunities for networking throughout the year. Respondents mentioned the benefits of attending and presenting at conferences most often, but many didn't put as much value on the publications or other "benefits" of membership.

Some participants felt that their interests didn't match up well with existing professional organizations, either because their specializations weren't emphasized or because they didn't feel applied work fit with the academic focus of their professional groups (including the SfAA). These respondents felt that membership in professional organizations was tailored to an academic audience and lacked useful resources for individuals working in applied settings. This emerged as a strong theme. Many cited the high costs of membership as a barrier, especially for individuals whose institutions or employers wouldn't compensate the costs of dues. Many said that they felt that they didn't get enough value for the money spent on professional organizations. However, those who did feel that their professional organizations met their needs enjoyed the opportunities for extended learning, networking, and presenting that the organizations offered.

“The SfAA conferences are better for networking but still had a largely academic focus. The AAA meeting does not benefit my career in any clear way beyond being a line on my CV. Both organizations need significantly more applied training and networking if they want to support anthropology staying relevant.”

MEMBERSHIP IN NON-ANTHROPOLOGY ASSOCIATIONS

We asked participants if they were involved in any professional organizations outside of the anthropology discipline. For this question, we pulled the top three responses from the original CoPAPIA 2009 survey as options: The American Association of Museums, the American Evaluation Association, and EPIC. Although 403 respondents indicated that they were not a member of a professional organization outside of anthropology several participants indicated their affiliation with these groups. We also allowed participants to list any other organizations to which they belonged. Like the first survey, participants listed several organizations other than the ones provided. These organizations spanned across forensics, medicine, marketing, research, fundraising, regional studies, libraries, astronomy, historic preservation, child development, wildlife, game development, business, language, career development, ocean studies, education, folklore, and architecture. Although most of the organizations listed were mentioned by only one or two participants, The American Academy of Forensic Science stood out with 10 responses.

Table 28. Professional Organizations Outside of Anthropology

| | Frequency |
|--|-----------|
| Ethnographic Praxis in Industry Community (EPIC) | 31 |
| American Association of Museums | 27 |
| American Evaluation Association | 19 |
| None | 403 |
| Other | 142 |

RELEVANCE OF PROFESSIONAL ORGANIZATIONS

Additionally, we asked participants how relevant national anthropological organizations were to them across 6 factors. The results are presented in Table 29 below. Generally, membership costs were a strong factor in individual decisions to join or not join professional organizations, which is supported by the qualitative responses above. Participants were much more diverse in their opinions of whether membership in these organizations serves their chosen career or occupation. Many (37%) reported that their employer does not support membership in or travel to professional organizations. Approximately half (52%) felt that professional organization meetings were relevant to their needs and important to their career. Many (39%) felt that meetings that are specifically geared towards applied anthropologists are a better value than those that are not.

Table 29. "In broad terms, how relevant are national anthropological organizations to you?"

| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|---|----------------|----------------|---------|-------------------|-------------------|-----|
| (a) Membership in general serves my chosen career or occupation. (n=785) | 19% | 28% | 15% | 12% | 14% | 13% |
| (b) Membership costs are a factor in my joining or not joining. (n=785) | 43% | 28% | 9% | 5% | 7% | 9% |
| (c) Employer supports membership or travel (financially or otherwise). (n=784) | 17% | 19% | 9% | 10% | 27% | 19% |
| (d) Meetings are relevant to my needs and important to my career. (n=785) | 25% | 27% | 15% | 10% | 11% | 12% |
| (e) There are clear opportunities for service to the profession. (n=783) | 18% | 26% | 19% ↓ | 11% | 11% | 15% |
| (f) Membership with an organization that is geared towards applied/practicing anthropology (e.g. NAPA, SfAA) is a better value than those that are not. (n=783) | 19% | 20% | 27% | 5% | 6% | 24% |

"As a student, I found membership to be lacking in actual mentoring and career opportunities."

"In transactional terms, I get very little return on my investment in NAPA and SfAA. I am a member because I believe in their missions. It is difficult to put on price on that value."

↓ - 10% or more decrease from 2009 AAA/CoPAPIA, The Changing Face of Anthropology

Generally speaking, applied anthropologists agree less with every one of these statements. The one exception to this is that applied anthropologists do tend to feel that membership with an organization that is geared towards applied/practicing anthropology is a better value than those that are not. However, their relatively low overall agreement with this statement (41%) and the other statements overall indicates that although membership in these types of organizations may be better than solely academic ones, they still do not fully meet the needs of applied/practicing anthropologists. This is explored in more detail in the next section.

Table 30. Applied vs Academic: "In broad terms, how relevant are national anthropological organizations to you?"

| | | Agree | Neutral | Disagree | N/A |
|---|------------------|-------|---------|----------|-----|
| (a) Membership in general serves my chosen career or occupation. | Applied (n=497) | 41% | 17% | 28% | 15% |
| | Academic (n=284) | 57% | 11% | 24% | 8% |
| (b) Membership costs are a factor in my joining or not joining. | Applied (n=498) | 69% | 10% | 11% | 10% |
| | Academic (n=282) | 75% | 7% | 11% | 6% |
| (c) Employer supports membership or travel (financially or otherwise). | Applied (n=496) | 30% | 10% | 47% | 22% |
| | Academic (n=283) | 44% | 8% | 37% | 12% |
| (d) Meetings are relevant to my needs and important to my career. | Applied (n=496) | 47% | 15% | 24% | 15% |
| | Academic (n=284) | 61% | 16% | 17% | 6% |
| (e) There are clear opportunities for service to the profession. | Applied (n=495) | 41% | 19% | 23% | 17% |
| | Academic (n=283) | 51% | 18% | 21% | 11% |
| (f) Membership with an organization that is geared towards applied/practicing anthropology (e.g. NAPA, SfAA) is a better value than those that are not. | Applied (n=496) | 41% | 25% | 10% | 25% |
| | Academic (n=282) | 36% | 30% | 14% | 32% |

"We need to shift how we define anthropologists because right now it mostly means professor or academic."

AMERICAN ANTHROPOLOGICAL ASSOCIATION (AAA) SERVICES AND BENEFITS

We asked participants about their attitudes towards AAA benefits and services, regardless of whether they were a member of AAA or not. As was noted in the 2009 survey, a limitation of this question is that the number of "N/A" and "Don't Know" responses confuses the interpretation of this question (between 39% and 60% of each question). In order to provide a more useful analysis of this question, we report the data with all N/A responses removed, as was suggested in the 2009 survey.

Table 31. Respondent Attitudes towards AAA Benefits and Services

| | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree |
|--|----------------|----------------|---------|-------------------|-------------------|
| (a) Compared to other organizations, the AAA membership price is reasonable. (n=434) | 4% | 19% | 27% | 30% | 20% |
| (b) AnthroSource and the publications available as a benefit of AAA membership are relevant to my needs. (n=463) | 16% | 29% | 23% | 19% | 13% |
| (c) Opportunities for networking and information exchanges through AAA are important. (n=477) | 18% | 29% | 28% | 14% | 11% |
| (d) AAA recognizes the needs of practicing and applied anthropologists. (n=423) | 8% | 25% | 30% | 21% | 17% |
| (e) The annual AAA meeting offers professional enhancement. (n=410) | 12% | 30% | 31% | 15% | 12% |
| (f) The annual AAA meetings is worth the registration price. (n=404) | 5% | 15% | 27% | 28% | 25% |
| (g) Career and professional development services provided by the AAA are helpful. (n=347) | 6% | 23% | 35% | 18% | 18% |
| (h) The AAA employment services are useful. (n=313) | 6% | 19% | 36% | 18% | 22% |
| (i) I do not get enough value from my AAA membership. (n=313) | 22% | 35% | 28% | 9% | 6% |
| (j) As a practitioner, I would like to see more services included in my membership. (n=308) | 28% | 34% | 36% | 2% | 1% |

Generally speaking, applied and academic anthropologists responded similarly to these questions. For example, both groups felt that the AAA membership prices were not reasonable and that they don't get enough value for the price of the membership. However, they differed from each other on four questions. Applied anthropologists viewed AnthroSource and the publications available through AAA membership as less relevant to them (37%) than academic anthropologists did (56%). They also felt that the opportunities for networking through the AAA specifically were less important (42% as opposed to 52%). Applied anthropologists were also more likely to feel

that the AAA recognizes the needs of practicing and applied anthropologists and noticeably less likely to feel that the AAA employment services were useful (14% as opposed to 38%).

Table 32. Applied vs Academic: Respondent Attitudes towards AAA Benefits and Services

| | | Agree | Neutral | Disagree |
|--|------------------|-------|---------|----------|
| (a) Compared to other organizations, the AAA membership price is reasonable. | Applied (n=238) | 22% | 29% | 60% |
| | Academic (n=194) | 25% | 25% | 50% |
| (b) AnthroSource and the publications available as a benefit of AAA membership are relevant to my needs. | Applied (n=260) | 37% | 24% | 39% |
| | Academic (n=201) | 56% | 20% | 24% |
| (c) Opportunities for networking and information exchanges through AAA are important. | Applied (n=274) | 42% | 30% | 28% |
| | Academic (n=201) | 52% | 26% | 22% |
| (d) AAA recognizes the needs of practicing and applied anthropologists. | Applied (n=248) | 29% | 29% | 42% |
| | Academic (n=174) | 37% | 31% | 32% |
| (e) The annual AAA meeting offers professional enhancement. | Applied (n=232) | 39% | 32% | 28% |
| | Academic (n=176) | 46% | 29% | 25% |
| (f) The annual AAA meetings is worth the registration price. | Applied (n=224) | 19% | 28% | 53% |
| | Academic (n=179) | 22% | 25% | 54% |
| (g) Career and professional development services provided by the AAA are helpful. | Applied (n=199) | 24% | 38% | 38% |
| | Academic (n=147) | 35% | 31% | 34% |
| (h) The AAA employment services are useful. | Applied (n=172) | 14% | 40% | 47% |
| | Academic (n=140) | 38% | 31% | 31% |
| (i) I do not get enough value from my AAA membership. | Applied (n=162) | 59% | 27% | 14% |
| | Academic n=(149) | 54% | 28% | 17% |
| (j) As a practitioner, I would like to see more services included in my membership. | Applied n=(170) | 62% | 31% | 4% |
| | Academic n=(137) | 60% | 39% | 2% |

“The SfAA conferences are better for networking but still had a largely academic focus. The AAA meeting does not benefit my career in any clear way beyond being a line on my CV. Both organizations need significantly more applied training and networking if they want to support anthropology staying relevant.”

JOINING A PROFESSIONAL ORGANIZATION

This open-ended question asked participants to indicate what would lead them to join a professional organization. In order to have a comparable data set, the codebook that was used in the 2009 survey analysis was also applied to this question. The results are reported below. Of note, two new themes emerged in this analysis: the ability to collaborate with other scholars and the need for small, local meetups (in addition to larger conferences).

Table 33. Things that would Lead Participants to Join a Professional Organization

“There are two main categories of reasons for joining a professional organization - mission-oriented reasons (this is a group whose mission I believe in and want to support), and transactional reasons (these are benefits and services I value at the price they are offered). My motivations are a combination of the two. I like having access to the publications, a discounted meeting registration fee, career services, the institutional research that AAA conducts about the field, the public affairs work AAA does to highlight the work of anthropologists for media and policy makers. These are of benefit to me personally and to the field as a whole.”

| | 2019 Frequency | 2019 Percentage | 2009 Percentage |
|--|-------------------|--------------------|--------------------|
| Networking of various kinds (professional, collegial) | 115 | 41% | 45% |
| Access and publication in journals/publications | 36 | 13% | 23% |
| Continuing education, keeping up with current trends and knowledge in the field | 56 | 20% | 21% |
| Conference attendance | 33 | 12% | 18% |
| Professional development opportunities, trainings and workshops, certification opportunities, career advancement | 54 | 19% | 16% |
| Relevance of organization to current employment/interests | 26 | 9% | 16% |
| Affordability of services | 45 | 16% | 15% |
| Employment services | 41 | 15% | 11% |
| Ability to publish in journals and publications | 5 | 2% | 4% |
| Internet based resources | 0 | 0% | 4% |
| Advocacy of Profession | 9 | 3% | 3% |
| Availability of Insurance | 1 | <1% | 2% |
| Professional affiliation is important | 0 | 0% | 2% |
| Access to funding/fieldwork/fellowship opportunities | 15 | 5% | 2% |
| Service or support to profession/organization | 4 | 1% | 2% |
| Employer support for membership | 7 | 3% | 2% |
| Interested in more practitioner-oriented services/support | 16 | 6% | 2% |
| Publishing and/or promotional assistance or opportunities | 0 | 0% | 2% |
| Availability of mentoring | 10 | 4% | 1% |
| Access to potential clients | 0 | 0% | 1% |
| Other Responses | | | |
| General comment | 28 | 10% | 8% |
| Not a member, N/A, none | 11 | 4% | 2% |
| Collaboration | 16 | 7% | - |
| Small/local meetups | 7 | 3% | - |

SUMMARY – PROFESSIONAL ORGANIZATIONS, AFFILIATIONS, AND VIEWS

As in 2009, approximately two thirds of respondents belonged to a professional organization of some sort. Our respondents represented a wide array of national, regional, and local professional organizations, both inside and outside the discipline of anthropology. Despite widespread participation, only one third of participants belonging to professional organizations indicated that these organizations fully met their professional and career needs. Although networking opportunities were commonly considered a benefit of membership, respondents desired more networking opportunities outside of annual meetings. Many also cited the benefits of presenting at annual conferences, and several indicated that they only paid for membership during years they intended to present.

The biggest complaint about professional organizations was that participants felt their interests didn't line up well with the interests of the organizations, and that meetings and membership were tailored to an academic audience. The disconnect between applied anthropologists and the interests of professional organizations fueled participants' feelings that membership didn't feel beneficial or relevant to them and wasn't worth the high cost. Indeed, membership costs were a factor in joining or not joining for 72% of respondents. Compared to those working in academia, anthropologists working in applied settings did not feel anthropological associations met their needs, including those organizations geared towards applied anthropology. In regard to the AAA specifically, applied anthropologists felt that the networking opportunities, publications, and employment services offered through the AAA were less relevant to them than their academic counterparts.

Despite the general feelings of discontent among applied anthropologists with current anthropological professional organizations, respondents tended to agree that networking was one of the greatest benefits that would lead participants to join a professional organization. This was followed by continuing education and professional development opportunities. This indicates that these areas may be important for organizations to focus on and expand in the future.

IV. Conclusions, Commentary and Recommendations

Conclusions and Commentary

Our intent with the 2019 American Anthropology Master's Career Survey was to provide an updated look at how anthropology master's graduates shape their careers, what they feel about the educations they received, and how they engage with professional organizations. The original "Changing Face of Anthropology" report was a foundational report, providing key insights to the discipline to inform educational institutions of what skills graduates found most important and what they wished they had learned in hindsight, and insights to professional organizations to better serve professionals both inside and outside of academia. Additionally, the original survey gave crucial reassurance to graduates and undergrads seeking to answer the question "what can I do with an anthropology degree?" This current work looks at the same questions a decade later to understand how the discipline of professional anthropology and anthropology graduate programs have changed.

The answer, ultimately, is very little. The concerns raised by anthropology graduates ten years ago are still very much present. The skills that anthropology graduates felt were important to include in a master's education are the same skills mentioned by respondents in this survey. And the challenges that anthropologists encountered with professional organizations are still barriers to their membership. However, in the same vein, the positive trends highlighted in 2009 still hold true as well. Anthropology graduates find jobs in a wide range of sectors and companies, from starting their own consulting business to working for the federal government, to helping drive innovations in technology. More and more, employers are becoming aware of the benefits an anthropological education bestows upon graduates. This is due in no small part to the continuous advocacy efforts of graduates everywhere. Master's degree holders in both 2009 and 2019 commented that they work to educate their co-workers and employers about what anthropology is and does, resulting in many employers acknowledging and valuing what anthropology brings to the table. For this reason, Fiske and the other authors of the 2009 report were correct when they said that anthropology master's degree holders are in many ways the "face" of anthropology to the public, and this survey shows that they continue to be so.

Our respondents were themselves as diverse as the careers in which anthropology can be applied. They came from 47 states across the United States, and from the District of Columbia, Canada, and 22 other countries. As we saw in 2009, the majority of our respondents (70%) identified as female and 83% were Caucasian. The majority of respondents were under the age of 40, again similar to the data from 2009. This is understandable considering most respondents had earned their degree in the last 10 years.

Even after a decade, there still continues to be an income gap between male and female anthropologists, with fewer women than men earning more than \$50,000 annually. The income curve for respondents has increased slightly for, but not more than would be expected from inflation. The majority (69%) of respondents stayed connected with their master's cohort at least occasionally, and half report staying connected with other anthropologists frequently. Considering the importance respondents placed on networking in nearly every section of the survey, this is understandable. Networking was the primary benefit of professional organizations, and one of the top skills graduates felt should be taught to students. It was also, uncoincidentally, the primary method by which graduates found jobs. Professional organizations and Facebook serve as the primary mechanisms by which graduates stay connected with others in the discipline.

REFLECTIONS ON MASTER'S EDUCATION

Overall, respondents had generally positive feelings towards their master's education. The majority of participants felt that their degree prepared them for their career and were satisfied with the quality and the breadth of their education.

The overwhelming theme throughout this section was the importance of experiences and coursework that provide students with technical and transferable skills. Through both the closed and open-ended questions, respondents placed high importance on skills that would be useful in a

professional context, such as research design, technical writing, data analysis of both qualitative *and* quantitative data, and specific methodologies such as community based research, geographic information systems, archival research, survey design/implementation, and cultural resource management.

Ultimately, many respondents to this survey decided to pursue an anthropology master's degree because they felt it would afford them a broader range of career opportunities or because they were looking to get a specific job, not just because they were interested in anthropology as a discipline in and of itself. For this reason, it is unsurprising that what graduates valued in their education, and what they recommend graduate programs focus more on, are the skills that will be directly beneficial to those career goals. This is not to say that they did not value the foundational components of anthropological theory, and qualitative and quantitative methods – they certainly did – but they also place a heavy importance on specific skills and experiences that will directly assist them in their career development.

CAREER PATHS AND SATISFACTION

Anthropology degrees were an important component of the job offer for the majority of respondents, though it is unclear whether employers were looking for an anthropology degree, or whether students only needed a master's degree and associated technical skills such as data analysis and experience conducting research. The next time this survey is conducted, it would be worth trying to tease this apart. Despite the lack of clarity in this finding, a background in anthropology played a role in helping most participants understand/perform their job roles, and in their overall career satisfaction.

Although the highest percentage of respondents worked at academic institutions, respondents held jobs across an incredibly large spectrum of career domains and employment types. Outside of academic institutions, consulting firms, government, and nonprofit organizations were the most common employer types. Most are working in a full-time job and/or in a permanent position. This paints an incredibly positive light on the job prospects for those with anthropology master's degrees. Ultimately, the answer to “what can you do with an anthropology degree?” is: The sky is the limit. Respondents to this survey exhibited a high degree of intentional craftsmanship in their careers, often carving a place for themselves at their workplace by demonstrating the value of the anthropological skillset. Networking was the top method by which participants found their current job, however internships, practicums, and volunteer opportunities also lead many to their first job, again underlining the importance of experiential learning within a master's degree program.

The majority of participants did report needing to learn new skills on the job. Connecting back to the importance of professional skills in master's education programs, respondents similarly noted that technical skills such as data analysis, networking, project management, communication, and research methods were the top skills needed for professional development in the future.

PROFESSIONAL ORGANIZATIONS, AFFILIATIONS, AND VIEWS

The outlook for professional organizations was slightly less positive than careers and education. Although two thirds of participants were members of at least one local, regional, or national organization in or outside of anthropology, respondents expressed several key concerns with anthropological professional organizations as a whole. There seems to be a prominent disconnect between participants' interests and what they feel anthropological organizations offer, particularly for those working as practicing anthropologists. Although the discipline as a whole seemed to feel that organizations geared specifically towards applied anthropology meet the needs of applied anthropologists, those working as practicing anthropologists are more muted about their relevance. Ultimately, only one third of participants felt that their professional organizations fully meet their needs.

Respondents felt that networking and the opportunities to present research were the key benefits of membership with professional organizations. However, the majority of participants both in and

out of academia reported that membership costs were a major factor in whether or not they join. The compromise that many seem to utilize is only paying for membership in the years they intend to present.

Despite their general feelings of discontent with anthropological organizations, participants all agreed that networking, continuing education, and professional development would be their leading reasons to join a professional organization. Considering the emphasis that participants placed on continuing education and the importance of research methods and other technical skills to their education and careers, professional organizations as a whole could better meet anthropologists' needs and fill a current education gap by providing workshops and training courses outside of their annual meetings.

Recommendations

Overall, sentiments regarding the relevance of an anthropology master's degree, the careers it affords, and the relevance of professional organizations have not changed significantly over the past decade. This is noteworthy for two reasons. The first is that Fiske and her colleagues made extensive recommendations to address the concerns voiced in the 2009 survey (2010). That we are seeing the same concerns and reflections indicates that either those recommendations were not followed, or they were not enough to mitigate concerns. The second is that this sample represents almost an entirely new set of respondents. 97% of the 2019 respondents did not take, or do not remember taking the 2009 survey. Additionally 62% of our respondents earned their degrees in the last 10 years, meaning that the majority of our sample would have been ineligible to take the 2009 survey, and as such they are reflecting on their education in the time since the original recommendations were published.

In light of this, we review the original recommendations and where possible highlight whether they have been followed. We make additional recommendations where appropriate, based upon this new data.

MASTER'S ALUMNI AND CURRENT GRADUATE STUDENTS

2009 Recommendations:

- 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.

Based upon the open ended responses, and respondent's experiences surrounding the importance of on the job training and additional skillsets learned outside anthropology, we believe that the last point will become increasingly more important for master's graduates.

- Additionally, if professional organizations do not meet a graduate's needs, local/regional **meetups, slack channels, social media groups, and other digital outreach platforms** can fulfill both networking and professional needs. Examples of groups such as these include the design anthropology Slack channel and the University of North Texas alumni GroupMe. Ultimately, these avenues for networking and professional support should be implemented and sustained by interested anthropologists themselves, not professional organizations.

ANTHROPOLOGY DEPARTMENTS

2009 Recommendations:

- 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.
- 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.
- 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 coursework 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.

Given the current research, we feel these recommendations still hold true. However, they do not seem to be equally followed by all graduate departments. Some programs, such as the University of Memphis, have robust alumni networking and/or mentoring. However, it is clear from these data that many graduates still wish that their graduate programs had provided them with more training and more opportunities to engage with the world of anthropological praxis. Based upon the comments we received through this survey, we further recommend that master's programs:

- **Provide specialized coursework in professional development**, including networking skills, technical writing, project development, resumes for practicing anthropologists, informational interviewing, and marketing yourself and the benefits of anthropology to a broader workplace. These skills are critical in helping students learn to articulate the value they bring as anthropologists to an organization.

ANTHROPOLOGICAL PROFESSIONAL ORGANIZATIONS

2009 Recommendations

- 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.

In light of the findings of this survey, we feel that both of these recommendations still hold true. In addition, we recommend that anthropological professional organizations:

- **Integrate and prioritize opportunities for *applied* anthropological work.** This could include job fairs with non-academic institutions looking to hire anthropologists, sessions

geared towards the application of anthropology by anthropologists working as practicing anthropologists, networking opportunities with other applied anthropologists, and online resources for those who would like to work in applied settings.

- Even if dues cannot be reduced, look for ways to engage anthropologists outside of a required membership, such as online resources, webinars, podcasts, etc. This can help applied anthropologists, who frequently voiced concerns over the cost of dues and attendance to meetings, still participate in conversation with the discipline.
- Due to the relative importance of networking opportunities, continuing education, and professional development as reasons to join a professional organization, expand opportunities in these areas, both in person and online, and advertise them widely. Considering participants agreed that they continue to learn skills after graduation, and that research methods will be a critical skill set in the future, consider offering continuing education/professional development in a wide range of methodologies and technical skills in forums beyond the annual meetings.

FOR AAA

2009 Recommendations

- AAA could provide responses to member departments of anthropology regarding specific educational data (e.g., questions 8–16 and 27–31). 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 master's students. This could be made available to all AAA member departments, as well as being posted on the AAA website.

The 2009 survey team developed a short PowerPoint presentation of key survey findings that was shared with academic institutions. The current survey team will provide the same resource, as it was this presentation, and the original Changing Face report, that inspired us to conduct this follow-up research. Unfortunately, the 2009 team was unable to provide individualized reports to departments which had more than 5 alumni respond. However, it is the goal of this survey team to write short reports regarding this educational data for interested institutions with enough students to protect anonymity and provide robust analysis.

- 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.

The AAA stored and provided portions of the raw survey data to individuals upon request. As before, we feel that sharing this data is the best way to ensure that the larger discipline can benefit from this survey. NAPA will be the caretaker for this data set in perpetuity. Individuals interested in analyzing this dataset further can contact the National Association for the Practice of Anthropology for access to a full or partial data set.

- 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.

The 2019 American Anthropology Master's Career Survey did not include questions about membership in specific AAA sections. For that reason, we are unable to provide detailed analyses on section member participants.

- It is important to continue research regarding the question 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.

The comparison between these data and the 2009 data suggests that the discipline changes slowly. We believe that professional organizations such as the AAA, NAPA, the SfAA and the SAA are best positioned to replicate a discipline-wide survey. We highly recommend that either a sub-committee, or a team of master's students under the guidance of an advisory board, seek to replicate this survey every 10 years. Keeping the questions as consistent as possible will improve the comparability of the datasets over time.

- 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.

Costs of membership and travel to annual meetings continue to be one of the largest deterrents to membership and meeting participation. The AAA currently offers steeply discounted rates to students for annual meetings, sections, and special events. In addition, they offer discounted bundles to professors and institutions who buy registrations in bulk for their students. These programs no doubt help increase student exposure and access to AAA meetings. The program which provides one-year of free membership to graduating students does not appear to be sufficient incentive to keep members once that year is over. Ensuring that the free membership for graduates is made clear to them as they leave their programs would help greatly. Additionally, many participants voiced that they only enroll in membership during the years they wish to present research. Emailing new members, or all members once a year, to outline the resources available to them would help members understand the robust offerings of membership. If this email included tips for active and fulfilling engagement with the AAA, it may help increase member engagement and retention.

- 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.

The networking opportunities afforded by the AAA and other organizations were routinely cited as one of the largest benefits to membership. Continuing to offer these opportunities both in person and in online formats will help highlight the benefits of AAA membership.

- 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.

Since the writing of this recommendation, “Student Saturday” was transitioned into a discounted weekend registration price for all attendees. In addition, the AAA now takes care to scheduling Saturday sessions that address local issues (such as sessions addressing indigeneity when the conference was held in Vancouver, CA). with particular attention given to scheduling Saturday sessions that would be of interest to locals. This includes students as well as, for example, last year in Vancouver the AAA intentionally programmed several Saturday sessions about indigeneity because that topic was of particular interest to the Canadian hosts of the conference. They also strive to offer events of interest to students and recent graduates, such as webinars and workshops directed towards career development. This considered, the AAA has done a good job creating spaces to connect students and recent graduates to the association and should continue their work in innovating new ways to fulfill this mission.

V. References

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APPENDICES

A. 2019 American Anthropology Master's Career Survey Instrument

B. Survey Frequency Tables

Appendix A

2019 American Anthropology Master's Career Survey Survey Instrument

(Note: This is a text version of the online instrument.

Notations are made where online page breaks, text boxes, and other formatting features occurred).

Part One: Introduction

Welcome to the American Anthropology MA Career survey!

The survey is designed for those who:

- Have completed a master's degree in any field of anthropology,
- From a north American institution before or during 2018,
- Regardless of any other degrees prior or subsequent to the Master's degree.

The goal of this survey is to better understand anthropology careers and trajectories in order to provide useful feedback and information to anthropology departments as they develop and modify their programs. In addition, we would like to explore the ways anthropological organizations can better serve master's alumni.

While those who have obtained degrees beyond a master's are welcome to participate, they will find the majority of the questions are geared towards a Master's experience.

The survey is designed as a longitudinal follow-up to the AAA/CoPAPIA 2009 Anthropology MA Career Survey. It has been initiated and modified by master's students at the University of North Texas, and with the advice of an Advisory Board comprising individuals from the original 2009 AAA/CoPAPIA survey team and senior anthropologists from academic and professional institutions.

The survey is anonymous, and takes approximately 30 minutes to complete. If you need to take a break from the survey and return to it later, you may do so as long as you are using the same computer.

After completing the survey, you are invited to respond to a few additional open-ended questions. Results will be presented at the annual meeting, published in *Anthropology News*, and disseminated electronically through the AAA website and other sources. No information will be released that could potentially identify an individual.

The survey will be open through the end of August 2019. If you have any questions before you begin, or if you need technical support, please contact us at anthrosurvey@unt.edu. Thank you in advance for your participation!

Your participation in this survey is voluntary. If you decide to participate in this survey, you may withdraw at any time.

The survey is anonymous and any published summaries will remove potentially identifying or confidential information.

- Selecting "I agree" below indicates that:
- You have read the above information
- You voluntarily agree to participate
- You meet the qualifications for the survey
- You understand that you may withdraw at any time

I agree

I do not agree [TERM]

—Block 1—

First, we will ask you to reflect on your master's program and current career, and on how your education and degree have served you. Then we ask you about the benefits of national and regional organizations, and how they could be more relevant to you and your career. Finally, we ask you to provide some basic information about yourself.

I. Reflections on Your Education

1. *Describe your anthropological education:

Completed Master's in Anthropology, and did not pursue further graduate education

Completed Master's in Anthropology, and completed or are working on master's in another field

Completed Master's in Anthropology and got doctorate in an anthropological field

Completed Master's in Anthropology and got doctorate in a non-anthropological field

Completed Master's in Anthropology and currently a doctoral student in an anthropological field

Completed Master's in Anthropology and currently a doctoral student in a non-anthropological field

Did not complete Master's in Anthropology [TERM]

2. *Year you obtained anthropology master's degree: _____

[Drop down list with years 2018 back to <1970, includes "Don't Know"]

3. Year you obtained (or expected completion of) anthropology PhD: _____

[Drop down list with years 2018 back to <1970, with N/A option for the PhD)]

4. Which best describes your MAIN anthropological specialization within the four fields:

- Archaeology
- Linguistic anthropology
- Biological/physical anthropology
- Cultural/social anthropology

5. Primary focus of your degree(s) (check all that apply):

- Applied/practicing anthropology
- Archaeology
- Bioarchaeology
- Business anthropology
- Cultural or social anthropology
- Cultural resources management (CRM)
- Design Anthropology
- Educational anthropology
- Environmental anthropology
- Historic preservation
- Linguistics
- Medical anthropology
- Museum/curatorial
- Physical/biological
- Urban anthropology
- Other (please specify)

6. Full name of institution(s) issuing graduate degree(s): _____

[Textbox]

7. What were your reasons for pursuing a graduate degree in anthropology? To answer, please select your level of agreement with each of the following statements:

Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A

- (a) Was seeking education/training for a specific job or career
- (b) Thought graduate degree would enhance my general career choices more than a BA/BS
- (c) Hoped to combine the degree with other education/training to pursue a particular job/career
- (d) Motivated by a general interest in anthropology rather than a specific career goal
- (e) Planned or still plan to pursue a role in teaching
- (f) A master's was a sufficient career enhancement; did not need a PhD
- (g) Was in a PhD program but decided to stop with a Master's
- (h) Could not afford, in time and/or finances, to further pursue a PhD
- (i) Planned or still plan to pursue a PhD

8. Do you keep in touch with other graduates from your master's program?

- No
- No, but would like to
- Rarely
- Occasionally
- Frequently

9. Do you keep in touch with other anthropologists in your field/specialization?

- No
- No, but would like to
- Rarely
- Occasionally
- Frequently

10. How do you stay connected with the larger anthropological discipline? (Select all that apply)

- Professional Organizations
- Meetups
- Twitter
- Facebook
- Podcasts
- Academic Journals
- Group communication applications (Slack, GroupMe, etc.)
- Webinars
- None of the above

11. Looking back on your graduate education program, please rank how helpful the following components or resources were to you:

Extremely Helpful | Generally Helpful | Somewhat Helpful | Marginally Helpful
Not Helpful at all | N/A

- (a) Classroom experience
- (b) Student teamwork
- (c) Thesis/research project
- (d) Public presentation/colloquium
- (e) Internship/practicum
- (f) Partnership opportunities with outside organizations and institutions
- (g) Advisor/mentor relationships
- (h) Field research opportunities (within or outside of the classroom)

12. Others (please specify): _____

[Textbox]

13-15. Anthropology MA programs provide broad educational and training opportunities, and many additional skills are learned both inside and outside of programs. In order to provide feedback for MA programs, please rank the importance of the following knowledge areas and skills for inclusion in anthropology MA curricula, based on your experience.

More Important | Average Importance | Less Important | N/A, Don't know

13. Research Design and Methodology

- (a) Archaeology field methods
- (b) Archaeology lab methods
- (c) Qualitative research skills in general
- (d) Ethnographic methods
- (e) Interviewing skills
- (f) Observational skills
- (g) Focus groups
- (h) Qualitative software packages (e.g., Dedoose, MAXQDA, Atlas Ti)
- (i) Quantitative research skills in general
- (j) Survey techniques
- (k) Statistics
- (l) Software-based statistical packages (e.g., SPSS, SAS, R)
- (m) Geographic Information Systems [GIS] (e.g., ArcMap, ArcPro)
- (n) Archival research/data mining
- (o) Rapid assessment techniques

14. Substantive/Content Area

- (a) Anthropological theory
- (b) Archaeological theory
- (c) Applied anthropology case studies and readings
- (d) Archaeology case studies and readings
- (e) Four-field exposure/coursework
- (f) Ethics competency training
- (g) Historic preservation
- (h) Collaborative, participatory, community-based approaches to anthropology and archaeology (e.g. PAR, CBPR)
- (i) Policy/compliance foundations for anthropology and archaeology (ARPA, NEPA, NHPA, NAGPRA, etc.)
- (j) Social impact assessment
- (k) Evaluation research
- (l) Museum work, representation, collections, exhibit preparation

15. Workplace Preparation and Application

- (a) Job-seeking skills
- (b) Presentation skills (verbal/PowerPoint/graphics)
- (c) Networking skills
- (d) General computer software skills (e.g., MS Office, web applications)

- (e) Community development/ partnerships/grassroots—working with communities
- (f) Project design, development and management
- (g) Proposal and grant writing
- (h) Budget preparation/finance
- (i) IRB experience or training

16. Other areas (please list): _____

[Textbox]

17. If you have had coursework and knowledge in additional specialized areas outside anthropology (e.g., public health, business, community-based research, environment, organizational analysis) that have been beneficial for your career, please describe what they were: _____

[Textbox]

18. How well did your master's degree prepare you for your current career choice?

Very Well

Well

Poorly

Very Poorly

19. If it did not prepare you well, please explain why: _____

[Textbox]

—Block 2—

II. Career Information and Professional Status

20. Current position or job title: _____

[Textbox]

21. Years at current position:

Two years or less

More than 2, up to 5

More than 5, up to 10

More than 10, up to 15

More than 15, up to 25

More than 25

22. If you began seeking work directly after receiving your graduate degree, how long did it take to secure a fulltime job?

- Under 6 months
- 6-12 months
- Over 12 months
- N/A

23. If you decided to pursue a PhD after your MA, how long did you wait before starting the PhD program:

- Less than 1 year
- More than 1, up to 4
- More than 4, up to 6
- More than 6
- Concurrently enrolled from MA/PhD
- N/A

24. How would you characterize your current employment status? (Check all that apply):

- I work full time
- I work part time
- I have more than one job
- My position is permanent
- My position is a contractual and/or term-limited position
- I am a full time student
- I am retired
- I am unemployed
- Other (Please Specify)

25. How did you attain your current position? (Check all that apply):

- A colleague or friend referred me to the position or organization
- Was promoted or transferred within my organization
- Submitted a resume to the organization but not specifically for my current position
- Assisted by college program advisors
- Assisted by professional association (e.g., AAA, SfAA, SAA, Local Practitioner Organization)
- Found through a web site or search engine (e.g., USAjobs.gov; Indeed.com)
- Found through a job posting (not web-based)
- Attained through an internship or practicum with the organization
- Had position before graduate program and returned to it
- Am self-employed
- Other (please specify)

26. Type of organization in which you are now primarily employed (check all that apply):

- Academic (College, Community College and/or University)
- Consulting firm
- Independent consultant
- Small or medium business/LLC (under 100 employees)
- Larger corporation (100 or more employees)
- Government (federal)
- Government (state or local)
- Tribal government/organization
- International organization/institution
- K-12 education
- Museum/exhibition/curatorial
- Nongovernmental or community-based organization (NGO/CBO)
- Nonprofit organization/association
- Foundation/philanthropic
- Research institution/organization
- Self-employed or have own business
- Unemployed
- Other (please specify)

27. Please elaborate or comment if needed: _____

[Textbox]

28. Domain of your current employment (check all that apply):

- Academia
- Administration/management
- Advocacy (human rights/social justice)
- Archaeology
- Business
- Community development
- Computers/software development/information technology
- Ethnography/cultural anthropology
- Cultural resource management (CRM)
- Design (products and/or services)
- Education/outreach
- Environment and natural resources
- Evaluation/assessment
- Forensics
- Health (international/public health)
- Healthcare management/services/delivery
- Historic preservation
- Human/social services
- Humanitarian efforts
- International development/affairs

- ___ Law/criminal justice/law enforcement
- ___ Management consulting, organizational development/training
- ___ Market research
- ___ Mass communication
- ___ Museum/curation/project design
- ___ Social impact assessment
- ___ Tourism/heritage
- ___ Other (please specify

29. Current employer(s) (optional): _____

[Textbox]

30. Reflecting on the role of anthropology in your education and career, please select your level of agreement with the following statements (*if you have more than one job, please answer relative to what you consider your primary position*):

Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A

- (a) An anthropology master's degree was instrumental in my job offer.
- (b) Skills learned outside of anthropology are significant to my current position.
- (c) Most of my current job skills were learned on-the-job.
- (d) My degree is not part of my official job description.
- (e) My degree plays a significant role in helping me understand my job and meeting my job requirements.
- (f) My degree plays a significant role in my overall career satisfaction.
- (g) My supervisors understand the contributions an anthropologist brings to my job position.
- (h) A PhD would have enhanced or does enhance my desired career opportunities.
- (i) I identify myself professionally as an anthropologist most of the time.

31. Please elaborate or comment if needed: _____

[Textbox]

32. Please rate your satisfaction level in the following areas:

Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied |
Very Dissatisfied | N/A

- (a) The quality of education received in my master's program
- (b) The quality of education received in my PhD Program
- (c) The depth of the skill set I came away with after graduation
- (d) The breadth of the skill set I came away with after graduation
- (e) The relevance of my master's education to my career overall

- (f) The relevance of my PhD education to my career overall
- (g) Career advancement opportunities enabled by my master's degree
- (h) Career advancement opportunities enabled by my PhD

33. Please elaborate or comment if needed: _____
[Textbox]

34. Looking to the future, please list the top two or three skills you feel will be most important to your professional development: _____
[Textbox]

—Block 3—

III. Professional Organizations

This section addresses your membership in anthropological organizations, your thoughts on organizational membership, and your membership in other professional organizations.

35. Please check any **national anthropological organizations** of which you are a member:

- American Anthropological Association (AAA)
- Society for Applied Anthropology (SfAA)
- Society for American Archaeology (SAA)
- Society for Historical Archaeology (SHA)
- American Association of Physical Anthropologists (AAPA)
- Archaeological Institute of America (AIA)
- Others (please specify)

35a. Are you a member of the National Association for Practicing Anthropology (NAPA)?

- Yes
- No
- I don't know

36. Please check any National registries and certification organizations of which you are a member:

- Register of Professional Archaeologists
- American Board of Forensic Anthropology
- Others (please specify)

37. If you are a member of a **Local Practitioner Organization (LPO) and/or regional anthropological organizations**, please check all that apply:

- Bay Area Association of Practicing Anthropology (BAAPA)
- Central Valley Applied Anthropology Network (CVAAN)
- Chicago Association for the Practice of Anthropology (CAPA)
- High Plains Society for Applied Anthropology (HPSfAA)
- Southern California Applied Anthropology Network (SCAAN)
- Sun Coast Organization of Practicing Anthropologists (SCOPA)
- Washington Association of Professional Anthropologists (WAPA)
- Alaska Anthropological Association
- Linguistic Association of the Southwest
- Midwest Archaeological Conference
- Southeastern Archaeological Conference
- Southern Anthropological Society
- Southwestern Anthropological Association
- Others (please specify)

38. Do these organizations meet your current professional/career needs?

- Yes
- Somewhat
- No
- N/A

39. Please elaborate: _____

[Textbox]

40. In broad terms, how relevant are national anthropological organizations to you? To answer, please rank your agreement with the following:

Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A

- (a) Membership in general serves my chosen career or occupation.
- (b) Membership costs are a factor in my joining or not joining.
- (c) Employer supports membership or travel (financially or otherwise).
- (d) Meetings are relevant to my needs and important to my career.
- (e) There are clear opportunities for service to the profession.
- (f) Membership with an organization that is geared towards applied/practicing anthropology (e.g. NAPA, SfAA) is a better value than those that are not.

41. Please elaborate, if needed: _____

[Textbox]

42. We would like to ask for a few responses specifically about the AAA, whether you are a member or not. Please rank your agreement with the following:

Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A, Don't Know

- (a) Compared to other professional organizations, the AAA membership price is reasonable.
- (b) AnthroSource and the publications available as a benefit of AAA membership are relevant to my needs.
- (c) Opportunities for networking and information exchanges through AAA are important.
- (d) AAA recognizes the needs of practicing and applied anthropologists.
- (e) The annual AAA meeting offers professional enhancement.
- (f) The annual AAA meeting is worth the registration price.
- (g) Career and professional development services provided by AAA are helpful.
- (h) The AAA employment services are useful.
- (i) I do not get enough value from my AAA membership.
- (j) As a practitioner, I would like to see more services included in my membership.

43. What services should be added? _____
[Textbox]

44. Do you belong to any professional organizations outside of anthropology (e.g., American Public Health Association, American Association of Museums, American Evaluation Association)?

- ___ American Public Health Association
- ___ American Association of Museums
- ___ American Evaluation Association
- ___ Ethnographic Praxis in Industry Community (EPIC)
- ___ None
- ___ Other (please specify)

45. Describe the benefits, services, or opportunities that would lead you to join a professional organization: _____
[Textbox]

—Block 4—

IV. Demographic Information

The following information is optional, but will aid us in understanding the survey data.

46. Age range:

- <20
- 20 – 29
- 30 – 39
- 40 – 49
- 50 – 59
- 60 – 69
- 70 – 79
- 80+

47. State/providence of primary residence (includes Canadian provinces and Mexican states):
[Drop down menu]

48. If living outside of North America, please state country:
[Drop down menu with 192 countries and “N/A”]

49. How do you self-identify:

- Man
- Woman
- Non-binary
- Prefer to self-identify (please specify)
- Prefer not to answer

50. Marital Status:

- Single
- Married/domestic partner
- Divorced/separated
- Widow/widower
- Not Listed (please specify)

51. Number of children/dependents living with you:
[Drop down menu with 0-10]

52. Your current annual salary range:

- <\$20,000
- \$20 – 34,999
- \$35 – 49,999
- \$50 – 74,999
- \$75 – 99,999
- \$100 – 149,999
- \$150,000+

53. How do you identify yourself ethnically: _____

[Textbox]

54. Many anthropologists will find these U.S. census categories lacking, but in the interest of making these results comparable to federal data, please mark the 2010 US Census category that best applies to you (you may select more than one):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White
- Other (please specify)

55. Are you Hispanic or Latino/a/x

- Yes
- No

56. Did you take the 2009 AAA/CoPAPIA version of this survey?

- Yes
- No
- Don't know

Feel free to provide additional general comments about your education, training, and connections with associations below. _____

[Textbox]

—Block 5—

Thank you for completing the main survey. Your answers will provide valuable information to departments and associations as well as the discipline, help improve services to students and members, and improve outreach to association members and nonmembers.

As you know, anthropology thrives on detailed, qualitative information. If you have time, please assist us in uncovering any information not revealed in the survey by responding to a set of six open-ended questions in the next section. The time required will depend on the detail of your answers, but an approximate range is 10 to 30 minutes.

If you prefer you can skip the questions and move to the closing pages. You may also review the questions, and answer only those for which you have time.

CONTINUE to open-ended questions

SKIP questions and move to closing pages

—Block 6—

Part Two: Open-Ended Questions

All questions are optional and anonymous. Any published summaries will remove potentially identifying or confidential information.

1. Provide a brief narrative on your career/professional trajectory since you completed your Master's degree, with particular emphasis on the ways you used your MA training to build a career:

[Textbox]

2. Please discuss, in a general way, your primary professional tasks. What are you doing on a daily or routine basis, and how much does your master's education contribute to this?

[Textbox]

3. What suggestions would you give to current MA programs about how to improve their curricula for MA candidates, in addition to those you have already given?

[Textbox]

4. If you had the chance to earn your anthropology master's degree again, would you? Would you do anything differently?

[Textbox]

5. What is the geographic scope of your work (e.g., local, national, international)? Did your Master's degree provide training relevant to that scope? Please elaborate/clarify as needed.

[Textbox]

6. If you were ever a member of any anthropological organization but are no longer, why have you cancelled or not renewed? Please note to which organization(s) you belonged.

[Textbox]

[Final response and log out page:]

Thank you again for taking the time to complete this survey; your responses are valuable to the discipline.

Please help distribute this survey. Think of one or more anthropology master's you know (former colleagues, grad school friends, etc.) who may be outside the typical anthropological channels, and forward them the survey link. **Your assistance in reaching them is vital, and key to the success of this survey.**

If you have additional questions you can contact us at anthrosurvey@unt.edu.

[end of survey]

APPENDIX B

2019 American Anthropology Master's Career Survey Compiled Response Frequencies to Questions 1-56

Survey questions and their response frequencies are shown here for all respondents who met the survey criteria (n=850).

Section I Reflections on Your Education

Question One

Describe your anthropological education

| Education | Frequency |
|---|-----------|
| Completed Masters in Anthropology, did not pursue further graduate education | 444 |
| Completed Masters in Anthropology, and completed or are working on masters in another field | 60 |
| Completed Masters in Anthropology and completed doctorate in an anthropological field | 168 |
| Completed Masters in Anthropology and completed doctorate in a non-anthropological field | 15 |
| Completed Masters in Anthropology and currently a doctoral student in an anthropological field | 135 |
| Completed Masters in Anthropology and currently a doctoral student in a non-anthropological field | 28 |

Question Two

Year you obtained anthropology Master's degree

| Decade | Frequency |
|--------|-----------|
| 2010s | 500 |
| 2000s | 189 |
| 1990s | 74 |
| 1980s | 52 |
| 1970s | 25 |
| 1960s | 7 |

| Year | Frequency | Year | Frequency | Year | Frequency |
|-------------|------------------|-------------|------------------|-----------------|------------------|
| 2018 | 104 | 2002 | 13 | 1986 | 7 |
| 2017 | 55 | 2001 | 12 | 1985 | 0 |
| 2016 | 65 | 2000 | 11 | 1984 | 6 |
| 2015 | 54 | 1999 | 10 | 1983 | 3 |
| 2014 | 48 | 1998 | 6 | 1982 | 5 |
| 2013 | 49 | 1997 | 10 | 1981 | 8 |
| 2012 | 49 | 1996 | 12 | 1980 | 6 |
| 2011 | 41 | 1995 | 8 | 1979 | 1 |
| 2010 | 35 | 1994 | 9 | 1978 | 4 |
| 2009 | 31 | 1993 | 4 | 1977 | 3 |
| 2008 | 25 | 1992 | 4 | 1976 | 3 |
| 2007 | 24 | 1991 | 5 | 1975 | 2 |
| 2006 | 19 | 1990 | 6 | 1974 | 5 |
| 2005 | 21 | 1989 | 9 | 1973 | 3 |
| 2004 | 18 | 1988 | 6 | 1972 | 1 |
| 2003 | 15 | 1987 | 2 | 1971 | 3 |
| | | | | 1970 or earlier | 7 |

Question Three

Year you obtained (or expected completion of) anthropology PhD

| Decade | Frequency |
|---------------|------------------|
| 2020s | 157 |
| 2010s | 116 |
| 2000s | 33 |
| 1990s | 20 |
| 1980s | 12 |
| 1970s | 9 |
| 1960s | 1 |

| Year | Frequency | Year | Frequency | Year | Frequency |
|-------------|------------------|-------------|------------------|-----------------|------------------|
| After 2022 | 48 | 2005 | 4 | 1987 | 1 |
| 2022 | 36 | 2004 | 3 | 1986 | 2 |
| 2021 | 35 | 2003 | 3 | 1985 | 1 |
| 2020 | 38 | 2002 | 0 | 1984 | 0 |
| 2019 | 20 | 2001 | 3 | 1983 | 1 |
| 2018 | 14 | 2000 | 2 | 1982 | 1 |
| 2017 | 15 | 1999 | 4 | 1981 | 0 |
| 2016 | 13 | 1998 | 4 | 1980 | 2 |
| 2015 | 17 | 1997 | 0 | 1979 | 1 |
| 2014 | 15 | 1996 | 2 | 1978 | 0 |
| 2013 | 5 | 1995 | 0 | 1977 | 0 |
| 2012 | 6 | 1994 | 1 | 1976 | 1 |
| 2011 | 7 | 1993 | 2 | 1975 | 2 |
| 2010 | 4 | 1992 | 2 | 1974 | 3 |
| 2009 | 5 | 1991 | 1 | 1973 | 0 |
| 2008 | 4 | 1990 | 4 | 1972 | 1 |
| 2007 | 6 | 1989 | 3 | 1971 | 1 |
| 2006 | 3 | 1988 | 1 | 1970 or earlier | 1 |
| | | | | N/A | 367 |

Question Four

Which best describes your MAIN anthropological specialization within the four fields

| Specialization | Frequency |
|----------------------------------|------------------|
| Archaeology | 328 |
| Linguistic Anthropology | 12 |
| Biological/Physical Anthropology | 181 |
| Cultural/Social Anthropology | 329 |

Question Five

Primary focus of your degree(s)

All respondents noted at least one focus; many respondents checked more than one. All responses are tallied here.

| Focus | Frequency |
|-----------------------|------------------|
| Archaeology | 344 |
| Cultural/Social | 268 |
| Applied/Practicing | 291 |
| Medical | 130 |
| Physical/Forensic | 153 |
| Urban | 46 |
| Museum/Curatorial | 54 |
| CRM | 109 |
| Educational | 23 |
| Environmental | 55 |
| Historic Preservation | 60 |
| Linguistics | 24 |
| Business | 26 |
| Bioarchaeology | 90 |
| Design Anthropology | 13 |
| Other | 140 |

Question Seven

What were your reasons for pursuing a graduate degree in anthropology? To answer, please select your level of agreement with each of the following statements:

| Reason | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|----------------|--------------------------|--------------------------|------------|
| Was seeking education/training for a specific job or career. | 420 | 246 | 81 | 48 | 37 | 8 |
| Thought a graduate degree would enhance my general career choices more than a BA/BS | 557 | 181 | 49 | 16 | 27 | 9 |
| Hoped to combine the degree with other education/training to pursue a particular job/career | 219 | 255 | 156 | 87 | 85 | 33 |
| Motivated by a general interest in anthropology rather than a specific career goal | 270 | 236 | 107 | 118 | 90 | 17 |
| Planned or still plan to pursue a role in teaching | 196 | 156 | 138 | 107 | 209 | 32 |
| A master's was a sufficient career enhancement, did not need a PhD | 200 | 157 | 109 | 99 | 207 | 64 |
| Was in a PhD program, but decided to stop with a masters | 52 | 21 | 22 | 15 | 266 | 458 |
| Could not afford, in time and/or finances, to further pursue a PhD | 121 | 115 | 65 | 56 | 202 | 273 |
| Planned or still plan to pursue a PhD | 210 | 114 | 106 | 55 | 175 | 173 |

Question Eight

Do you keep in touch with other graduates from your master's program?

| Answer | Frequency |
|-----------------------|------------------|
| No | 80 |
| No, but would like to | 46 |
| Rarely | 134 |
| Occasionally | 340 |
| Frequently | 241 |

Question Nine

Do you keep in touch with other anthropologists in your field/specialization?

| Answer | Frequency |
|-----------------------|------------------|
| No | 38 |
| No, but would like to | 61 |
| Rarely | 229 |
| Occasionally | 419 |
| Frequently | 99 |

Question Ten

How do you stay connected with the larger anthropological discipline?

| Method | Frequency |
|---|------------------|
| Meetups | 167 |
| Twitter | 164 |
| Facebook | 527 |
| Podcasts | 88 |
| Academic Journals | 390 |
| Group communication applications (slack, GroupMe, etc.) | 92 |
| Webinars | 72 |
| None of the Above | 79 |

Question Eleven

Looking back on your graduate education program, please rank how helpful the following components or resources were to you:

| Master's Program Components | Extremely Helpful | Generally Helpful | Somewhat Helpful | Marginally Helpful | Not Helpful at all | N/A |
|--|--------------------------|--------------------------|-------------------------|---------------------------|---------------------------|------------|
| Classroom experience | 328 | 342 | 117 | 42 | 12 | 2 |
| Student teamwork | 162 | 256 | 195 | 115 | 64 | 46 |
| Thesis/research project | 490 | 209 | 81 | 22 | 13 | 27 |
| Public presentation/ colloquium | 304 | 245 | 139 | 54 | 28 | 70 |
| Internship/practicum | 261 | 110 | 74 | 20 | 31 | 346 |
| Partnership opportunities with outside organizations and Institutions | 254 | 147 | 76 | 35 | 45 | 286 |
| Advisor/mentor relationships | 409 | 192 | 103 | 66 | 71 | 3 |
| Field research opportunities (within or outside of the classroom) | 484 | 171 | 60 | 27 | 37 | 63 |

Questions Thirteen through Fifteen

Anthropology MA programs provide broad educational and training opportunities, and many additional skills are learned both inside and outside of programs. In order to provide feedback for MA programs, please rank the importance of the following knowledge areas and skills for inclusion in anthropology MA curricula, based on your experience.

| 13. Research Design and Methodology | | | | |
|---|----------------|--------------------|----------------|-----------------|
| Knowledge/Skills area | More Important | Average Importance | Less Important | N/A, Don't know |
| Archaeology field methods | 388 | 158 | 131 | 161 |
| Archaeology lab methods | 329 | 183 | 151 | 175 |
| Qualitative research skills in general | 595 | 204 | 31 | 11 |
| Ethnographic methods | 403 | 244 | 137 | 56 |
| Interviewing skills | 423 | 210 | 151 | 58 |
| Observational skills | 574 | 194 | 39 | 30 |
| Focus groups | 195 | 231 | 273 | 140 |
| Qualitative software packages (e.g., Dedoose, MAXQDA, Atlas Ti) | 226 | 241 | 199 | 175 |
| Quantitative research skills in general | 507 | 241 | 71 | 22 |
| Survey techniques | 452 | 257 | 89 | 40 |
| Statistics | 425 | 297 | 100 | 19 |
| Software-based statistical packages (e.g., SPSS, SAS, R) | 369 | 264 | 145 | 63 |
| Geographic Information Systems [GIS] (e.g., ArcMap, ArcPro) | 382 | 222 | 122 | 115 |
| Archival research/data mining | 403 | 269 | 101 | 68 |
| Rapid assessment techniques | 228 | 259 | 150 | 204 |

| 14. Substantive/Content Area | | | | |
|---|-----------------------|---------------------------|-----------------------|------------------------|
| Knowledge/Skills area | More Important | Average Importance | Less Important | N/A, Don't know |
| Anthropological theory | 355 | 356 | 122 | 7 |
| Archaeological theory | 251 | 282 | 176 | 129 |
| Applied anthropology case studies and readings | 421 | 280 | 107 | 31 |
| Archaeology case studies and readings | 301 | 252 | 150 | 132 |
| Four-field exposure/coursework | 328 | 302 | 176 | 35 |
| Ethics competency training | 501 | 236 | 82 | 20 |
| Historic preservation | 255 | 281 | 190 | 112 |
| Collaborative, participatory, community-based approaches to anthropology and archaeology (e.g. PAR, CBPR) | 417 | 211 | 113 | 99 |
| Policy/compliance foundations for anthropology and archaeology (ARPA, NEPA, NHPA, NAGPRA, etc.) | 424 | 251 | 92 | 72 |
| Social Impact Assessment | 304 | 311 | 127 | 97 |
| Evaluation research | 317 | 294 | 102 | 126 |
| Museum work, representation, collections, exhibit preparation | 158 | 314 | 248 | 119 |

| 15. Workplace Preparation and Application | | | | |
|---|-----------------------|---------------------------|-----------------------|------------------------|
| Knowledge/Skills area | More Important | Average Importance | Less Important | N/A, Don't know |
| Job-seeking skills | 505 | 245 | 70 | 18 |
| Presentation skills (verbal/PowerPoint/graphics) | 556 | 240 | 42 | 4 |
| Networking skills | 510 | 244 | 76 | 8 |
| General computer software skills (e.g., MS Office, web applications) | 375 | 304 | 145 | 16 |
| Community development/ partnerships/grassroots—working with communities | 388 | 287 | 131 | 33 |
| Project design, development and management | 606 | 181 | 36 | 14 |
| Practice with team-based collaborations | 392 | 319 | 100 | 29 |
| Proposal and grant writing | 559 | 196 | 68 | 18 |
| Budget preparation/finance | 456 | 262 | 95 | 26 |
| IRB experience or training | 254 | 278 | 149 | 156 |

Question Eighteen

How well did your Master's degree prepare you for your current career choice?

| Answer | Frequency |
|---------------|------------------|
| Very Well | 265 |
| Well | 414 |
| Poorly | 131 |
| Very Poorly | 30 |

Section II
Career Information and Professional Status

Question Twenty-one

Years at current position:

| Years | Frequency |
|--------------|------------------|
| 0-2 | 324 |
| 3-5 | 226 |
| 6-10 | 118 |
| 11-15 | 61 |
| 16-25 | 47 |
| >25 | 46 |

Question Twenty-two

If you began seeking work directly after receiving your graduate degree, how long did it take to secure a fulltime job?

| Time | Frequency |
|----------------|------------------|
| Under 6 months | 402 |
| 6-12 months | 104 |
| Over 12 months | 105 |
| N/A | 211 |

Question Twenty-three

If you decided to pursue a PhD after your MA, how long did you wait before starting the PhD program:

| Time | Frequency |
|---|------------------|
| Concurrently enrolled from MA/MS to PhD | 77 |
| Less than 1 year | 14 |
| More than 1 year, up to 4 years | 83 |
| More than 4 years, up to 6 years | 167 |
| More than 6 years | 77 |
| N/A | 451 |

Question Twenty-four

How would you characterize your current employment status? (Check all that apply):

| Employment | Frequency |
|---|------------------|
| I work full time | 570 |
| I work part time | 105 |
| I have more than one job | 95 |
| My position is permanent | 242 |
| My position is a contractual and/or term-limited position | 133 |
| I am a full-time student | 103 |
| I am retired | 41 |
| I am unemployed | 23 |
| Other | 52 |

Question Twenty-five

How did you attain your current position? (Check all that apply):

| Method | Frequency |
|--|------------------|
| A colleague or friend referred me to the position or organization | 280 |
| Was promoted or transferred within my organization | 166 |
| Submitted a resume to the organization but not specifically for my current position | 56 |
| Assisted by college program advisors | 32 |
| Assisted by professional association (e.g., AAA, SfAA, SAA, Local Practitioner Organization) | 18 |
| Found through a web site or search engine (e.g., USAjobs.gov; Indeed.com) | 226 |
| Found through a job posting (not web-based) | 67 |
| Attained through an internship or practicum with the organization | 33 |
| Had position before graduate program and returned to it | 39 |
| Am self-employed | 54 |
| Other | 142 |

Question Twenty-six

Type of organization in which you are now primarily employed (check all that apply):

| Type of Organization | Frequency |
|---|------------------|
| Academic (College, Community College and/or University) | 298 |
| Consulting firm | 121 |
| Independent Consultant | 32 |
| Small or medium business/LLC (under 100 employees) | 80 |
| Large business/corporation (100 or more employees) | 88 |
| Government (federal) | 103 |
| Government (state or local) | 84 |
| Tribal government/organization | 10 |
| International organization/institution | 14 |
| K-12 education | 20 |
| Museum/exhibition/curatorial | 44 |
| Nongovernmental or community-based organization (NGO/CBO) | 15 |
| Nonprofit organization/association | 94 |
| Foundation/philanthropic | 11 |
| Research institution/organization | 66 |
| Self-employed or have own business | 39 |
| Unemployed | 25 |
| Other | 46 |

Question Twenty-eight

Domain of your current employment (check all that apply):

| Domain | Frequency |
|--|------------------|
| Academia | 282 |
| Administration/management | 113 |
| Advocacy (human rights/social justice) | 37 |
| Archaeology | 238 |
| Business | 54 |
| Community development | 51 |
| Computers/software development/information technology | 36 |
| Ethnography/cultural anthropology | 73 |
| Cultural resource management (CRM) | 180 |
| Design (products and/or services) | 36 |
| Education/outreach | 166 |
| Environment and natural resources | 93 |
| Evaluation/assessment | 108 |
| Forensics | 42 |
| Health sector research | 87 |
| Healthcare delivery/management | 40 |
| Historic preservation | 130 |
| Human/social services | 44 |
| Humanitarian efforts | 17 |
| International development/affairs | 16 |
| Law/criminal justice/law enforcement | 19 |
| Management consulting, organizational development/training | 33 |
| Market research | 30 |
| Mass communication | 7 |
| Museum/curation/project design | 69 |
| Social impact assessment | 25 |
| Tourism/heritage | 47 |
| Other | 92 |

Question Thirty

Reflecting on the role of anthropology in your education and career, please select your level of agreement with the following statements (*if you have more than one job, please answer relative to what you consider your primary position*):

| Statement | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|---|----------------|----------------|---------|-------------------|-------------------|-----|
| An anthropology Masters degree was instrumental in my job offer. | 393 | 164 | 94 | 55 | 68 | 47 |
| Skills learned outside of anthropology are significant to my current position. | 488 | 213 | 63 | 16 | 9 | 28 |
| Most of my current job skills were learned on-the-job. | 259 | 298 | 115 | 89 | 30 | 28 |
| My degree is not part of my official job description. | 193 | 114 | 66 | 97 | 289 | 59 |
| My degree plays a significant role in helping me understand my job and meeting my job requirements. | 314 | 282 | 91 | 56 | 42 | 34 |
| My degree plays a significant role in my overall career satisfaction. | 342 | 226 | 115 | 46 | 55 | 33 |
| My supervisors understand the contributions an anthropologist brings to my job position. | 359 | 175 | 84 | 56 | 75 | 67 |
| A PhD would have enhanced or does enhance my desired career opportunities. | 280 | 101 | 94 | 83 | 158 | 100 |
| I identify myself professionally as an anthropologist most of the time. | 321 | 157 | 89 | 101 | 120 | 29 |

Question Thirty-two

Please rate your satisfaction level in the following areas:

| Area | Very Satisfied | Somewhat Satisfied | Neutral | Somewhat Dissatisfied | Very Dissatisfied | N/A |
|--|-----------------------|---------------------------|----------------|------------------------------|--------------------------|------------|
| The quality of education received in my master's program | 351 | 325 | 59 | 61 | 24 | 1 |
| The quality of education received in my PhD program | 147 | 129 | 16 | 22 | 23 | 482 |
| The depth of the skill set I came away with after graduation | 255 | 376 | 81 | 72 | 34 | 4 |
| The breadth of the skill set I came away with after graduation | 258 | 356 | 86 | 84 | 34 | 3 |
| The relevance of my master's education to my career overall | 356 | 258 | 93 | 66 | 41 | 8 |
| The relevance of my PhD education to my career overall | 178 | 85 | 25 | 20 | 13 | 498 |
| Career advancement opportunities enabled by my master's degree | 276 | 230 | 121 | 68 | 79 | 46 |
| Career advancement opportunities enabled by my PhD | 143 | 63 | 36 | 15 | 28 | 532 |

Statement III
Professional Organizations

Question Thirty-five

Please check any **national anthropological organizations** of which you are a member:

| Organization | Frequency |
|---|------------------|
| American Anthropological Association (AAA) | 199 |
| Society for Applied Anthropology (SfAA) | 108 |
| Society for American Archaeology (SAA) | 195 |
| Society for Historical Archaeology (SHA) | 99 |
| American Association of Physical Anthropologists (AAPA) | 99 |
| Archaeological Institute of America (AIA) | 31 |
| Other | 198 |

Question Thirty-five A

Are you a member of the National Association for Practicing Anthropology (NAPA)?

| Answer | Frequency |
|---------------|------------------|
| Yes | 42 |
| No | 656 |
| I don't know | 137 |

Question Thirty-six

Please check any National registries and certification organizations of which you are a member:

| Organization | Frequency |
|---|------------------|
| Register of Professional Archaeologists | 148 |
| American Board of Forensic Anthropology | 10 |
| American Board of Medicolegal Death Investigators | 1 |
| Academy of Nutrition and Dietetics | 1 |
| Ministry of Tourism, Culture, and Sport (Ontario, Canada) | 1 |
| American Planning Association | 1 |
| EPIC | 1 |

Question Thirty-seven

If you are a member of a **Local Practitioner Organization (LPO) and/or regional anthropological organizations**, please check all that apply:

| Organization | Frequency |
|---|------------------|
| Bay Area Association of Practicing Anthropology | 2 |
| Central Valley Applied Anthropology Network | 0 |
| Chicago Association for the Practice of Anthropology | 0 |
| High Plains Society for Applied Anthropology | 7 |
| Southern California Applied Anthropology Network | 3 |
| Sun Coast Organization of Practicing Anthropologists (SCOPA) | 2 |
| Washington Association of Professional Anthropologists (WAPA) | 16 |
| Alaska Anthropological Association | 4 |
| Linguistic Association of the Southwest | 1 |
| Midwest Archaeological Conference | 36 |
| Southeastern Archaeological Conference | 82 |
| Southern Anthropological Society | 4 |
| Southwestern Anthropological Association | 13 |
| Other | 127 |

Question Thirty-eight

Do these organizations meet your current professional/career needs?

| Answer | Frequency |
|---------------|------------------|
| Yes | 209 |
| Somewhat | 237 |
| No | 114 |
| N/A | 206 |

Question Forty

In broad terms, how relevant are national anthropological organizations to you? To answer, please rank your agreement with the following:

| Statement | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A |
|---|-----------------------|-----------------------|----------------|--------------------------|--------------------------|------------|
| Membership in general serves my chosen career or occupation. | 146 | 218 | 115 | 95 | 111 | 100 |
| Membership costs are a factor in my joining or not joining. | 339 | 219 | 67 | 37 | 53 | 70 |
| Employer supports membership or travel (financially or otherwise). | 129 | 146 | 74 | 75 | 212 | 148 |
| Meetings are relevant to my needs and important to my career. | 196 | 210 | 119 | 81 | 88 | 91 |
| There are clear opportunities for service to the profession. | 142 | 206 | 145 | 88 | 85 | 117 |
| Membership with an organization that is geared towards applied/practicing anthropology (e.g. NAPA, SfAA) is a better value than those that are not. | 145 | 157 | 208 | 42 | 47 | 184 |

Question Forty-one

We would like to ask for a few responses specifically about the AAA, whether you are a member or not. Please rank your agreement with the following:

| Statement | Strongly Agree | Somewhat Agree | Neutral | Somewhat Disagree | Strongly Disagree | N/A, Don't Know |
|--|-----------------------|-----------------------|----------------|--------------------------|--------------------------|------------------------|
| Compared to other organizations, the AAA membership price is reasonable. | 17 | 83 | 117 | 129 | 88 | 348 |
| AnthroSource and the publications available as a benefit of AAA membership are relevant to my needs. | 76 | 134 | 105 | 90 | 58 | 319 |
| Opportunities for networking and information exchanges through AAA are important. | 84 | 138 | 134 | 68 | 53 | 304 |
| AAA recognizes the needs of practicing and applied anthropologists. | 33 | 105 | 127 | 88 | 70 | 359 |
| The annual AAA meeting offers professional enhancement. | 50 | 124 | 126 | 61 | 49 | 372 |
| The annual AAA meetings is worth the registration price. | 21 | 61 | 107 | 113 | 102 | 378 |
| Career and professional development services provided by the AAA are helpful. | 19 | 80 | 122 | 64 | 62 | 433 |
| The AAA employment services are useful. | 20 | 58 | 112 | 55 | 68 | 466 |
| I do not get enough value from my AAA membership. ⁶⁹ | 108 | 87 | 29 | 20 | 467 | |
| As a practitioner, I would like to see more services included in my membership. | 85 | 104 | 111 | 6 | 2 | 468 |

Question Forty-four

Do you belong to any professional organizations outside of anthropology (e.g., American Public Health Association, American Association of Museums, American Evaluation Association)?

| Organization | Frequency |
|--|------------------|
| American Association of Museums | 27 |
| American Evaluation Association | 19 |
| Ethnographic Praxis in Industry Community (EPIC) | 31 |
| None | 403 |
| Other | 142 |

**Section IV
Demographic Information****Question Forty-six**

Age range:

| Age | Frequency |
|------------|------------------|
| 20-29 | 136 |
| 30-39 | 343 |
| 40-49 | 146 |
| 50-59 | 76 |
| 60-69 | 67 |
| 70-79 | 28 |
| 80+ | 2 |

Question Forty-seven

State/province of primary residence:

| State | Frequency | State | Frequency |
|---------------|-----------|------------------|-----------|
| Alabama | 6 | Nevada | 22 |
| Alaska | 2 | New Hampshire | 1 |
| Arizona | 33 | New Jersey | 5 |
| Arkansas | 3 | New Mexico | 22 |
| California | 76 | New York | 35 |
| Colorado | 29 | North Carolina | 24 |
| Connecticut | 5 | North Dakota | 2 |
| Delaware | 1 | Ohio | 20 |
| Florida | 37 | Oklahoma | 5 |
| Georgia | 32 | Oregon | 15 |
| Hawaii | 11 | Pennsylvania | 21 |
| Idaho | 4 | Rhode Island | 0 |
| Illinois | 27 | South Carolina | 6 |
| Indiana | 17 | South Dakota | 2 |
| Iowa | 5 | Tennessee | 25 |
| Kansas | 2 | Texas | 41 |
| Kentucky | 7 | Utah | 11 |
| Louisiana | 11 | Vermont | 2 |
| Maine | 0 | Virginia | 28 |
| Maryland | 41 | Washington | 17 |
| Massachusetts | 10 | West Virginia | 0 |
| Michigan | 17 | Wisconsin | 16 |
| Minnesota | 8 | Wyoming | 3 |
| Mississippi | 4 | Ontario | 17 |
| Missouri | 10 | Quebec | 1 |
| Montana | 3 | British Columbia | 10 |
| Nebraska | 1 | Alberta | 1 |
| | | Washington D.C | 8 |

Question Forty-nine

Gender:

| Answer | Frequency |
|-------------------------|-----------|
| Woman | 556 |
| Man | 217 |
| Nonbinary | 8 |
| Prefer to self-identify | 3 |
| Prefer not to answer | 14 |

Question Fifty

Family Status:

| Status | Frequency |
|--------------------------|------------------|
| Single | 228 |
| Married/domestic partner | 505 |
| Divorced/separated | 40 |
| Widow/widower | 9 |
| Other | 7 |

Question Fifty-one

Number of children/dependents living with you:

| Dependents | Frequency |
|-------------------|------------------|
| N/A | 566 |
| 1 | 124 |
| 2 | 116 |
| 3 | 31 |
| 4 | 8 |
| 5 | 2 |
| 6 | 2 |
| 7 | 1 |
| 8 | 0 |
| 9 | 0 |
| 10+ | 0 |

Question Fifty-two

Your current annual salary range:

| Salary | Frequency |
|---------------------|------------------|
| <\$20,000 | 90 |
| \$20,000 - 34,999 | 113 |
| \$35,000 - 49,999 | 115 |
| \$50,000 - 74,999 | 224 |
| \$75,000 – 99,999 | 114 |
| \$100,000 – 149,000 | 60 |
| \$150,000 | 27 |

Question Fifty-Four

Please mark the US Census category that best applies to you (you may select more than one):

| Category | Frequency |
|---|------------------|
| American Indian or Alaska Native | 22 |
| Asian | 25 |
| Black or African American | 23 |
| Native Hawaiian or Other Pacific Islander | 2 |
| White | 704 |
| Other | 40 |

Question Fifty-five

Are you Hispanic or Latino/a/x?

| Answer | Frequency |
|---------------|------------------|
| Yes | 22 |
| No | 595 |

Question Fifty-six

Did you take the 2009 AAA/CoPAPIA version of this survey?

| Answer | Frequency |
|---------------|------------------|
| Yes | 22 |
| No | 595 |
| Don't Know | 175 |