Submitted By:

- Lenora Bohren - Lenora.bohren@colostate.edu
- John Massad - jpnmassad@gmail.com

Board Members:

- Lenora Bohren (President) - Lenora.bohren@colostate.edu
- John Massad (President Elect) - jpnmassad@gmail.com
- Tim Wallace (Past President) - tmwallace@mindspring.com
- Lisa Henry (Secretary) - lisa.henry@unt.edu
- John Massad (Treasurer) - jpnmassad@gmail.com
- Pam Puntenney (Member-At-Large) - pjpunt@umich.edu
- Carla Guerron Montero (Member-At-Large) - cguerron@udel.edu
- Chad Morris (Member-At-Large) - cmorris@roanoke.edu
- Sarah El-Hattab (Student Representative) - selhatta@umail.iu.edu

Membership:

Provide the most recent membership numbers.

Number of Members: 484

List any factors you think may be increasing or decreasing your Section membership.

Number of Members: 484 up from 476 in last year’s report but down from our December report; we show a 5% decrease in membership. This decrease is distributed between students (6% decrease) and professional (5% decrease) members. A further breakdown shows that:

- 110 members are exclusively Academic (1% decrease)
- 53 members are Academic & Practicing (6% decrease)
- 114 members are exclusively Practicing (4% decrease)
- 207 members did not provide this information

Factors affecting Membership:

Our average membership has been steady in the low 500’s and upper 400’s for the last several years. Membership numbers rose in 2010 due in part to a large influx from new members through the NAPA Occupational Therapy Field School which required its members and students to join NAPA prior to participating. Membership tends to fluctuate during the year, but over the last two years it has been relatively steady in the high 400s. There are other factors at work, including the recession and the fact that there are a number of other sections that have applied anthropology colleagues in them, e.g., SMA and A&E. We feel there is no specific reason for a loss of members. We have found that some members are not renewing in spite of intensive recruitment efforts.

Despite the welcome atmosphere that the AAA leadership has made towards practicing members, there is still much reticence to overcome in bringing them back into the AAA. Our challenge is to create a home for practitioner in a historically academic organization. The hiring of a past NAPA President and practicing anthropologist as the new Executive
Director is the kind of thing that clearly demonstrates to colleagues inside and outside NAPA that the future of the AAA must include practicing anthropologists.

Finances:

Provide the most recent financial balances for Section budgets (and publication sponsored budgets).

Financial Balance: 134,370.31

Publication Sponsored budgets.

$4640.94 (Nov ’13, includes W-B royalty, offset by expenditures)

List any factors you think are affecting your Section's finances.

- Our workshops at the annual AAA meetings are now a significant portion of our revenues, a trend that has increased over the past three years. We are now able to provide a significant travel reimbursement to many workshop organizers, which is a considerable incentive to their participation and to their marketing activities (the amount of travel reimbursement for each organizer is capped by the amount of revenue from their particular workshop).
- In 2012, we reorganized our communications strategies, effectively eliminating the cost of a website administrator (at a savings of approximately $10,000). These saving are realized in the balance for 2013.
- There has been a significant reduction in the EPIC revenue again due to the change in percentage of revenue sharing this year.
- The OT Field School continues to bring in a surplus, which does show on our bottom line. They are allowed to carry over surplus year to year for development purposes, so these funds are held for their future use.
- Many of the costs associated with the (renamed) Careers EXPO have not been charged to NAPA in the past by AAA. This was "corrected" starting in 2011 and 2012, though the AAA also subsidizes a portion of our expenses for this activity at the annual meetings. We are working to better understand the cost break-out for this activity to better plan for the future and potential expansion.
- Our membership dues continue to be challenging to track and to use as predictors of revenue in that cost center. As reported above, they fluctuate considerably during the year. While part of this fluctuation may be due to the periodicity of when individuals pay their dues, the overall trend over the past several years is downward.
- We were under budget for travel on the year, as many GC members were unable to attend our two meetings in person. This is not a trend that we can use to budget in the future, as travel costs are increasing rapidly and we must continue to plan for full attendance. We are relying increasingly on electronic communication and conference calls (where appropriate), but we will continue to plan for in-person meetings of the full GC.

Sessions:

List the titles of your Section's AAA meeting invited sessions, co-sponsored sessions, and any special events your Section sponsored or in which it participated.
Session Type: Invited Co-Sponsored with Committee on World Anthropologies
Session: 1. The Practice of Anthropologies Worldwide: Moving Beyond Applied and Academic Models

Session Type: Invited Co-Sponsored with Society for the Anthropology of Work
Session: Interdisciplinary Engagement: Advancing Anthropology in Industrials and Organizational Contexts

Session Type: Invited
Session: Do We Have an Image Problem: Ethical Problems in Evaluation Anthropology

Session Type: Volunteered
Session: Engaging Publics Beyond the Academy: Problematizing Community Engagement Through the Study of Race and Hiphop

Session Type: Volunteered
Session: Anthropologists on the Job Market: How Departments and Job-seekers can Respond to the Employment Crisis

Session Type: Volunteered
Session: Design and Material Practices

Session Type: Volunteered
Session: Inclusive Discussions: Incorporating Diverse Perspectives into Organizational Research

Session Type: Volunteered
Session: Liminality and Crossing Boundaries in Applied Anthropology

Session Type: Volunteered
Session: Innovative Research Methods in Applied Anthropology

Session Type: Volunteered
Session: Applying Anthropological Methods: A Look at Current Directions in Research

Session Type: Volunteered
Session: What's at Stake: A Discussion of Transparency, Authenticity, Application, Theory and Accessibility in Public Anthropology

Session Type: Volunteered
Session: Learning in the Anthropological Context: An Examination of Current Education Initiatives, Schooling and Service-Learning

Session Type: Volunteered
Session: Success in Anthropology: The Place of Internships and Practice. A NAPA/COPAPIA Session.
Session Type: Volunteered
Session: Farmers Markets: Developing Indices for Measuring Sustainability

Session Type: Other
Session: NAPA Workshop On the Design Process: Design Thinking, Tools, and Methods - Christine Miller

Session Type: Other

Session Type: Other
Session: NAPA-NASA Workshop: Applying to Graduate School, Faculty and Student Perspectives - Nancy Romero- Daza, Alexander J Orona, and Kelli Hayes

Session Type: Other
Session: NAPA Workshop On Marketing Oneself As An Anthropologist in a Variety of Interdisciplinary Settings - Amy Raquel Paul-Ward

Session Type: Other
Session: NAPA Workshop On Making a Publishable Field-Site Map - David Meek

Session Type: Other
Session: NAPA Workshop On Making A Difference: Planning for Your Anthropological Engagement At Various Career Stages - Sherylyn Briller

Session Type: Other
Session: NAPA Workshop On Effective Negotiating for Anthropologists - Karen Kelsky

Session Type: Other
Session: NAPA/NASA Workshop On Undergraduate and Graduate Funding - David A. Himmelgreen, Valerie V Feria-Isacks, Anne Elaine Pfister, and Nicole Ryan

Session Type: Other
Session: NAPA Workshop On Mixed Method Evaluations: Qualitative Or Quantitative Or What? - Mary Odell Butler

Session Type: Other
Session: NAPA Workshop On (FREE) Software For Writing and Managing Fieldnotes: Flex DATA Notebook For PCs - Tom Woodward and Tim Wallace

Session Type: Other
Session: NAPA Workshop On Heritage Tourism: Theory and Praxis - Tim Wallace and Quetzil Castenada

Session Type: Other
Session: NAPA Workshop On Stress Management and Building Self-Esteem for Students and Beginning Professionals - Terry Majewski
Session Type: Other
Session: NAPA Workshop On Preparing Undergraduates To Practice Anthropology - Anne J. Goldberg

Session Type: Other
Session: NAPA Workshop On Data Sanitization: Rituals and Responsibilities - Isaac Morrison

Session Type: Other
Session: NAPA Workshop On Program Logic Models: A Tool For Evaluators and Project Planners - Eve Pinsker

Session Type: Special Events
Session: CAPA/NAPA LPO Social, Chicago Curry House

Session Type: Special Events
Session: Evaluation Anthropology Interest Group

Session Type: Special Events
Session: NAPA Governing Council Meeting

Session Type: Special Events
Session: NAPA/AAA CAREERS EXPO: Exploring Professional Careers

Session Type: Special Events
Session: NAPA Business Meeting and WAPA Praxis Award Presentation and Reception.

Session Type: Special Events
Session: NAPA Information Table and Instant Mentoring: On-site with the NAPA/AAA Careers EXPO

Session Type: Special Events
Session: NAPA Networking Event: Engaging Conversations

Awards
List awards presented this year on behalf of your Section.

Award: Student Paper Award, First Place
Date: 11/22/2013
Recipient: Celia White
Affiliation: Vancouver Island University
Project/Paper/Accomplishment: Questioning Voluntourism

Award: Student Paper Award, First Runner-Up
Date: 11/22/2013
Recipient: V. Rachel Wayne
Affiliation: University of Florida
Project/Paper/Accomplishment: The Social Construction of Childhood Bullying Through
US News Media

Award: Student Paper Award, Second Runner-Up  
Date: 11/22/2013  
Recipient: Katharine Khanna  
Affiliation: Brown University  
Project/Paper/Accomplishment: What’s Up, Girl? Gendered Language Use Among Adolescents

Meetings

Did your section request a meeting registration waiver or community engagement grant?  
No  
If granted, who/what was it/they used for?  
Incomplete  

List spring meeting activities

NAPA conducts a governing council meeting in the spring, usually at the SfAA meeting. This year (March 2013) we had a meeting at the Spring SfAA meeting in Denver, CO. We also have several GC teleconference calls prior to the Spring meetings. The Spring meeting includes semi-annual reports from GC committee chairs and planning for upcoming activities.

Mentorship:

Mentorship efforts (at or beyond the AAA meetings) to any of the following (e.g., special activities, funding, awards, guidance/advising on professional matters, etc.)  
Undergraduate and/or graduate students.

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Highlights for 2013

In 2013 NAPA’s Mentor Match program reached 106 individuals. The program generated 236 e-mail messages from mentees and 255 replies from Tom Greaves, Mentor Match Coordinator plus an additional 46 emails involved in setting up mentors other than Greaves, for a total of 537 e-mails.

The distribution of mentees by level of education was 72% undergraduate and 28% graduate student and practicing professionals. Continuing a pattern we have seen before, 39% did not persist after receiving a reply to their initial inquiry that requested a resume and personal data. About 46% engaged in short-term mentoring entailing 2 to 4 exchanges, and 15% continued for 5 to as many as 17 exchanges.

Greaves handled the mentees who were undergraduates and those graduate students who were in the earlier, general phase of study. Eleven were practicing professions (MA and PhD), or masters and PhD graduate students in the later stages of study. These were placed with mentors who could best address their professional goals.

The total volume of Mentor Match correspondence in 2013 was about 1/3 less than in 2012, the decline mainly among the undergraduate mentees. This decline coincides with the creation of NAPA’s FAQ (Frequently Asked Questions) resource, which became operational in 2013. The FAQ is now integrated into the Mentor-Match program: virtually every new mentee is encouraged to use the FAQs as part of the mentoring service, and subsequent mentoring often refers the mentee to the FAQs for further information and ideas.

How the Program Works:

1. NAPA’s Mentor Match Program is active and heavily trafficked. Mentor-Match is, so far as we are aware, is the most active and largest anthropology mentoring program serving the anthropology profession. No other program that pairs mentor and mentee for one-on-one counseling, for any branch of anthropology, even comes close.

2. The program’s mentoring relationship is initiated when a visitor to NAPA’s website visits the Careers section and decides to contact Mentor Match by filling out a brief form and electronically submitting it.

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5. The mentee’s subsequent correspondence continues in inquiry-reply pairs. The reply is almost always within 24 hours of receipt of the inquiry. In the event that a response will be delayed (e.g. when Tom is traveling), the inquiry is acknowledged quickly with an estimate of when a full reply may be expected.

6. To maintain an efficient, rapid-response program Tom himself handles the large majority of inquiries (87%) who are students ranging from high school to students enrolled in the first years of graduate study. For the remainder (i.e. practicing professionals with PhDs or MAs, graduate students nearing the award of their professional degree and looking ahead to professional employment, and inquiries where the mentee needs specialized professional information) Tom seeks a mentor with appropriate expertise. This is done by sending an e-mail to NAPA’s leadership group describing the mentee’s need and requesting names of potential mentors. One of these is selected, approached by Tom, and, when consent to mentor is received, is linked up with the mentor, who handles the mentoring from then on.

7. All mentoring in NAPA’s Mentor-Match program is freshly composed personally to each mentee, although for the initial reply to the form submitted, certain pre-written paragraphs are frequently inserted. The tone in all replies is encouraging and welcoming.

**Statistics and Patterns, 2013**

During the 12-month period Jan. 1, 2013 and Dec. 31st 2013:

- A total of 106 separate individuals participated as mentees during 2013. Of them 91 made their first contact with Mentor Match during 2013 and 15 were continuing from before 2013 began.

- The 106 individuals sent 236 messages (in this report each message from a mentee is termed an “inquiry”) to Mentor Match, eliciting 255 replies from Greaves. The greater number of replies is mainly due to sending “can’t reply just now because I’m traveling; will reply next week” interim messages. Thus Mentor Match entailed 491 mentoring messages during 2013.

- In most cases a received message gets a reply within 24 hours.
The academic level of the mentees is as follows:

- PhD in hand: 4 (5%)
- Pre-PhD: 2 (3%)
- MA in hand: 7 (9%)
- Pre-MA: 9 (12%)
- BA/BS in hand: 24 (31%)
- Pre BA/BS: 27 (35%)
- Pre AA: 2 (3%)
- High School: 3 (4%)
- Not known: 7 (28%)

Because the largest portion of mentees is undergraduates, the volume of mentoring traffic is, not surprisingly, visibly influenced by the college schedule. The peak volume is August-September (planning for the academic year), and especially October-February and March-May (students planning for post-graduation or planning for summer).

The number of inquiry-reply pairs per individual has this distribution:

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- 2 inquiry-reply pairs: 22
- 3 inquiry-reply pairs: 11
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- 5 inquiry-reply pairs: 0
- 6 inquiry-reply pairs: 7
- 7 inquiry-reply pairs: 3
- 8 inquiry-reply pairs: 2
- 9 inquiry-reply pairs: 0
- 10 inquiry-reply pairs: 1
- 11 inquiry-reply pairs: 0
- 12 inquiry-reply pairs: 0
- 13 inquiry-reply pairs: 1
- 14 inquiry-reply pairs: 0
- 15 inquiry-reply pairs: 0
- 16 inquiry-reply pairs: 1

Thus a large group (N=40, 39%) do not continue after receiving their first reply.

My guess is that when they send in their form they typically are curious regarding what mentoring will entail. When they receive, in my reply, a request for a resume, personal information, and the expectation that we will have a continuing, high disclosure, ongoing relationship this group backs off. Too, now that my initial reply usually points out the FAQ resource, some may find the FAQs a more congenial avenue.
All but a smaller group (46%) broke off after 2 to 4 exchanges. It is apparent from the content of their correspondence that they are seeking information rather than mentoring guidance. When they have the information they wanted, there is no reason to continue, though they are invited to do so.

The remaining group (15%) engages in a mentoring relationship that goes on for at least 5 and up to 17 iterations.

Occasional inquiries come from outside the U.S.: Canada, Argentina, France, South Africa, Britain, and India for example.

Mentor-Match in 2013 entailed an additional 46 messages involved in seeking and arranging mentors, other than Tom, for 11 mentees. These are practicing professionals with PhD or MA, or advanced graduate students with intended practice areas already defined. Obtaining the mentors is done by sending an e-mail to the NAPA leadership, describing the expertise/experience needed and requesting the names and e-mail addresses of individuals they would recommend.

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Half way through the 2012 year NAPA posted a second mentoring resource, a set of 75 Frequently Asked Questions (FAQs) grouped into 8 indexed sections. The FAQs, to a substantial extent, grew out of recurring topics and questions that Mentor-Match has received over the last several years. The FAQs, and an extensive revision of the web pages surrounding the mentoring section of NAPA’s web site, went online at the beginning of July, 2012. We were curious what impact the FAQs would have on the volume and nature
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**Principles Guiding NAPA’s Mentor-Match Program**

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- Always welcome further correspondence from the mentee.
- Always encourage the mentee to seek advice from many sources and to make his/her own informed choices.
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**Early career scholars.**

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The distribution of mentees by level of education was 72% undergraduate and 28% graduate student and practicing professionals. Continuing a pattern we have seen before, 39% did not persist after receiving a reply to their initial inquiry that requested a resume and personal data. About 46% engaged in short-term mentoring entailing 2 to 4 exchanges, and 15% continued for 5 to as many as 17 exchanges.
Greaves handled the mentees who were undergraduates and those graduate students who were in the earlier, general phase of study. Eleven were practicing professions (MA and PhD), or masters and PhD graduate students in the later stages of study. These were placed with mentors who could best address their professional goals.

The total volume of Mentor Match correspondence in 2013 was about 1/3 less than in 2012, the decline mainly among the undergraduate mentees. This decline coincides with the creation of NAPA’s FAQ (Frequently Asked Questions) resource, which became operational in 2013. The FAQ is now integrated into the Mentor-Match program: virtually every new mentee is encouraged to use the FAQs as part of the mentoring service, and subsequent mentoring often refers the mentee to the FAQs for further information and ideas.

**How the Program Works:**

1. NAPA’s Mentor Match Program is active and heavily trafficked. Mentor-Match is, so far as we are aware, the most active and largest anthropology mentoring program serving the anthropology profession. No other program that pairs mentor and mentee for one-on-one counseling, for any branch of anthropology, even comes close.

2. The program’s mentoring relationship is initiated when a visitor to NAPA’s website visits the Careers section and decides to contact Mentor Match by filling out a brief form and electronically submitting it.

3. The form is received by Tom Greaves, Mentor Match Coordinator.

4. Tom responds, introducing himself and usually asking for a resume and other personal information from the mentee helpful in framing the advice. Tom’s reply is almost always within 24 hours of receipt of the initial form.

5. The mentee’s subsequent correspondence continues in inquiry-reply pairs. The reply is almost always within 24 hours of receipt of the inquiry. In the event that a response will be delayed (e.g. when Tom is traveling), the inquiry is acknowledged quickly with an estimate of when a full reply may be expected.

6. To maintain an efficient, rapid-response program Tom himself handles the large majority of inquiries (87%) who are students ranging from high school to students enrolled in the first years of graduate study. For the remainder (i.e. practicing professionals with PhDs or MAs, graduate students nearing the award of their professional degree and looking ahead to
professional employment, and inquiries where the mentee needs specialized professional information) Tom seeks a mentor with appropriate expertise. This is done by sending an e-mail to NAPA’s leadership group describing the mentee’s need and requesting names of potential mentors. One of these is selected, approached by Tom, and, when consent to mentor is received, is linked up with the mentor, who handles the mentoring from then on.

7. All mentoring in NAPA’s Mentor-Match program is freshly composed personally to each mentee, although for the initial reply to the form submitted, certain pre-written paragraphs are frequently inserted. The tone in all replies is encouraging and welcoming.

Statistics and Patterns, 2013

During the 12-month period Jan. 1, 2013 and Dec. 31st 2013:

- A total of 106 separate individuals participated as mentees during 2013. Of them 91 made their first contact with Mentor Match during 2013 and 15 were continuing from before 2013 began.

- The 106 individuals sent 236 messages (in this report each message from a mentee is termed an “inquiry”) to Mentor Match, eliciting 255 replies from Greaves. The greater number of replies is mainly due to sending “can’t reply just now because I’m traveling; will reply next week” interim messages. Thus Mentor Match entailed 491 mentoring messages during 2013.

- In most cases a received message gets a reply within 24 hours.

- The academic level of the mentees is as follows:

  - PhD in hand: 4 (5%)
  - Pre-PhD: 2 (3%)
  - MA in hand: 7 (9%)
  - Pre-MA: 9 (12%)
  - BA/BS in hand: 24 (31%)
  - Pre BA/BS: 27 (35%)
  - Pre AA: 2 (3%)
  - High School: 3 (4%)
  - Not known: 7 (72%)

- Because the largest portion of mentees is undergraduates, the volume of mentoring traffic is, not surprisingly, visibly influenced by the college schedule. The peak volume is

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August-September (planning for the academic year), and especially October-February and March-May (students planning for post-graduation or planning for summer).

The number of inquiry-reply pairs per individual has this distribution:

- 1 inquiry-reply pair: 40
- 2 inquiry-reply pairs: 22
- 3 inquiry-reply pairs: 11
- 4 inquiry-reply pairs: 14
- 5 inquiry-reply pairs: 0
- 6 inquiry-reply pairs: 7
- 7 inquiry-reply pairs: 3
- 8 inquiry-reply pairs: 2
- 9 inquiry-reply pairs: 0
- 10 inquiry-reply pairs: 1
- 11 inquiry-reply pairs: 0
- 12 inquiry-reply pairs: 0
- 13 inquiry-reply pairs: 1
- 14 inquiry-reply pairs: 0
- 15 inquiry-reply pairs: 0
- 16 inquiry-reply pairs: 1

Thus a large group (N=40, 39%) do not continue after receiving their first reply. My guess is that when they send in their form they typically are curious regarding what mentoring will entail. When they receive, in my reply, a request for a resume, personal information, and the expectation that we will have a continuing, high disclosure, ongoing relationship this group backs off. Too, now that my initial reply usually points out the FAQ resource, some may find the FAQs a more congenial avenue.

All but a smaller group (46%) broke off after 2 to 4 exchanges. It is apparent from the content of their correspondence that they are seeking information rather than mentoring guidance. When they have the information they wanted, there is no reason to continue, though they are invited to do so.

The remaining group (15%) engages in a mentoring relationship that goes on for at least 5 and up to 17 iterations.

Occasional inquiries come from outside the U.S.: Canada, Argentina, France, South Africa, Britain, and India for example.
Mentor-Match in 2013 entailed an additional 46 messages involved in seeking and arranging mentors, other than Tom, for 11 mentees. These are practicing professionals with PhD or MA, or advanced graduate students with intended practice areas already defined. Obtaining the mentors is done by sending an e-mail to the NAPA leadership, describing the expertise/experience needed and requesting the names and e-mail addresses of individuals they would recommend.

From the nominations chosen, a close match is made by researching the mentor for additional details, and then sending an e-mail to the individual inviting her/him to serve as mentor. If the individual agrees, Tom then shares with the mentor the vita and past correspondence from the mentee, obtains final consent to proceed, and then sets up the relationship between the two, stating the ground rules for the mentoring process. After confirmation that the mentor-mentee relationship is underway, Tom has no further involvement.

Impact of NAPA’s New FAQs

Half way through the 2012 year NAPA posted a second mentoring resource, a set of 75 Frequently Asked Questions (FAQs) grouped into 8 indexed sections. The FAQs, to a substantial extent, grew out of recurring topics and questions that Mentor-Match has received over the last several years. The FAQs, and an extensive revision of the web pages surrounding the mentoring section of NAPA’s web site, went online at the beginning of July, 2012. We were curious what impact the FAQs would have on the volume and nature of Mentor Match inquiries.

The total volume of Mentor Match solicitations is fewer than last year. Also, the existence of the FAQ resource has been very helpful to the Mentor Match program. My reply to nearly all of the initial inquiries includes advice similar to this paragraph:

I want to draw your attention to a new resource just made available from NAPA, a body of "frequently asked questions." You'll find them at <http://practicinganthropology.org/careers/mentoring/mentoring_faq/>. Several sections, each with various questions and answers, are likely to help you define your options and convey useful information. Consulting it will move our own correspondence to a more informed plane.

In numerous cases subsequent messages from the mentees reference the usefulness of
NAPA’s FAQs.

**Principles Guiding NAPA’s Mentor-Match Program**

- Always seek to answer an inquiry within 24 hours (usually within 12).
- Always welcome further correspondence from the mentee.
- Always encourage the mentee to seek advice from many sources and to make his/her own informed choices.
- Because personal information is requested of the mentee reciprocal information on Tom is provided.
- While some of the wording of the comments is repeated from one inquirer to another (notably the paragraph on Tom), most of the content of the mentoring replies is unique.
- Particular programs or schools are not recommend or discouraged; it is up to the mentee to find her/his best match.

**Outreach:**

*Additional outreach efforts (at or beyond the AAA meetings) to other sections, interest groups, and scholarly societies, government agencies, public education/community engagement, and underrepresented minorities.*

During 2013, the sixth year of the NAPA Occupational Therapy Field School was conducted in Antigua Guatemala. In 2013, enrollment was around 14 and all 14 were required to enroll as NAPA members. The NAPA OT Field School partners with organizations in Antigua, Guatemala and as part of the student training they work with needy individuals through the partnering institutions.

EPIC began its activities under the NAPA umbrella, but a few years ago they had become sufficiently successful that they were financially able to stand alone. It is now a 501(c)3 organization with its own Board of Directors. Due to the reorganization of EPIC’s structure as a non-profit and given the renegotiation of EPIC’s MOA with AAA, this has resulted in a significantly reduced role for NAPA, which is partly a good thing as we were able to incubate a successful spinoff organization of anthropologists working in industry. Regular contact is maintained between the EPIC leadership and NAPA. The new Executive Director of the AAA, Ed Liebow, has played a major role in the development of this organization.

NAPA continues to work closely with CoPAPIA to facilitate this committee in serving the needs of practitioners within AAA. Starting in 2012, Mary Odell Butler, the Past-President...
of NAPA, is co-chair of the CoPAPIA Board. She will be the liaison between NAPA and CoPAPIA for 2014.

Communications:
Status and use of Section internal communications such as a website, list serve, or newsletter (if applicable): Please list internal communication tools you use and what they are used for.

- NAPA maintains a website at www.practicinganthropology.org. The website offers employment advertisements, online access to searchable databases for internships and practical training experiences, a place to sign up to be matched with a mentor, links to Local Practitioner Organizations around the US, a way to order back issues of the NAPA Bulletin/Annals of Anthropological Practice series and practicing anthropology in the news.
- All issues of the Anthropology Newsletter have included an article from NAPA under “Section News”. This column has been the responsibility of the NAPA Secretary who appoints an assistant to recruit authors, reviews the articles and coordinate the production. NAPA also sends regular updates to members through the website and occasional e-mail blasts.
- Terry Redding, a longtime NAPA member took over the Chair ship of our Communications Committee at the end of 2011 and he has re-worked our website, modernized it and made it more user-friendly. Our mentoring program operates primarily through the website http://practicinganthropology.org/careers/mentoring/
  Emily Altimare continues as the editor of the e-Newsletter which is a brief, 4 page newsletter, published 3-4 times a year. Terry has also produced a new NAPA brochure; launched a bi-weekly interview series on the LinkedIn page assisted the listserv subcommittee to launch and promote the NAPA listserv; launched bi-weekly GC blog postings on the website; continued to update the website. He reported 4,600 followers on Twitter and 2,900 members of LinkedIn. He also attempted to look into the possibility of conducting podcasts, videocasts and/or video streaming in the future.
- We have had a tremendous year for workshops. There were 15 NAPA workshops this year. There were several joint NAPA/NASA workshops. Workshops are a great venue to show that NAPA provides professional development opportunities that are diverse and well attended. The committee has been aggressively promoting these workshops.

Governance:
Changes in bylaws or governance structure.
None

Initiatives:
What Initiatives does your Section have underway or planned for the coming year: membership, publication annual meeting, mentorship, other?

- Our NAPA Mentoring Committee has been implementing changes and improvements to our mentoring program. In 2013, the mentoring committee has developed a list of Mentor’s FAQs.; posted the FAQs to the NAPA website; disseminated the FAQs to SfAA, WAPA, High Plains, EPIC, COPAA and AAA. The committee taped into COPAA and CoPAPIA to be sure the questions were inclusive.
- We continue our planning phase for a new award to honor outstanding contributions of practicing anthropologists to the field of anthropology.
We are working on developing a series of webinars connected to the workshop presentations.

The editors of the Annals of Anthropological Practice along with the Publications Committee and the newly appointed editor (starting in 2015) would like to appoint an editorial board for the Annals of Anthropological Practice. A major effort is being made to move to an online publication and an online paper submission process that will be less costly both in terms of time and money.

We are actively working within our committees and within the GC to find new ways to increase our membership.

Ask AAA:

Please tell us what your chief concerns and issues are, especially if they are not previously noted.

What issues would you like raised or recommendations would you like to make to the Section Assembly Executive Committee (SAEC)? Please be specific.

NAPA supports the move to online publications and strongly supports new strategies to find alternate ways to find income that will take the place of revenue coming from publications.

What issues would you like raised or recommendations would you like to make to the AAA Executive Board? Please be specific.

We continue to be very concerned about how to raise the numbers of members. Targeting graduate students is useful, but not always as valuable as expected. Graduate students do not typically pay membership dues except when they are going to present and often do not continue their membership upon graduation. We would like to find ways to encourage recent graduates to become more active members of NAPA. Hopefully the increase of NAPA workshops will get them to come and be involved. Recent graduates need resources (licenses to Atlas.ti, SPSS, to libraries). If they could get access to licenses through their NAPA membership then they might stay a NAPA member. We need to promote NAPA as a way to move forward in their careers. NAPA (and the AAA) needs to demonstrate that we provide a real benefit to members. NAPA should consider the benefits of investing some of our resources into something that will be a real investment to the members. We need to reach out to more universities that have graduate applied anthropology degrees (some of which are active in our membership). COPAA could help us with this.

We are pleased that future meetings will be held at larger venues like convention centers; hotels are too crowded and difficult to navigate. In addition, it inhibits the number of panel sessions.

What issues would you like raised or recommendations would you like to make to the AAA Staff? Please be specific.

There was better coordination in 2012 between the Meetings staff and the NAPA Workshops Chair when it came to scheduling and informing presenters of approximate numbers enrolled in their sessions; the staff made a great effort to deal with the problems encountered. In 2013 the workshop chair found there was a delay in opening workshop registration until October (should be in July), there were errors in information presented about workshop such as timing, and one workshop was left off of the registration form. These are the same challenges that occur each year. Also, we still would like for the Workshop sign up information to be placed more prominently in the registration area of the
AAA website.