



***The Graduate and Professional
Student Senate***

Program Review of

***The Department of
Anthropology***

Fall 2010

The Graduate and Professional Student Senate (GPSS) conducts program reviews of academic departments to coincide with the Graduate School's Program Review process. GPSS reviews are a vital component of the final Graduate School Program Report. These reports are the primary source of student feedback in the review process.

For each review, the graduate students in the program in question are administered a survey requesting their feedback about their program. The survey results are analyzed into a data report. Two GPSS Senators conduct an in-house interview session with available graduate students. The Senators take their results and the survey data and compile the final report.

For more information about the GPSS Program Review Process or questions regarding this Report please contact gpsspa@u.washington.edu

Anthropology Graduate Program Review

Executive Summary of Findings

The majority of students expressed satisfaction with the intellectual rigor of the program and the quality of the faculty. Most participants described the intellectual quality of their fellow students and faculty as excellent or very good, but there was consistent negative feedback regarding departmental climate. Roughly a third of the graduate students who participated in the survey expressed dissatisfaction with the program quality in this regard.

According to the students, there is a fundamental epistemological divide between the sub-disciplines that creates hostility between faculty members as well as grad students. This tension and hostility between graduate students was present during the interview. According to students interviewed, this contentious environment also encourages discrimination. Tables 17,18 and 19 of the survey show a significant number of students have witnessed or experienced some form of discrimination in the program.

While most of the graduate students reported satisfaction and good relationships with their faculty, most also reported that the department was suffering from a lack of faculty which creates unhealthy competition amongst the students who have to compete for quality time with a mentor, and overburdens the faculty who also have to cater to undergraduates in a large department.

Review Body

1. Educational status:

A forty-three item survey was administered to graduate students in the Department of Anthropology from October 13-19th of 2010. Thirty-one students completed the survey resulting in a 40% response rate.

Among the students who responded, eight of them self-identified as Master's/PhD students, ten self-identified as doctoral students, and fourteen self-identified as doctoral candidates. The majority of the students (n=17) did not specify what their sub-discipline was.

Students who responded represented a nice cross-section of experience in the program based on when they were admitted. Only five of the students were going to school part-time and the remaining twenty-six students indicated that they were attending school full time. Overall, students estimated that it would take them five or more years to complete the program.

2. Academic program:

This department offers PhD programs in three sub-disciplines; Archeology, Bio-cultural Anthropology and Sociocultural Anthropology. These programs do not require a Masters degree for admission.

3. Teaching experience:

Twenty-three of the Thirty-one students have had a teaching appointment while in graduate school. The majority of these students assisted other faculty on their courses for an average of four quarters. Only ten of the students surveyed taught their own class, and one student taught two classes at another institution.

Nineteen of the students reported that their program did provide teacher training, three students said it didn't, and one student was not sure. One student did add a note that the teacher training had only started this year.

4. Research experience:

The majority of students have attended and presented at conferences. Twenty-five out of Thirty-one students have received funding to pursue their own research.

5. Career counseling and job search:

During the interview, some of the students expressed concern about finding work outside of academics. In the survey, nine students reported that they weren't sure whether they wanted to work in academia when they entered their graduate program and Twenty-two said it was their initial goal.

6. Advising:

Eleven out of thirty-one students expressed dissatisfaction with the quality of advising in their program. During the interview most students expressed satisfaction with their faculty advisers, but expressed feelings of having to discover their purpose without much guidance.

7. Departmental climate:

There is great discontent in this department that treads into the issue of hindering diversity. Tables seventeen, eighteen and nineteen illustrate a disturbing presence of discrimination. Fourteen students reported witnessing discrimination, and eight students reported experiencing discrimination based on gender alone.

According to the students, there is a fundamental epistemological divide between the sub-disciplines that raises all manner of points of contention between faculty members as well as graduate students. While most of the graduate students were dissatisfied with the climate, most reported satisfaction and good relationships with their faculty while complaining that the department was suffering from a lack of faculty and classes.

8. Finances:

The vast majority of students perceived the program as falling short of providing sufficient funding opportunities. 60% of the students anticipated accruing less than \$20,000 in debt by graduation, with the remaining 30% accruing more, up to \$80,000 or more. About half of the students reported a sense that the program does not offer sufficient teaching and research assistantships.

8. General assessment:

After reviewing the data and interviewing some of the graduate students, it seems that about a third of the students feel somewhat disenfranchised with program. It is not clear to this reviewer whether these numbers represent a particular sub-discipline, or a diverse percentage from the whole program. The general consensus of this program's graduate students expressed a desire for additional faculty to be hired into the program. This would provide a greater variety of available courses, opportunities for assistantship, and ease the task of mentorship by decreasing the student/faculty ratio.

Anthropology - Data Summary

A 43 item survey was administered to graduate students in the Department of Anthropology from October 13-19th of 2010. 31 students completed the survey resulting in a 40% response rate.

Educational Status

Among the students that responded, eight of them self-identified as Master's/PhD students, 10 self-identified as doctoral students, and 14 self-identified as doctoral candidates. The majority of the students (n=17) did not specify what their sub-discipline was, but a few did.

Table 1. Student's sub-disciplines

Archaeology	8
Biocultural anthropology	3
Sociocultural anthropology	3

Students who responded represented a nice cross-section of experience in the program based on when they were admitted.

Table 2. Years of admission

2002-2003	6
2004-2005	9
2006-2007	8
2008-2010	8

Only five of the students were going to school part-time and the remaining 26 students indicated that they were attending school full time. Overall, students estimated that it would take them five or more years to complete the program.

Table 3. Student's estimate of how long it would take them to obtain degree

1-2 years	2
3-4 years	1
5-6 years	12
7+ years	16

Academic Program

Table 4. Evaluation of the academic quality of program, faculty and faculty-student relationships

	Excellent	Very good	Good	Fair	Poor
Academic rigor in the program	10	13	6	2	-
Integration of current developments in field	8	9	7	7	-
Program space and facilities	3	3	13	5	7
Overall program quality	4	14	6	5	2
Intellectual quality of the faculty	17	7	3	4	-
Intellectual quality of fellow graduate students	13	13	4	1	-
Relationship between faculty and graduate students	4	9	6	5	7

Table 5. Student's evaluations of graduate program

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Program activities foster a sense of intellectual community	4	10	6	5	6
Program content supports my research or professional goals	7	13	5	3	3
The amount of coursework required seems appropriate to the degree	6	14	4	4	3
Program structure encourages collaboration and/or teamwork	1	7	9	6	8
Program structure provides opportunities to take coursework outside my own department	10	10	4	4	3
Program structure provides opportunities to engage in interdisciplinary work	13	8	4	3	3

Teaching experience

23 of the 31 students have had a teaching appointment while in graduate school. The majority of these students have assisted other faculty on their courses for an average of four quarters. Only

ten of the students who were surveyed had taught their own class and one student taught two classes at another institution.

19 of the students reported that their program did provide teacher training, 3 students said it didn't and one student was not sure. One student did add a note that the teacher training had only started this year.

Table 6. Student's ratings of the quality of the teacher training

	Excellent	Very good	Good	Fair	Poor
Quality of teacher training	2	2	3	6	6

Table 7. Student's rating of non-financial support for teaching

Not enough	Just enough	Enough	More than enough
5	4	9	5

Table 8. Extent to which teaching experience affected their interest in teaching

Increased my interest	18
Made no difference	2
Decreased my interest	3

Research experience

Table 9. Student's experiences with research, publications and conferences

	Yes	No	No response
Received adequate training before beginning own research or scholarly work	21	10	-
Received adequate faculty guidance in formulating a research topic	21	10	-
Conducted research in collaboration with one or more faculty members	16	15	-
Received funding through a faculty member's grant	14	17	-
Received funding to do own research	25	6	-
Assisted in writing a grant proposal	17	14	-
Published one or more papers as sole author	4	27	-
Published one or more papers as lead author	7	24	-
Published one or more papers as a co-author	10	21	-
Have attended a professional conference	28	3	-
Have presented paper or poster at a professional conference	23	7	1

Career counseling and job search

Nine students reported that they weren't sure whether they wanted to work in academia when they entered their graduate program and 22 said it was their initial goal.

Table 10. Career counseling from faculty

Did you receive advice on the following topics from your advisor or other faculty members?	Yes	No
Employment opportunities inside academia	21	10

Employment opportunities outside academia	14	17
How to search for a job	7	24
How to prepare a resume or curriculum vitae	9	22
How to prepare for an interview	2	29

Advising

Table 11. Accessibility of information

	Usually	Sometimes	Never	No opinion
Is information on degree requirements available?	27	3	-	1
Is information on degree requirements clear?	18	12	-	1
Are faculty and staff well-informed about degree requirements?	10	18	2	1
Have you had input into the design of your individual program of study?	17	9	4	1

Table 12. Student's satisfaction with the quality of advising in the program.

Very satisfied	9
Satisfied	11
Dissatisfied	5
Very dissatisfied	6
No opinion	-

Table 13. Interactions with advisor on the following items:

	4 + times a month (at least one a week)	1-3 times a month	Less than once a month	No response
Your ongoing research results	8	11	11	1
Writing your thesis	7	7	15	2

Table 14. Satisfaction with amount of communication with advisor

Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
12	8	8	3

Table 15. Type of advising received

Have you received advice on the following?	Yes	No	No opinion	Not applicable
Preparing for qualifying exams	10	14	3	4
Preparing for general exams	13	11	3	4
Developing thesis/dissertation proposal	21	8	1	1

Selecting thesis/dissertation advisor	18	10	-	3
Doing your research	21	9	-	1
Plagiarism and other violations of the standards of academic integrity	15	8	6	2
Your thesis/dissertation draft	12	7	3	9
Preparing for your final defense	6	9	3	13

Departmental climate

One question on the survey was whether or not students felt that their peers were overly competitive. Three of the students could not definitively say yes or no. One student said, “Some are and some aren't. There is limited funding available, and some people (primarily motivated by their advisors) try to "psych out" their competitors for that funding.” Another student said that students in the program weren't competitive with each other, but they were competitive with outsiders in the job market.

Eight of the students surveyed did feel that students were overly competitive and they gave the following examples/descriptions:

1. At times. When it comes to funding, particularly TA and instructor positions. There are too few available.
2. I feel that the faculty have many issues between each other that they have not yet worked out, and this affects the environment of the entire department, including the relationships between different graduate students. I have been surprised by ineffective communication from faculty.
3. Lack of adequate support (esp. financial) reinforces attitudes that some students are more meritorious than others, even at very early stages in the program before anyone in a cohort has accomplished anything. Students who treat other students as if all interactions are zero-sum games (with a winner and a loser) are ignored by the faculty, as are the targets of their competitiveness -- students are left to sort things out by themselves with no guidance.
4. There are four programs in my department, and the competition between faculty and students is keen. Students have lied on applications to get funding, faculty have gone outside the stated rules to enable their students to get the few TAs and RAs available. The squeaky wheels get the grease.
5. There is a range of competitiveness within the program, but I feel there are some individuals that provide a toxic level of competitiveness that has really affected the morale of students within the department. With extremely limited funding opportunities, this has been amplified.
6. Yes, because funding is so limited, people have to be cutthroat to ensure that they will be able to stay in school.
7. Yes. I feel that our program promotes competition among students which creates a hostile environment. For instance, the TA applications in our department are ranked based on the applicant's seniority and then GPA. The rankings are public documents, and while the applicants' GPA's are not disclosed on the public document, everyone in the department can tell who has higher or lower GPA's. Our department also grades the comprehensive exams on a point scale with 3.0 being the minimum passing grade, and 4.0 being a perfect score. While any grade above a 3.0 passes, everyone in the program knows who

got a highest and lowest grades. This creates an atmosphere where students are competing against each other. It makes me uncomfortable and I think it is especially unnecessary because it has become clear to me after being in the program for four years that neither GPA nor your comps grade has an impact on if you finish the program or how long it takes you.

8. Yes. We are all ranked against each other for funding.

The majority of students (18), however, did not feel that students were overly competitive and they gave the following examples/descriptions:

1. No- and thank goodness. It is the support of my student peers that help me through this process
2. No I don't. I feel that all the students in my program are very driven, but we don't feel as though we are competing against one another. In fact, I've appreciated the fact that other students are very willing to share advice with me.
3. No, I don't. From my perspective, it seems like a very team-oriented and collaborative department. Students talk to each other about research projects, offer each other advice concerning funding opportunities, give tips for being a strong T.A., etc.
4. No, in fact compared to other departments I have been associated with there is very little competition in the department
5. No, it is exactly competitive as it needs to be.
6. No, the graduate students in our program (archaeology, within anthropology) are a very cohesive group (although infrequently having to suppress competitive tendencies, especially in new students)
7. No. Anthropologists work in different geographic areas and do not compete with each other if research interests are different.
8. No. I would describe the department as cooperative rather than competitive.
9. No. In fact, the level of competition is nearly non-existent.
10. Not at all, the best thing about this program is the other graduate students and the collegial atmosphere between graduate students. I have greatly benefited from studying and working with other graduate students in this program and wouldn't have made it through my first two years without advice from more senior graduate students.
11. Not within archaeology

Table 16. Student's perception about sense of community in the department

Excellent	Very good	Good	Fair	Poor	No opinion
2	9	7	7	6	-

Table 17. Issues of diversity

	Yes	No	Unsure	No opinion
Program open to cultural diversity	24	4	3	-
Program committed to attracting and retaining underrepresented students	19	7	4	1
Program provides support for needs of diverse students	19	8	3	1

Table 17. Witnessed of discrimination in the graduate program

	Frequently	Occasionally	Never	Unsure
Gender	5	9	16	1
Race or ethnicity	1	3	25	2
Country of origin	1	4	24	2
Religion	-	3	25	3
Sexual orientation	1	-	28	2
Disability	-	3	25	3

Table 18. Experienced discrimination in the graduate program

	Frequently	Occasionally	Never	Unsure
Gender	4	4	21	2
Race or ethnicity	-	3	26	2
Country of origin	-	2	28	1
Religion	-	1	28	2
Sexual orientation	-	2	28	1
Disability	-	1	29	1

Table19. Student's response to discrimination

Spoke with perpetrator(s) of discrimination	6
Spoke with target(s) of discrimination	4
Discussed incident with friends or family	13
Spoke to other graduate students	-
Spoke to faculty or staff in my department	5
Contacted the UCIRO	1
Spoke to someone in the Graduate school	2
Not applicable	3
Other: Graduate students drafted a diversity statement	1

Finances

Table 20. Student's funding

	More than 9 quarters	7-9 quarters	4-6 quarters	1-3 quarters	None	No answer
Teaching assistantship	-	5	9	10	7	
Research assistantship	2	2	5	8	14	
Non-service fellowship	2	4	5	6	12	2
Traineeship or grant	2	2	3	4	18	2
Need-based financial aid/loans	3	4	2	10	11	1
Personal funding	5	2	2	5	16	1
Other	2	1	1	3	22	2

Seven students haven't had research or teaching opportunities outside of the program, but the remaining 24 students have.

Table 21. Are the criteria for financial support eligibility clear?

Usually	13
Sometimes	14
Never	3
No answer	1

Table 22. Does the program provide sufficient funding?

Yes	5
No	23
Unsure	3
No opinion	-

Table 23. Do you feel you had sufficient access to teaching and/or research opportunities?

Yes	14
No	12
Unsure	3
No opinion	-

Two students made provided additional comments to this question:

1. We have lost TA and instructor opportunities in the time that I have been a graduate student in this program.
2. Yes and no. It could be better.

Table 24. Anticipated accumulated debt from graduate school

\$0	9
\$1-\$9,999	6
\$10,000-\$19,999	5
\$20,000-\$29,999	3
\$30,000-\$39,999	1
\$40,000-\$49,999	2
\$50,000-\$59,999	1
\$60,000-\$69,999	2
\$80,000 or more	1
No response	1

General assessment

Table 25. Quality of their overall academic experience at this university

Excellent	3
Very good	18
Good	4
Fair	5
Poor	1
Other	-

Table 26. Obstacles to student's academic progress

	Not an obstacle	A minor obstacle	A major obstacle	Not applicable
Work/financial commitments	7	14	10	-
Family obligations	10	15	4	2
Availability of faculty	15	7	9	-
Program structure and requirements	14	12	5	
Defining a research topic	16	6	9	-
Course scheduling	21	7	3	-
Immigration laws or regulations	21	3		7

The majority of students said it was very likely that they would be able to complete their degree objective. Only three students said it was "somewhat likely."

Table 27. Satisfaction with program and university

How likely are you to pursue graduate studies...	Definitely	Probably	Maybe	Probably not	Definitely not	No opinion
At this university	13	8	7	2	1	-
In your graduate program	11	7	3	7	3	-
In your field	20	3	2	5	1	-
In another field	1	6	8	8	6	2

Table 28. Recommending program and university

	Definitely	Probably	Maybe	Probably not	Definitely not	No opinion
Would you recommend this University to prospective students in your field?	6	8	7	5	5	-
Would you recommend this University to prospective students in any field?	6	14	11	-	-	-

Students responded to several open-ended questions. In the first question students were asked what they saw as the most positive characteristics of their program.

1. Graduate student body is excellent. Access to other programs at UW is a huge plus.
Library at UW is excellent. Some faculty are great.

2. Flexible requirements, Catherine Zeigler, the graduate student assistant, is amazing, and so is staff member Rick Aguilar.
3. Theoretical profound
4. I am lucky enough to have a terrific cohort.
5. Students are very willing to help one another and I have been lucky enough to have a wonderful advisor.
6. Good lab and equipment resources for graduate students, great staff support, and the opportunity to work with other graduate students in my program. There are also good opportunities in my sub-field, archaeology, for funding.
7. I think the faculty and students work hard to create a positive environment. Classes and graduate requirements are as rigorous as you make them, and professors respond with support and careful, challenging guidance if you express a desire to do more than is expected.
8. Diverse committee members, four field approach in anthropology
9. very diverse set of intellectual perspectives
10. welcoming and available instructors, formal and informal venues to discuss with professors
11. It is historically a major program, contributing significant research to the field.
Depending on one's advisor, students are also very successful at receiving the necessary professional development to secure jobs in both academia and non-academia ("cultural resource management). This includes teaching, writing grants, defending a dissertation that makes significant contributions and developed by the student (not the advisor), etc.
12. The opportunity to meet and form a relationship with 2 particular faculty members.
13. Research facilities and mentorship.
14. Technology and its availability.
15. The program talks about the latest researches in my field.
16. strong in theory and updated with the field development
17. The idea of an environmental anthropology program was fantastic - the close-knit group of students with varied academic and work backgrounds, the intellectual debate and interdisciplinary focus.
18. The graduate students in the program
19. My advisor. I feel fortunate to be working with the most involved mentor in our sub-discipline. There are few other professors who are as interested in learning and fostering the learning process in their graduate students and undergraduate students.
20. We have some very involved faculty who are extremely helpful in integrating into local and international collaborative research projects. One on one, the faculty here are an asset.
21. None.
22. I have an amazing advisor who has been very supportive of my research interests.
23. The breadth of courses offered and the preparation for dissertation grants.
24. The community of graduate students (esp. of one's own sub discipline). The high rank of my sub discipline's program and tradition of scholarly excellence.
25. community among graduate students, pleasant working environment
26. Bio-cultural anthropology students are generally well-funded and well-advised.
27. Community and peer support (at least among archaeology students). World-class faculty

In the second question, students described what they found to be the most challenging aspects of their graduate program?

1. Many faculty are divisive, out of touch, and disconnected. Not many research opportunities coming from faculty projects. Not a very inventive program, lack of four-field connections, lack of community. Program is inflexible and time-wasting. Little support for moving through the proposal process. Lots of focus on mindless process (exams, program reqs etc) but not much focus on true achievement or intellectual development.
2. Many of the professors have not thought through their own privilege in terms of ability, class, race, gender, and sexuality, and are ignorant about the experiences of minority students in all of these areas. It seems that many people have thought through privilege on a theoretical level, but not on a day to day practical level. This is confusing. This has caused friction among and between faculty and students, and created a sometimes hostile climate. It is quite common to hear people in privileged positions explaining their complete bewilderment that anyone has felt alienated or offended by some of the comments that they have made. many people acknowledge that there is a problem, but few are taking concrete action to resolve it
3. high requirement and weight coursework in core courses but it is worthy
4. Lack of in-house funding and Losing cutting-edge scholars and teachers to other Anthropology programs.
5. There is no strong feeling of community within the department. There is very little communication across sub-disciplines, partly due to internal strife and personal disagreements between faculty members. As a result, even after 4 years I really don't know many of the faculty members in the department.
6. The lack of interaction with faculty in general. The lack of advising/mentoring. The lack of a sense of community. The lack of intellectual support in developing a dissertation proposal. The lack of clarity in faculty expectations for graduate students beyond course work and general lack of clarity in terms of funding/teaching opportunity criteria. The continued decrease in graduate teaching opportunities and funding in general. The sense that the department continues to place obstacles/requirements in my way that increase my time to degree. No advice or assistance in preparing job applications, academic or otherwise.
7. I would have appreciated a more focused and comprehensive training in anthropological theory. I feel ashamed of how little I know about the breadth and history of our field, and while -obviously- I can and do study this on my own, it would be great to have more opportunities for theoretically-grounded anthropology courses and colloquia.
8. not enough funding for graduate student
9. lack of camaraderie in the program
10. funding
11. As implied above, some faculty members provide a stronger background for students than others. Unfortunately, we are witnessing a generation gap in faculty, with those that provide such support no longer accepting students. New faculty have yet to prove themselves.
12. The consistent lack of respect that faculty show for students. I have been treated more poorly here than in any previous job or student role. I have had faculty verbally attack my appearance, sexual orientation and general existence in the hallway and at professional

meetings. My own advisor has told me not to worry about getting health insurance since I'm "too young to have *real* medical problems." [We are within 5 years age of one another.]

13. Obtaining a field site, and conducting research in the field.
14. The path to the MA (comps) and additional coursework we are expected to take is a major problem - in archaeology. Can't speak to the rest of it. For example, people who have to redo a MA is kind of a waste of resources.
15. The work load. Sometimes, the lectures go a little fast.
16. internal rupture
17. The academic politics and jealousies of the anthropology department that infected faculty/student and student/student interactions; the lack of funding; the lack of will by our faculty to cut new enrollment at the grad level to match funds available; the resignation and apathy of many faculty members.
18. The faculty's lack of time and attention to their students
19. Finding funding is very difficult, particularly in the first two years of the program. Also, the imbalance between sub-disciplines.
20. The faculty don't talk to each other. Even the ones who are understanding and don't have conflicts with each other and care about the students--even THEY don't talk to each other. We were assigned the same book 3 times in a row once, by three different faculty teaching core courses in sequence. They didn't even compare syllabi. There is no system or standard for our core training. We have some great teachers here, but the cards are stacked against them by this profound failure to communicate and a department-wide failure to set any consistent standards from year to year. Also, there is nowhere near enough money to go around. We're not becoming lawyers or doctors. We can't afford to pay off student loans with postdocs. If we can't get funding, we don't go to class.
21. Ongoing infighting between different factions of faculty and individuals within the department (e.g., to the point of making each other cry in faculty meetings); personal grievances which take precedence over professional and courteous interactions and decision-making; inability to see beyond their own self-interests to look at what's good for the department as a whole; unprofessional interactions with students (e.g., gossiping about one student to another); insufficient funding for the graduate students admitted to the program; lack of faculty mentoring and support (e.g., I have met with my dissertation chair in person exactly three times over three years)
22. There is very little funding or support for graduate students, however they keep on admitting new students despite the fact they can't support the ones that they have. This has led to an unbelievable amount of frustration. Furthermore, besides my advisor, I have found very little faculty support in our department. Many of them seem completely uninterested in students.
23. The lack of guidance for developing a research question or topic.
24. Balancing RA/TA duties and personal (dissertation related) research. Fighting for my advisor's time.
25. availability of faculty to formulate and encourage research opportunities especially between the 3rd and 5th years of the graduate program
26. Both faculty members who practice in my sub-field are close to retirement, and are doing little fieldwork that I could have tacked onto. So I had to drum up my own field project.
27. Funding limitations

The third question asked students, if they could change one thing about their graduate education to make it more successful or fulfilling, what would it be?

1. required trainings in anti-oppression work for all faculty, staff, and incoming students
2. Opening dissertation writing course very Fall
3. Provide more funding for graduate students.
4. I would love a stronger sense of community. I would love to have more opportunities where everyone could come together and have fun.
5. More interaction with my advisor and faculty in general.
6. Number 39.
7. Funding
8. better training in research project development
9. Have some kind of funding so I can work less and focus on my school work.
10. Go to a different school.
11. Pay graduate students more.
12. Read #45.
13. Having a good statistics and data analysis course in my own department.
14. more collaboration
15. For the Anthropology Department not to have canceled the environmental anthropology program while there were still graduate students enrolled in it.
16. More faculty engagement/attention to students
17. Less stressful funding situation and more available instructorships.
18. Better structure for core courses. Better methodological training. Better preparation to accept students with no background in anthropology and students with MAs in anthropology in the same cohort.
19. More professional faculty
20. More support and funding for students.
21. I would have liked to have taken fewer courses so that I could have worked on my dissertation research earlier in my graduate school career.
22. Get an NSF fellowship, so I could work on my own stuff full time.
23. I would have more faculty members who have active field research projects for graduate students to collaborate on, which involve topics more diverse than reproductive health and epidemiology.