Things faculty consider when evaluating student annual reports to make funding determinations:

Departmental funding decisions are based primarily on academic merit; although the quality of teaching is considered in awarding TAships, academic merit is the principal determinant of an award. Academic merit is determined based on a variety of factors (forms of assessment) that help to define the present and future academic success of any given student. Please note that some of these forms of assessment will vary by student based on his/her year in the program. For example, a first year student is less likely to have grants or publications at that early stage in his/her graduate career.

Coursework:
- Grades in graduate seminars and other courses.
- Quality of student performance in graduate seminars (Does the student regularly attend? Does the student contribute to discussions, ask questions, make useful comments? Does the student complete coursework assigned in a timely manner, according to course deadlines?)
- Does the student show an appropriate breadth of knowledge beyond just required coursework?
- Does the student show a good grasp of anthropological theory and methods and their application?
- Please note that the existence of “Incompletes” disqualifies a student from receiving funding

Progress to Degree:
- How did the student perform on required papers (e.g., MA paper, advancement papers) or exams (e.g., comprehensive exam)?
- Is the student making adequate, good, or exceptional progress towards degree milestones as outlined in program guidelines?
- Is the student developing a viable research project toward the dissertation?
- Is the student taking advantage of opportunities to acquire field experience?
- Is the student making efforts to acquire any special skills (language, analytical methods, etc.) or knowledge (regional, theoretical) that will be necessary to their research?
- Is the student self-motivated and moving toward becoming an independent scholar?

PLEASE NOTE that the following categories of assessment will be more applicable/relevant to students that have advanced to Ph.D. candidacy: conferences, awards, grants/fellowships, publications.

Professional Conferences:
- Is the student actively attending regional and/or national conferences?
- Is the student presenting posters/papers at conferences?
- Has the student organized any conference symposia?
Academic Awards:
• Has the student been a recipient of any academic awards? (These can be awarded through the department, university, or at the regional or national levels.)
• For example, many professional conferences present awards for “best student paper” – getting such an award requires that the student be actively attending conferences and presenting research.

Grants/Fellowships:
• Has the student been awarded any competitive academic fellowships in support of his or her graduate studies (at the national or university levels)?
• Has the student applied for research funding at the national or university levels?
• Has the student received research funds from any agency, campus or extra-mural?

Publications:
• Is the student actively working towards publication? (e.g., has the student actually submitted a manuscript to a journal?)
• Does the student already have publications?