

CGMA Meeting Notes Fall 2004
October 9-11, 2004
Rhodes College

Saturday, October 9

8:00-8:45 Breakfast in the Refectory (the "Rat"), on-campus.

8:45-9:45 Buckman Hall 214: opening session; CGMA history and current status report

9:45-11:30 Buckman Hall 214: discussion of outstanding issues for the project, including:

- [developing the help files](#)
for which fields do we need specific definitions and instructions?
- [testing the databases](#)
for searching, should we include all or only certain fields?
how do we ensure the accuracy of the data being entered?
- [adding geographic search and browse capability](#)
what sort of functionality do we want to include here? What is the minimum that we should start with and what is the ideal?
- [locating geographic coordinates to mark the extent of surveys](#)
this is our greatest metadata challenge. At minimum we need to have one coordinate for each project so that it can show up on the map.

11:30-2:30 lunch and field-trip in Memphis; the options:

- A. Graceland (<http://www.elvis.com>)
- B. The National Civil Rights Museum (<http://www.civilrightsmuseum.org/>)
- C. The Memphis Rock 'n' Soul Museum (<http://www.memphisrocknsoul.org>)

2:30-4:00 Buckman Hall: CGMA business meeting <board members>

- next year's class
 - o feedback on the class
 - collaboration with Sunoikosis to get feedback from students to be taught by Nick? Recruiting of students?
 - o what to do when a faculty member is on leave at a particular school? Millsaps in 2005, DPU in 2006.
 - o what can we do to encourage more interaction between the campuses?
 - when they play each other in sports?
 - collaboration on the GIS projects (between Millsaps and Rhodes, and between Wooster and DPU).
 - o what can we do to improve the course?

- there have been some IT issues
 - telephony unit for the CGMA classrooms (get one for the project and ship it around to the other campuses).
 - webcasting unit; set this up as a self-contained unit. This would give us more versatility in the class as opposed to calling in through the tech center.
 - laptop
 - a mixer
 - a microphone
 - a telephony unit
 - set up a dummy MAGIS system for development and practice
- continuing a useful and innovative course
- as we cover more and more of the Mediterranean how can we find projects for students in the course that are linked to CGMA - do we need to continue to do this?

there are two routes

1. work on the original data
2. metadata service - place students on survey projects as a metadata liaison.

Mike: start with a single region (like the Peloponnese), and make that a model for the next level GIS. Can we expand the database to build in? Where are the gaps in the data? What do we do with these gaps?

- build in three field seasons to bring students
- what do we need to do to sustain the course
 - the next step beyond this could require adding video
 - bandwidth (technical support from campuses), how do we pay for this?
 - increase the technical infrastructure
 - IP addressed document camera
 - Can we sustain the course independently?
 - developing expertise on the individual campuses
 - expenses for the weekend workshop?
 - athletic directors and coaches get together annually and colleges do not have trouble with this; we routinely send our students to other campuses to play sports.
 - travel budget associated with a course
 1. go to the foundation and continue to seek money
 2. work on institutional level to rethink priorities in terms of

- academics and making money available
- 3. departmental level - build expenses into the budget
- o Could we continue to do this within our regular teaching load?
 - Millsaps – yes
 - DePauw – possibly
 - Rhodes –
 - Wooster -

- updating some equipment
- maintaining programmer expertise and maintenance
 - keeping the server running is crucial. We need someone actively working with the DPU IT staff so that when networking problems arise, we have someone to take care of our server.
- adding funds for overseas travel for distinct teams to visit countries to access localized survey data, make connections with the right researchers; STUDENTS COULD PARTICIPATE IN THIS
 - work on filling in the gaps using local knowledge (archaeological services) to fill in the gaps (from survey projects that occurred before GPS) or for other projects
 - perhaps do this as a January term
- making a case to Mellon for a 3-yr. grant extension
 - sustainability of what we've done, sustaining the course
- conference with survey archaeologists to unveil and vet MAGIS
 - budget items would include:
 - maintaining minimal administration and programming
 - updating some of the systems
 - budget to continue the course and regular meetings of the board
 - budget for travel overseas?
- planning for a release date for CGMA ver. 1.0
 - ideas for publicizing the project so that researchers will register their survey projects.
 - connect with the local authorities responsible for granting permits in each country.
 - publicize over the internet

2:30-5:00 Buckman Hall 214 <students and P. Foss; joined later by board members>:

Student training sessions: using Trimble GPS, and Intro to ArcGIS

- operational basics (things 'not to forget')
- downloading data from GPS to GIS
- how to set up a GIS for the practicum
- how to use GIS to determine the geographic coordinates of survey projects (for individual projects)

5:00-6:00 dinner in the Refectory (the "Rat"), on-campus.

6:00-7:30 Buckman Hall 214: if needed, finish up training sessions.

7:30- experience downtown Memphis.

Sunday, October 10

8:00-8:45 breakfast in the Refectory (the "Rat"), on-campus.

9:00 DePauw team saddles up to return home; Millsaps and Rhodes do campus session on using a Total Station for surveying.