CGMA Fall Meeting
September 30 – October 2, 2005
The College of Wooster

Minutes from the Board Meeting

Present: Pedar Foss – remotely (DePauw University), Aaron Fuleki (Denison College), Hal Haskell (Southwestern University), P. Nick Kardulias (The College of Wooster), Kenny Morrell (Rhodes College), and Rebecca Schindler (DePauw University)

I.   The CGMA database and administration of the web site
      • We began with a discussion of how much work still needs to be done on the database and how much time we would need from Beth Wilkerson (project programmer over the next year.
      • In order to assess these issues, **AF** suggested a cursory technological audit of the hardware and software. This would included an assessment of:
      -   goals
      -   how to gracefully age out of this stage
            o   public domain
            o   code base in public form and maintained in a collaborative format (venues for this sort of thing)
            o   figuring out how to do this would help clean up the code (logic separate from the presentation, e.g.); have someone else look at it to position for the public domain
      -   If Beth is gone, what will happen? For now her administrative responsibilities for CGMA may be folded into her position as GIS specialist at DPU (**RS**)
      • Other comments from Aaron:
      -   make sure that the system is sound before the end of the funding cycle
      -   come up with long-term, but modularized chunks, so that an intern could work for 10 weeks at a time; pie in the sky
      -   use the tech audit so that we have a road map for how this can develop/would develop

II.   Progress on database entry
      • approximately 200 projects have been entered to date
      • contacting project investigators about their data (**KM**)
      -   do a workshop at the AIA meeting on how far we have gone?
      -   Allocate money for Schindler and Foss to travel in Med. To make contact with the foreign schools and archaeological services; contact with colleagues in other countries
      • making sure that the projects listed in Alcock and Cherry are included in the database
      • In the next year identify ½ dozen projects for integrating the data as well as the meta-data
      -   codifying or documenting ways that projects could contribute data independently

III.   Summer internships
- could we sweeten the deal so that other students could live at DePauw University, i.e. pay for their housing? (**KM**)
  - Certain parameters that no longer hold, so we have to revise our incentives and the stipends
  - DePauw has a summer funding program, whereas other campuses don't, so they have no funding structure for this
  - Need to have a housing stipend for living at DePauw; and a travel allowance to get there? Money for food? ($50/week for groceries?)
  - Bill it so that students want it.
  - Can graduated seniors do it?
  - FICA? Both individual and institutional contributions out of the grant money. Can we boost the stipend to pay the institutional FICA?
- Possible dates for 2006: May 29 – Aug. 4

IV.   Budget
- We are in the last year of our database administration budget and we have one more year (2006-2007) for the course, the spring work-study positions, and the summer internships.
- A conservative calculation shows that we may have up to $45,000 'extra' (this is mostly because we did not spend nearly as much on the 3 board meetings we have already held).
- What to do with this money:
  - Boost summer internship stipends - $6000 (for '06 and '07)
  - Four mid-range GPS units for the schools; sub-meter accuracy - ca. $12,000
  - Money for Schindler and Foss to travel
  - Technology audit for open-source –

V.   Care and Feeding for the seminar
  - Could we build it into the Nitle structure? Contact Jo Ellen Parker (**KM**)
  - Do we open it up to other campuses? Could we test-drive this next year?
  - Could we have sections of the seminar? (don't want more than 20 total)
  - How can we afford to bring students to the fall meeting?
  - How do we work out an arrangement so that the faculty/school teaching the course can get compensated for that time?

VI.   Other comments from Kenny:
  - moving to open source good, autonomous data entry
  - in terms of instructional component; can offer on fairly regular basis, or under rubric of a Nitle course
  - could need additional support for getting it to the point where the data can be entered
  - student research interns (on the model of the software engineers at ACS?)
  - combining interests of the tech students and the archaeology students (**AF**)

VII.   What to do next:
- tech audit (**RS, AF,** and **NK** will arrange)
- plan for extra funds (**RS** and **PF** will work on this)
- meeting with Nitle (**KM**, with help from **RS** and **PF**)
- Have a board meeting at the AIA? (**RS** and **PF**)