

**Academic Plan 2009-2014**  
**Department of Anthropology**  
**May 12, 2009**

The Department of Anthropology has been given much and has achieved much during the previous planning cycle. With a new Ph.D. program, additional faculty lines, a new building and museum, and an increased support budget, much is expected from us. Indeed, the department has achieved a great deal during this period, including a top ranking in A&S in the Faculty Productivity Index, placement of our first Ph.D. graduate in an academic position at a prestigious university (Australian National University), hosting the editorial offices of a highly ranked journal (*Ethnohistory*), aggressive internationalization, an exemplary assessment program, and a continuing commitment to outreach and service. It is because of this comprehensive success that we believe additional support to Anthropology is warranted. We argue that we have approached the “take-off” point for becoming a premier regional and nationally recognized program in anthropology. At the same time, we have shown a high degree of willingness to partner with other programs and to provide leadership on interdisciplinary matters. We believe that each action item listed below contributes to the enhancement of the program, and articulates with institutional planning themes.

**Anthropology Academic Plan 2004-09 Action Items**

| Action Item   | Result  |
|---|---|
| <b>Anth 1.</b> <i>Development and maintenance of a curriculum meeting the needs of students at the Departmental, College, and University levels.... develop and teach new courses</i>   | Removed all undergraduate courses not taught regularly, increased number of 1000-level sections and increased lower division enrollments to an all-time high; created: 1450, 3420, 4190 and 3600; revamped 2200; controlled enrollment in two core courses (3300 and 3410), offered 4010 (capstone) in fall as well as spring.  |
| <b>Anth 2.</b> <i>Improve teaching/learning culture.... begin assessment of the doctoral program, complete a total assessment of the MA program, adjust assessment of the BA program, and create an assessment mechanism for the minors and concentrations.... Increasing the number of internship and research opportunities (including international research) at all program levels will be a priority of the Department and Frison Institute. In addition, we will investigate new possibilities in instructional technology.</i> | Removed concentrations, reduced multiple minors to one flexible track, carried out assessment of all programs, streamlined assessment procedures. Removed O component from 2000, began an I course (1000), converted 1100 to an SB course, added additional sections of lower division courses, added non-majors courses at the lower (1450, a CS/G course) and upper divisions (3420, 3600). Established student exchanges to Japan, France, Russia, Croatia. Established \$100,000 endowment to support linguistic and cultural anthropology students and faculty. Obtained student computer lab. |
| <b>Anth 3.</b> <i>Department and Institute will undertake major research initiatives...increased participation with multidisciplinary groups in environmental or earth systems sciences, GIS, and health sciences... Frison Institute will seek</i>   | Department is part of the Earth Systems Science initiative, and is heading the Climate Change Consortium (C3); we submitted several large (multi-million \$) proposals, though these were not funded. We currently  |

|   |  |
|---|--|
| <i>funding ... to foster and expand research in Paleoindian archaeology.</i>  | head the effort to write an NSF IGERT proposal, involving Anthropology, the Program in Ecology, and Geology.   |
| <b>Anth 4.</b> <i>Department and Institute will work toward development enhancements for speaker's series and public outreach.</i>  | Continued the fall Frison lecture, continued the spring Mulloy lecture; created seminars series with outside speakers. We made successful fund-raising efforts upon Shalinsky stepping down as head and upon the retirement of George Gill.  |
| <b>Anth 5.</b> <i>Frison Institute will work toward financial and administrative improvements including an endowment.</i>   | The Institute obtained a \$100,000 endowment and created another \$50,000 challenge.   |
| <b>Anth. 6.</b> <i>Consolidation of the Anthropology Department, Frison Institute, our state partners, museum and collections in a renovated common location/building.</i>  | We moved into a new building housing all components of the anthropology program on campus in August 2007.  |
| <b>Anth 7.</b> <i>Ensuring three quality degree programs in Anthropology at the BA, MA, and PhD levels.... offer coursework enabling students to graduate expeditiously... improve its connections with regional academic institutions... for PhD program... maintain and enhance ... center of scholarship in Paleoindian archaeology... discuss expansion of the doctoral program into areas of anthropological research compatible with the archaeology focus....For the MA and BA programs, ... offer four-field programs competitive with the best of the land grant universities.... combine its regional focus, especially expertise on Native American issues, with comparative international perspectives and encourage its students to conduct research in international locations and/or on Native American/regional issues.</i> | We graduated our first doctoral student, on schedule, in spring 2007, and two more in spring 2008. The quality of the graduate programs is indicated by its ranking relative to comparator institutions: we are the second highest doctoral department in the university relative to comparator departments (Faculty Scholarly Productivity Index, 2005). Have admitted Ph.D. students in cultural anthropology. We continue to provide financial assistance to students wishing to work overseas; they have participated in projects in places such as Russia, Romania, Croatia, Hungary, Spain, Mexico, and Easter Island. |
| <b>Anth 8.</b> <i>Department will enhance the Anthropology Museum and other collections through improvements in conservation, security and supervision as well as increasing collaboration on collections-related issues with other UW units.</i>   | The Anthropology Museum has dedicated space in the new Anthropology building; it is being designed and constructed by a professional firm (Roybal Corp.) with a planned opening in summer 2008.  |
|   |  |

## 2009-2014 Action Items

**ANTH-1: Increase Department Support Budget (E)** Although a recent boost from the Instructional Excellence Fund enhanced the support budget, this increase was entirely

eaten up by start-up and the increased faculty numbers (including one line which is only one-quarter in Anthropology, but for which we must provide full support). The continuing success of the department in research and publication and, most critically, the success of the new Ph.D. program, are dependent upon an increase in support, to underwrite the following goals:

- Improve doctoral student recruitment (see ANTH-6) The key to a successful graduate program is recruitment. We seek to increase the number of applicants in the doctoral pool and their quality.
- Enhance graduate student travel to conferences
- Assist with international experiences for undergraduate and graduate students
- Maintain classroom technology in new building

**ANTH-2: GA increase (M)**

- from current 10.5 (assuming continuation of 2 from reallocation pool) to 18; at present the department only guarantees 2 years of support to doctoral students rather the Graduate School recommendation of 4 years. To meet the Graduate School's recommended minimum, we require a permanent increase in the number of GA lines.

**ANTH-3: Build depth in faculty (M)**

- Cultural Anthropologist, to bring faculty strength in core area back to FTE = 4; will seek anthropologist with active research program that complements department strengths and will involve doctoral students
- Linguistic Anthropologist, to expand this subfield beyond 1 FTE, to build depth in course offerings and advising
- With these lines filled, department will be at 14.25 FTE, which is in the range envisioned in the original planning for the Ph.D. program in the late 1990s.

**ANTH-4: Center for Ethnography and Qualitative Research (L)(see Appendix B)**

**ANTH-5: Technology (E)**

- Improve technological infrastructure of instructional labs
- Budgetary support for labs
- Fully fund computer replacement policy

**ANTH-6: Improve Graduate Programs (E-L)**

- Complete assessment of doctoral program. We began to assess the doctoral program in 2005 as the first group of students completed their two core courses. Since this is a new program, a complete assessment of our PhD program will take place during the coming five-year cycle.
- Improve recruitment of doctoral students
- Expand graduate student participation in international programs, such as fieldwork and conference presentations
- Continue assessment of MA program

**ANTH-7: Improve undergraduate program (E-L)**

- Increase number of majors by up to 25%
- Increase international opportunities and student participation
- Internship development, career services

- Work towards creation of ethnographic field school
- Complete assessment of minor, continue assessment of major

**ANTH-8: Enhance Museum as community education resource (M)**

- Creation of learning plans
- Docent program
- Links to local schools

**ANTH-9: Integration with other departments/programs (E-L)**

- Quaternary Studies Program/Center (initiative from Geology; see Appendix A; partners: Geology, Botany, Geography, Civil Engineering, Renewable Resources)
- Center for Ethnography and Qualitative Research (see Appendix B, partners: College of Education, Business, Agriculture; Art, English)
- Public History program (initiative from History)
- Museum Studies minor (initiative from Art)
- NSF-IGERT grant—collaboration with Botany and Geology
- Exploration with Outreach on instructional internships for Ph.D. students
- Contribute to President's sustainability initiative
- Continue to participate in Shanghai University exchange

**ANTH-10: Increase Department grantsmanship (M)**

- Increase total dollar value of grants
- Ensure continuation of ethnohistory grants and contracts previously directed by Harkin

**ANTH-11: Integration with Frison Institute (E)**

- Facilitate external program review of Frison Institute
- Implement recommendations of review
- Support some Frison Institute action items, especially 1 (APRS position)

**2009-2014 Plan Links to "Creation of the Future"**

The following links the motifs in the University's Creation of the Future document to the Anthropology Department's Action Items for the 2009-14 plan:

Building Depth Vs. Adding Breadth

- Improve doctoral student support (1, 2, 6)
- Greater Integration with other departments/programs (4, 9)
  - Center for Ethnography and Qualitative Research
  - IGERT proposal
  - Quaternary Science Center
  - Secure additional cultural, linguistic lines (3)
- Assess doctoral program (6)

Reinforcing Areas of Distinction (Wyoming History and Culture, Internationalization)

- Increase department grantsmanship (10)
- Improve doctoral student recruitment, including international students (6)
- Increase graduate/undergraduate participation in international experiences (6,7)

Promoting Access to Higher Education

Increase awareness of anthropology in Wyoming community (8)  
Improve doctoral student support (2)

Fostering Excellence

Secure additional cultural, linguistic lines (3)  
Improve technological infrastructure (5)

Cultivating Leadership

Improvements to BA program focused on internationalization (1, 7)  
CEQR developing leadership in qualitative research in state, region

**Implementation Timeline**

| A. Item/Yr | 09-10 | 10-11 | 11-12 | 12-13 | 13-14 |
|------------|-------|-------|-------|-------|-------|
| 1          | X     | X     |       |       |       |
| 2          | X     | X     | X     |       |       |
| 3          | X     | X     | X     |       |       |
| 4          |       |       | X     | X     | X     |
| 5          | X     | X     |       |       |       |
| 6          | X     | X     | X     | X     | X     |
| 7          | X     | X     | X     | X     | X     |
| 8          |       | X     | X     | X     |       |
| 9          | X     | X     | X     | X     | X     |
| 10         |       | X     | X     | X     |       |
| 11         | X     | X     |       |       |       |

## Appendix A

### **An Interdisciplinary Proposal for University Plan III: Exploring the possibility of a Center for Quaternary Studies.**

The Quaternary Period of Earth's geologic history spans the last 1 million years, and contained repeated climate changes (ice ages), large changes in the chemistry of Earth's atmosphere, massive extinctions and other evolutionary and ecological changes, the evolution of modern humans, and the emergence of civilization. The rich geological, fossil and archeological record of the Quaternary Period provides a unique opportunity to learn about how the Earth's environment changes and how such changes affect natural resources, such as water and forests, and societies. The faculty at UW has a newly developed strength in Quaternary studies with internationally-recognized groups of scholars in archeology, paleoecology, paleoclimatology, and land-surface processes; few institutions have equal depth and excellence in this area. This consortium of faculty proposes to formalize our interdisciplinary connections in Quaternary studies to 1) make our strength evident beyond UW, in part as a means to attract excellent graduate students, and 2) facilitate interdisciplinary training and research.

#### ***Links to UPIII:***

This proposal builds on multiple planning motifs identified in the *Creation of the Future* documents, including the following:

**Motif 1: Building Depth.** The current consortium of >20 faculty with Quaternary interests spans at least six departments.

**Motif 2: Reinforcing and refining areas of distinction.** Our consortium of faculty, and the study of the Quaternary period generally, contributes to distinction in critical areas of science, environmental and natural resources, the history of the Rocky Mountain region, and the life sciences.

**Motif 4: Fostering Excellence.** Studies of the Quaternary at UW build upon "Wyoming's role as a natural laboratory in which to explore many of the most pressing issues confronting the world." We have natural links to new areas of distinction through existing and potential connections with the Program in Ecology, NCAR computing, the Haub School, many of UW's core facilities, the Berry Center, and SER.

**Motif 5: Cultivating Leadership.** As an example of the directions that a Quaternary Center could lead UW and the state, a large group of Quaternary faculty is studying changes in the availability of water in Wyoming during the Quaternary as a means to provide better estimates of the long-term range of water levels available for energy production.

#### ***Activities of a Quaternary Center:***

A potential center of Quaternary studies would likely have three main activities.

**Graduate Student Recruitment and Training:** By formalizing our Quaternary studies consortium, we can raise awareness of the excellent opportunities for graduate student training at UW and thus encourage top-quality applicants. Likewise, graduate students associated with the Quaternary center would obtain degrees within their home departments, but would benefit from a regular offering of interdisciplinary courses, student interactions, and multi-departmental faculty interactions and committee memberships. We can offer a regular series of courses and seminars that span departments. One such course was initiated this past year between Geology and Renewable Resources on "Reconstructing Past Climates." More specifically, we aim to have a rotating topics seminar for graduate students that would be taught by different groups of faculty on different Quaternary topics each year. Examples that have been considered for next year include a

Geology/Anthropology seminar on the availability of water through time and the effects for early societies, and a Geology/Botany seminar on the impacts of abrupt climate change.

**Foster and Sustain a Cross-Disciplinary Intellectual Community:** A formalized center would become a mechanism to sustain a rich intellectual community focused on past environmental change. We propose that such a center would team with the member departments to host a series of Quaternary-related speakers each year. This “Long-term Perspectives on Environmental Change” Speaker Series would provide a focal point for faculty and student interactions (e.g., at post-talk receptions), and could form the basis for graduate seminars associated with the speakers. The series would also provide a means for outreach to the broader UW community; speakers can help to demonstrate the lessons drawn from examining the last million years. Likewise, we hope that a formalized center would help to facilitate research projects and funding (i.e., through demonstrated institutional support for research and training in the area; by use of shared research facilities within the center). For example, members of the Quaternary faculty consortium would like to pursue an IGERT training grant on long-term environmental and societal changes, and could use center activities both to demonstrate a commitment in the area as well as the potential for sustaining the activities of an IGERT over time.

**Expose Undergraduates to Long-term Perspectives on the Environment and Natural Resources:** The climatic, hydrologic, soils, landscape, ecological, evolutionary, and cultural changes that have taken place in the last million years offer a rich set of case studies that apply to many topics from natural resource management and economics to Earth system science. Many undergraduates would therefore benefit from a regular offering of courses at multiple levels on the Quaternary period. A center would be a means to coordinate course offerings; many suitable courses already exist but are not coordinated in terms of directing interested students to a logical sequence and in terms of material covered. In particular, the consortium of Quaternary faculty would like to revise and re-invigorate an undergraduate minor on Past Environments that was historically housed within the Department of Geography.

***Key elements for strategic planning:***

**Foundation:** The foundation for a successful and sustainable center is evident from several benchmarks including proposal writing, publication records, graduate student success, and a diverse range of career stages. Several cross-departmental proposals for research have been recently submitted to NSF, DOE, and USGS. Faculty members in this group have regularly published in top disciplinary journals, and several have had recent publications in excellent interdisciplinary journals including *Nature* and *Proceedings of the National Academy of Sciences*. Recent UW graduate students with Quaternary interests have become faculty members at research universities, such as Lehigh University, University of Minnesota, University of Montana, and UW. The group of UW faculty spans from new hires who will arrive next year in Geology and Geophysics, Botany, and Geography to the department head of Anthropology and the director of the Program in Ecology. With such a demographic range, the group has senior leadership as well as new energy.

**Costs:** A Quaternary center could function simply as a formalized connection among existing faculty and resources. Speaker and curriculum coordination could be carried out within the context of existing departmental programs. One important piece, however, would be the establishment of a web presence. We hope that the development of a center could also facilitate capital development in this area.

***Preliminary list of faculty with Quaternary studies interests:***

**Anthropology:**

Robert L. Kelly  
Marcel Kornfeld  
Mary Lou Larson

Todd Surovell  
Nicole Waguespack

**Botany:**

Stephen T. Jackson, Director, Program in Ecology  
Mark Lyford, Director, General Biology Program  
Thomas Minckley  
Elise Pendall

**Civil Engineering:**

Steven Gray, State Climatologist and Director, Water Resources Data System

**Geography:**

Jacqueline J. Shinker

**Geology and Geophysics:**

Barbara Carrapa  
Mark T. Clementz  
Carol D. Frost  
Paul L. Heller  
Neil F. Humphrey  
Bryan N. Shuman  
Ye Zhang

**Renewable Resources:**

Shikha Sharma, Associate Director, UW Stable Isotope Facility



### **Mission Statement**

CEQR will provide campus-wide leadership on ethnography (a key methodology and writing mode in anthropology and other social/behavioral sciences disciplines) and qualitative research methods, for example, focus groups, interviewing, direct observation, etc. CEQR recognizes the broad interest in and demand for ethnography and qualitative research across academic disciplines and colleges at UW, and in the private and public sectors. CEQR will work to encourage and facilitate such research by UW faculty and students. It will be oriented toward providing tangible services and products to the University, state, and region.

### **Background**

Ethnographic and qualitative methods are in great demand. Private enterprise routinely employs or contracts ethnographers, especially in marketing and/or consumer oriented research. The federal government, primarily its land agencies (NPS, NFS, BLM, etc.), recognize the significance of ethnography in the planning process. Since 2001, the Department of Anthropology has received \$500,000 in contracts from these agencies for ethnographic or ethnohistorical studies. At the same time, other academic fields ranging from literature to education to nutrition studies to business, have recognized the value of ethnography. Anthropology is well positioned to take leadership in this area, as a new Ph.D. department with a strong national profile, as measured by metrics such as the Faculty Productivity Index.

### **Model**

We propose developing a “Wyoming model” that would be unique in its emphasis on service and product. Unlike a traditional academic center, the emphasis would be placed on outreach, training, grants and contracts, and developing synergies among existing UW faculty and students across colleges. A particular emphasis on ethics would help to avoid the pitfalls of human subject research undertaken by those with no such training; this is consistent with a recent emphasis on human subjects research ethics by the Research Office. CEQR would help enrich the conversation on human subjects research from the standpoint of qualitative research and the concerns specific to it.

### **Resources**

CEQR would require a tenure-track faculty line, a part-time staff line, and start-up funds. Instructional Excellence funds could support the training and outreach functions. Funds for summer salary may be required, depending on the extent of summer programming. Space would be provided in the new Anthropology building. A significant portion of the director’s job description would be to apply for external funding. NSF has had initiatives on social science methods in the past. Other potential sources of funding would be NEH, WCH, WAC, and Wenner-Gren. Additionally, contract funding would be available. The CEQR would act as a clearinghouse for this information, and would take a share of the indirect cost of grants and contracts. A staff person would provide accounting services to affiliated faculty.

### **Justification**

CEQR articulates with many of the themes of *Creating the Future 2*:

Motif 1: Building Depth

- Would combine expertise in A&S, Agriculture, Business, possibly Health Sciences to form new connections and synergies for faculty and graduate students
- Leverage existing resources for benefit of institution as a whole

- Would enable Anthropology, a PhD department, to expand in areas outside archaeology (especially cultural and linguistic anthropology) and to teach graduate methods courses (ANTH 5390 and 5730) on a regular basis
- Would raise regional and national profile of UW Anthropology

Motif 2: Reinforcing and refining areas of distinction (AP I and II)

- Cultural assets, art, and humanities
- Environment and natural resources
  - Sustainable business practices (p. 9)
  - Assisting federal land agencies' planning process
- History and culture of the Rocky Mountain region
  - Ethnohistory
  - Ethnography of contemporary communities
- Professions critical to the state and region
  - Use of ethnographic methods and qualitative research in Education, Law, Nutrition studies etc.

Motif 4: Fostering excellence

- Policy analysis (p. 15) Current projects of Anthropology faculty include consulting with NPS on management of Devils Tower NM, emphasis on management of recreational and spiritual users.
- Wyoming anthropologists have worked on projects with NPS, BLM, NFS, NCAR, CDC, as well as cooperating state agencies.

# UNIVERSITY OF WYOMING

International Studies Program

P.O. Box 3293, Room 405, Ross Hall, Laramie, Wyoming 82071-3293

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September 23, 2008

Michael E. Harkin  
Professor and Chair  
Department of Anthropology  
University of Wyoming  
1000 E University Avenue, Dept. 3431  
Laramie, WY 82071

Dear Michael:

I write to express my support, and that of the International Studies Program, for your proposed Center for Ethnography and Qualitative Research. Such a center will be useful to a host of students and faculty who do work in the international arena and be particularly important for our Master's - Peace Corps students in International Studies as they prepare for their overseas service. Most of our graduate students do fieldwork overseas and many focus on development fieldwork projects that use ethnographic research methods. Your department and this center are essential for the training of my students in these methods. I also see that this center will have important links to the research mission of the proposed Institute of Global Affairs as well.

I wish you luck in this endeavor.

Sincerely,

Jean A. Garrison  
Associate Professor and Director  
of International Studies

# UNIVERSITY OF WYOMING

Management and Marketing  
Room 228, Business Building

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Dr. Myron Allen,  
Vice President for Academic Affairs  
University of Wyoming  
1000 E. University Ave, Dept. 3302  
Laramie, WY 82071  
Phone (307) 766-4286

Dear Vice-President Allen,

28 May 2008

I am writing a letter of support for the Center for Ethnographic Writing being proposed for consideration under APIII by the Department of Anthropology. As argued in the Anthropology Department's positioning document, creation of the center is consistent with Motifs 1, 2 and 4 of the APIII. Further, **the Center** will:

1. encourage and facilitate use of ethnographic methods in a wide range of disciplines which *have* come to it on their own;
2. provide research products and service to public and private sector entities in state and region;
3. attract greater level of external funding in social sciences and humanities;
4. create a distinctive new "Wyoming" model of an ethnographic center; and
5. strengthen the only existing Ph.D. program at UW in social sciences and humanities.

Per point 1 *above*, I can assert that ethnographic research has become central to the practice of market research *over* the past 15 years and has even spawned a professional association (Qualitative Research Association) and a host of practitioner-oriented handbooks and guides. The need for rigorous training in the ethnographic discipline remains a pressing need.

Per point 2, I can point to the research products of myself and several faculty colleagues that fall within the domain of ethnographic policy research that the Center would help to foster and promote.

Per point 4, Wyoming's *vast* publically owned lands and the need for cultural resource assessments as part of environmental impact studies and assessments associated with the use of those lands virtually guarantees a strong CEW based at the University of Wyoming a place at the policy table.

In addition, the new human resources associated with the center will be of assistance as we move forward to develop a Ph.D. program in marketing in the College of Business. We will be calling upon the Center for support in educating our students in ethnographic research methods as part of our required class work.

In short, I fully endorse the creation of the CEW and hope to play a part in its future.

Sincerely,

Ed W. Arnold

Distinguished Professor of Sustainable Business Practices  
Department of Management and Marketing  
cc. Michael Harkin, Chair, Department of Anthropology

# UNIVERSITY Of Wyoming

College of Agriculture- Family and Consumer Sciences  
Dept. 3354 • 1000 E. University Avenue- Laramie, WY 82071  
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June 6, 2008

Michael E. Harkin  
Professor of Anthropology and Head  
Department of Anthropology  
University of Wyoming  
1000 E. University Avenue  
Dept. 3431  
Laramie, WY 82071

Dear Dr. Harkin,

I would like to take this opportunity to express my support and enthusiasm for the proposed Center for Ethnography and Qualitative Research (CEQR). It has been clear from our communications and from the organizational meeting you hosted that the planning for such a Center has been both inclusive and targeted:

reaching individuals from across campus who could use and contribute to the Center,  
looking at critical statewide issues such a Center could address,  
thinking broadly about graduate and undergraduate student preparation, and  
focusing on this highly specialized research paradigm.

Over half of the faculty in the Department of Family and Consumer Sciences uses observation, focus group, interview, artifact and content analysis and other qualitative and ethnographic methods to conduct their research. We would welcome an opportunity to work with others in a collaborative way to answer complex questions at the state, national and international levels. Such an interdisciplinary approach would strengthen opportunities for grants, contracts and publication. We also hope that the CEQR will put forward a graduate minor that could be constructed from course offerings in Anthropology, Psychology, Education, and other key departments.

The research laboratories and equipment in the new Anthropology Department are the perfect place to host such a Center. Clearly the proposed CEQR fits into the "Cultural Assets, Arts and Humanities" portion of Creation of the Future 2. The timing of your proposal couldn't be better.

Please let me know how I can be supportive of your efforts.

Sincerely,

Karen C. Williams, Ph.D.  
Professor and Head

# UNIVERSITY OF WYOMING

Department Of Secondary Education  
College of Education  
Dept. 3374 • 1000 E. University Ave. • Laramie, Wyoming 82071

Michael E. Harkin  
Professor of Anthropology  
University of Wyoming  
1000 E. University Ave., Dept. 3431  
Laramie, WY 82071

Dear Michael:

As an instructor of qualitative methods, I am pleased to write in support of the proposed Center for Ethnographic Writing. As stated in your recent Power Point presentation, potential exists for workshops, collaborative efforts, and new courses. The opportunities for cross-campus enterprises and sharing is in keeping with expressed University goals.

I gladly support your endeavors and look forward to the opportunities the center would provide my colleagues and me, across campus, for improved research and instruction.

Sincerely,

Carol J. Bryant  
Associate Professor, Secondary Education

GEORGE C. FRISON INSTITUTE OF ARCHAEOLOGY AND ANTHROPOLOGY  
2009-2014  
Academic Plan  
October 16, 2008  
College of Arts and Sciences

**Mission and Aspirations.** The institute's mission is to:

- Enhance and promote the anthropology department's already high regional, national, and international profile
- Provide Wyoming undergraduate and graduate students and the public with the best anthropological education, research, and job opportunities
- Foster appreciation, awareness, and an understanding of archaeology and anthropology throughout the state of Wyoming, particularly understanding of Plains Paleoindian prehistory
- Recruit superior undergraduate and graduate students and train them to become professionals in academic programs, in state or federal agencies, and private consulting companies in Wyoming and surrounding states, through internships and hands-on experience

In the last two Academic Plans the Frison Institute was entirely incorporated into the Department of Anthropology's planning document. The following plan integrates and is integrated with anthropology, but both units have developed (nearly doubled) over the past 10 years to the point where a single plan would stifle further growth and development. Consequently, the institute plan presents the vision for the Frison Institute which is coordinated with Department of Anthropology, but allows for growth beyond that which would be feasible solely within the department. As the institute does not teach courses it does not have an acronym used in class schedules, consequently "GFI" will be used in the action items.

Critical developments for the future of the institute include:

- A staff position allowing for increased research productivity;
- Maintenance and upgrade of infrastructure (defined as field and lab facilities and equipment) to remain at the cutting edge of archaeological research;
- Improve research collection management indispensable for an effective research process;
- Organize interdisciplinary associations for the mutual benefit of both the institute faculty and other quaternary scientists on and off campus; and
- Increase private funding, especially critical for the underfunded programs.

The action items below address these areas of growth and development within UW planning motifs and Arts and Sciences planning themes.

**Previous Planning Accomplishments.** Action items and accomplishments from AP2.

| Action Item      | Item Description  | Accomplishments  |
|------------------|---|--|
| Anth 2/<br>GFI 1 | Increasing internships and research opportunities (including international) | <ul style="list-style-type: none"><li>• 6 UW students abroad supported by the Institute</li><li>• 12 international students at UW</li><li>• 2 faculty abroad</li><li>• cooperative agreements (U. Zagreb, U. La Plata,</li></ul> |

|                  |  |  |
|------------------|--|--|
|                  |  | Russian Academy of Sciences at Novosibirsk)<br>• 5 internships with BLM  |
| Anth 3/<br>GFI-3 | Undertake major research initiatives, including GIS...expand Paleoindian studies | • BLM (Colorado, Montana, Wyoming), Colorado SHPO, and privately funded projects \$>0.5 mil<br>• More than 6 research projects per year<br>• Developed a GIS lab |
| Anth 4/<br>GFI-6 | Work toward development enhancements for speaker's series                        | • 2008, 10 <sup>th</sup> Frison Institute lecture<br>• partial permanent funding for lecture   |
| Anth 5/<br>GFI-7 | Financial and administrative improvements, including endowment                   | • \$100,000 endowment established<br>• received \$50,000 pledge for endowment increase   |
| Anth 6/<br>GFI-5 | Expand space for research and visiting scholars                                  | • New space in Anthropology building solved past space problems  |

**Relevant Institutional Issues.** The Frison Institute contributes to several UW areas of distinction and links well to College of Arts and Sciences planning themes and Universities planning motifs. The institute provides access, promotes excellence, and creates leadership opportunities for our staff and students. Furthermore, the institute emphasizes liberal arts education by providing skills to undergraduate and graduate students through hands-on experience and involvement in research projects. By studying prehistoric peoples of the Wyoming and Rocky Mountain regions, institute projects enhance appreciation of diverse human perspectives in local, national, and global context.

## **PART I – ACTION ITEMS REQUIRING EXTERNAL RESOURCES**

### **GFI-1. Improve Staffing (APRS position) to:**

- Manage collections
  - Direct Projects: directs projects as needed and coordinates ethnohistory projects
  - Coordinate fellowships, visiting scholars, international scholars, and students
- The Frison Institute has been operating beyond its capabilities for a number of years and maintaining this level of activity is impossible without additional resources. The visibility of institute activity fosters gifts on the part of potential donors. To maintain and increase institute activity, three particularly strained areas must be addressed: management of collections (research and reading room), project directorship, and fellowship and visitor programs. The institute research projects bring in 10,000s specimens and 10,000s lines of computer data from as many as six or more sites for some PIs annually. Integrating incoming material and data with that collected during previous studies has depended largely on inexperienced lab personnel (part time undergraduate and graduate students, GAs, and work study students), who move on to other positions outside of the institute virtually every semester. The PIs (Larson, Frison and Kornfeld; and to some extent Kelly, Waguespack and Surovell) are not able to devote the time required to train and supervise students in these tasks. Therefore an Academic Professional Research Scientist (APRS) position is essential to manage collections and data. This position would allow us to maintain and perhaps increase the level of research activity (Theme 4) and promote excellence in an area of distinction (Motif 4), that is, History and Culture of the Rocky Mountains (Motif 2), while continuing the important task of providing hands-on experience to undergraduate and graduate students (Themes 2 and 3, Motifs 3 and 5).



As with archeological specimens and data, the reading room provides “in-house” access to critical literature, but more importantly it contains difficult and in many cases impossible to access documents, relevant to anthropology students and faculty as well as the institute. Management of institute collections (specimens, digital data, and documents) must be formalized and organized for efficient use as well as for maintaining ethically high standards of research.

Related to the increased need for collections management, maintaining the high level of research activity (Theme 4) will require having a permanent position at the level of Project Director. In the past PIs have directed projects or have had senior graduate students act in this capacity. However, this model creates discontinuity detrimental to efficient and ethical research progress. An APRS position would solve this problem and allow for even closer supervision and more opportunities for graduate students to gain this level of experience (Themes 2 and 3) by working with the APRS. Finally, the last few years have seen an increase in ethnohistory request for proposals by various branches and agencies of the federal and state governments. We anticipate this need for writing of ethnohistory to continue and to exploit this possibility for student employment, enhancing access to education (Motif 3), and student training (Themes 2 and 3) a portion of the academic professional position would be devoted to directing ethnohistory projects. This portion of the position would also link well with the proposed Center for Ethnography and Qualitative Research - CEQR (Appendix A)

Finally, the coordination of Institute fellowship, visiting scholars and students (Theme 6c) is straining the current institute staff (director, associate director, and secretary). The APRS would be able to alleviate this situation by coordinating scheduling, space use, collections access, and other aspects of fellowship/visitor needs.

#### **GFI-2. Request Support Budget: Maintain, upgrade, and develop infrastructure; and FTEs**

The institute infrastructure (other than space in the anthropology building) consists of field facilities and equipment that includes travel and equipment trailers, tractor, survey equipment, temporary field structures, field computers (5+), lab computers (10+), microscopes with image capture possibilities, and measuring equipment. All these require maintenance, upgrade of hardware and software, and replacement. In addition, the lab computers require connection to the network, incurring IT costs. Much of these (computer replacement and maintenance, some equipment maintenance, and IT costs) are part of all departments' support budgets, a budget not currently available to the institute. The institute therefore requests its own support budget of \$7500 annually (Appendix B). In addition to allowing the institute to maintain its infrastructure, such a budget would alleviate the strain the institute has been putting on the anthropology budget.

For the institute to remain competitive in studies of Rocky Mountain Culture and History (Motif 2) as well as to be on the cutting edge of archaeological research and attract international scholars (Themes 2 and 6c), it must maintain state of the art infrastructure. It is currently very close to this goal, but such infrastructure must be sustained, something that cannot be accomplished without a support budget. Sustaining infrastructure requires regular external resources, hence support budget is requested.

Likewise the institute faculty have much heavier travel requirements than is allowed under the department budget. To maintain community services (Theme 6) throughout Wyoming and the region the institute requests additional funds in its support budget for travel.

The institute also strains the department FTEs as two faculty members devote nearly 1 FTE to the institute, therefore the institute will explore the possibility of those FTEs being transferred to the institute, while maintaining tenure in anthropology.

### **GFI-3. Increase Paleoindian endowment**

Institute research as well as other programs (speaker, fellowships) are sustained with the Paleoindian endowment and direct gifts. Because of the nature of the gifts towards the endowment less than \$5000 annually is available for research, while the rest is designated to the annual speaker, the Rhoda O. Lewis Scholarship, and grants. None of these programs (save the Lewis Scholarship) can be sustained annually without additional funds. Consequently increasing the Paleoindian endowment is an action item requiring external resources.

An increased Paleoindian endowment will improve international opportunities for students and faculty (Themes 2 and 6c), through support for travel as well as maintenance of a high level of research into History and Culture of the Rocky Mountains (Motif 2). A larger endowment that would be realized in expanded research would allow more students to gain knowledge skills for undergraduate (Theme 2) and enhance graduate education (Theme 3). The increased research would also enhance the already high community involvement (Theme 6) and would cultivate leadership (Motif 5) outside of credit based curriculum by giving graduate student opportunities to get involved at higher levels of the research process. In other words, if we increase the research activity graduate students would have more opportunities to train in position of responsibility for carrying on and bringing research projects to fruition.

### **GFI-4. External resources for institute review**

As the Frison Institute is not a degree granting program there is no assessment. However, to promote excellence in areas of distinction, such as Culture and History of the Rocky Mountains, an institute research focus (Motif 4), the institute is required to be reviewed at 5 year intervals. A meaningful review must include outside personnel which requires external resources. Therefore resources are requested for this review at 5 year intervals.

## **PART II – ACTION ITEMS REQUIRING ONLY INSTITUTE RESOURCES**

### **GFI-1. Organize and enhance the usability of the reading room**

Approximately 1/4 to 1/3 of the institute reading room collections are currently catalogued and usable. The reading room is a critical support facility not only for the institute labs but for the department faculty and students, providing material often not available in the university libraries or through interlibrary loans. As much of the collection relates to the History and Culture of the Rocky Mountains and Native Americans, the reading room is an enhancement of Motif 2 and Theme 6. We aim to increase the usability of the library by cataloging the recent acquisitions and organizing the collections for increased access and usability.

### **GFI-2. Organize research collections for more efficient use**

The core institute personal (Larson, Frison, and Kornfeld) have over 20 years of separate or collaborative field projects, during which they have collected specimens that constitute ongoing research collections. Although a few collections are in the Anthropology repository at UW, dozens of sites with over 0.5 million specimens are maintained by the institute for immediate research access. Because of the sheer size of these collections, but exacerbated by the move into the new building last year, access is not efficient, inhibiting the full utility of these collections and inhibiting the study of the History and Culture of the Rocky Mountains (Motif 2). The APRS position (Action Item GFI-1A) addresses

directing the management of these collections, but organization will require internal resources such as part time student employment.

### **GFI-3. Explore fundraising possibilities for other (than Paleoindian) Institute programs**

Although the institute has supported student travel abroad as well as to conferences, enhancing graduate education (Theme 3, Motif 3), such support has relied on happenstance gifts to the institute not designed to specific programs. We would like to provide permanent travel funding through an increased endowment. We will therefore explore the possibility of targeting potential donors interested in expanding this portion of the program.

### **GFI-4. Explore interdisciplinary research cooperation**

The AP2 fostered commitment to interdisciplinary academics, while AP3 “broadens this mandate to include collaboration among academic and support divisions as well as partnerships with other educational, cultural, and research institutions.” The institute has long collaborated with quaternary sciences faculty, some of whom have unfortunately retired (i.e., Richard Reider, geography), while his replacement has left the university. Recently, however, several new faculty in geography, botany, and geology possess research interests closely paralleling those of the institute that can broadly be called quaternary sciences. We will explore closer research cooperation and perhaps links to the Center for Quaternary Sciences proposed by this group. Such cooperative endeavor, if successful, would promote excellence by highlighting one of the institute's areas of distinction, the study of the History and Cultures of the Rocky Mountains (Motif 2).

### **GFI-5. Explore integrating the Hell Gap Field Station with other disciplines (e.g., ecology)**

Related to GFI-2D is exploration of expanding the field station at Hell Gap. The institute currently has a cooperative agreement (Appendix C) with the Wyoming Archaeological Foundation (WAF) to research at these important series of Paleoindian localities. The current plan is to develop an indoor/outdoor museum to present regional ecology, botany, geomorphology, and archaeology to the public, both as a static display and as an active research based field station. Currently a biennial archaeological field project is open to the public, enhanced by conversations with site excavators and field trips through grasslands and ponderosa pine savannahs of eastern Wyoming, serving as a model for a future museum. We will explore the possibility of permanent collaborative research and public education at this established field station (Motif 4)

### **Implementation**

**E-2009:** Request APRS from Central Committee (GFI-1A).

**E-2009:** Request support budget (GFI-2B).

**E-2009:** Begin organizing the reading room, maintain organization through 2014 (GFI-1B)

**E-2009:** Begin organizing research collections, maintain organization through 2014 (GFI-2B)

**E/M-2009-2011:** Explore interdisciplinary links with the Center for Quaternary Sciences and scientist on and off campus (GFI-4B)

**M-2009-2011:** Explore integrating the Hell Gap Field Station with other disciplines (GFI-5B)

**M-2010:** Organize fundraising activities to increase endowment (GFI-3A) and explore fundraising possibilities for wider range of programs (GFI-3B).

**L-2013:** Institute review (GFI-4A).

## GFI – APPENDICES

### Appendix A – Letter from proposed CEQR

# UNIVERSITY OF WYOMING

Department of Anthropology

Michael Harkin • Professor

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To whom it may concern:

The Department of Anthropology supports the Frison Institute's goals generally. In particular, we are in favor of the request for an Academic Professional line. This person would perform several duties of great importance to the Institute and the Department, including

- Organizing and supervising the Institute library, which is currently not open due to lack of staff.
- Managing other collections held by the Institute
- Overseeing the visiting scholars and others who wish to use Institute facilities
- Acting as PI on contracts and grants, including ethnography and ethnohistory grants which I will no longer be able to run myself. These contracts have amounted to over \$500,000 in the past seven years.

I believe that the goals of the Frison Institute expressed in its academic plan articulate well with those of the Department of Anthropology.

Sincerely,



Michael Harkin

Professor and Chair

**Appendix B - Support budget**

|      |   |
|------|---|
| 1500 | Travel for institute faculty                        |
| 4000 | Computer replacement and maintenance (2 every year) |
| 500  | IT costs  |
| 1500 | Field and lab equipment maintenance and replacement |
| 7500 | Total annual support budget request                 |

## **Appendix C – Wyoming Archaeological Foundation Cooperative Agreement**

### **Cooperative Agreement Between the Wyoming Archaeological Foundation and the George C. Frison Institute of Archaeology and Anthropology for Conducting Research at the Hell Gap Site, Goshen County, Wyoming**

#### **Purpose:**

Whereas the goal of the Wyoming Archaeological Foundation (henceforth the WAF or Board) is to foster and encourage the preservation of all manner of things having archaeological or historical value or interest within the state of Wyoming, and the mission of the George C. Frison Institute of Archaeology and Anthropology (henceforth the Institute) is to foster appreciation of archaeology, specifically Paleoindian prehistory, throughout the state of Wyoming, this agreement proposes a cooperative agreement between the WAF and the Institute to preserve archaeological information and knowledge from the Hell Gap Site.

#### **Current Conditions:**

As the owner of the Hell Gap Site, the WAF desires to promote the best scientific use of the property. The Institute has been investigating the Hell Gap collections since the late 1980s, and has undertaken preliminary field studies at the site since the early 1990s. The Institute desires to undertake long-term research at the Hell Gap Site that would include biennial field investigations and an advanced Paleoindian Field School, the only one of it's kind in the world.

#### **WAF Agrees to the Following Stipulations:**

1. Grants permission to the Institute to conduct research at the Hell Gap site.
2. Donates all materials recovered under this agreement to the University of Wyoming.
3. Agrees to maintain permanent structures on the property in reasonable and safe manner and, if deemed necessary by the board, complete capital improvement as funding allows.
4. Will fund excavation and laboratory costs if gifts are provided to and accepted by the WAF for the purpose of funding the investigation.
5. Assumes no liability for any accidents on the property suffered by the Institute personnel, students, associated researchers, volunteers, or agents.
6. Grants to the Institute in cooperation with the WAF exclusive rights to coordinate archaeological research with other institutions for the duration of the agreement.

#### **The Institute Agrees to the Following Stipulations:**

1. Perform long-term research as deemed necessary by the Institute
2. Will present a general excavation plan to the board at each stage of investigation prior to the spring WAS meeting when WAF holds its annual board meeting (each stage of investigation may last from 1 to 4 field seasons). The WAF will respond to the Institute within two weeks following the spring meeting.
3. Will provide reports of investigations at least after each stage of investigation for publication in The Wyoming Archaeologist.
4. Will assume all costs of field and laboratory research, unless #4 above.
5. Will acknowledge the WAF in all publications and appropriate public programs.
6. Will conduct excavations to the highest professional standards.
7. May construct temporary shelters over excavation areas as needed, and remove them after



- completion of the excavation.
8. The Institute and its agents will use the property in a safe and responsible manner, and assumes all responsibility and liability in case of unforeseen accidents during field investigations, and in the case of the behavior of participating or visiting individuals
  9. Will provide suggestions to the Board for any capital improvements.
  10. May use the laboratory and other facilities for conducting other nearby investigations.
  11. Agrees to curate artifacts to current UW standards or other approved standards.

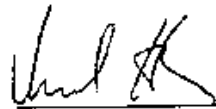
**Authority:**

This agreement shall be in effect at the time of the signing by the president of the WAF and the Director of the Institute. The agreement shall be reviewed at 10 year intervals at the regular spring meeting of the WAF board and may be renewed at that time. The agreement may be terminated by either the WAF or the Director of the Institute given one year written notice.

Janice Baars

Marcel Kornfeld

 5/8/00  
President, WAF Date

  
Director, George C. Frison  
Institute

4/28/2000  
Date