

NOMINATION COVER SHEET
2008 Virginia Outstanding Faculty Awards

1. <u>NAME</u>	
Full (Legal): Charles Clifford Boyd, Jr. Preferred First Name: Cliff	
2. <u>INSTITUTIONAL INFORMATION</u>	3. <u>PROFESSIONAL INFORMATION</u>
Institution: Radford University	Academic Discipline: Anthropology
Rank/Position Title: Professor	Specialization/Field: Archaeology
Year Rank/Title Attained: 1998	Type of Terminal Degree: Ph. D.
Years at Institution: 21	Year Awarded: 1986
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Please check only one box

- RESEARCH/DOCTORAL INSTITUTION NOMINEE:**
- MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE:**
- TWO-YEAR INSTITUTION NOMINEE:**
- RISING STAR NOMINEE:**
- TEACHING WITH TECHNOLOGY NOMINEE:**

Table of Contents

Cover Sheet	1
Mission Statement	2
Summary of Accomplishments.....	3
Personal Statement.....	9
Abbreviated Curriculum Vitae	11
Letters of Support (Excerpted)	13
Additional Documentation	16

President or Chief Academic Officer

Signature: _____

Printed Name: _____

Print

Radford University Mission Statement

(Quoted from the 2006-2007 RU Undergraduate Catalog)

“Radford University serves the Commonwealth and the nation through a wide range of academic, cultural, human service and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students’ creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward this end, the university is student-focused and promotes a sense of caring and of meaningful interaction among all members of the university community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation and improvement in the curriculum and all aspects of the university, so as to meet the changing needs of society.”

Summary of Accomplishments—Dr. Cliff Boyd

This portfolio summarizes the academic excellence which Dr. Cliff Boyd, Professor of Anthropology (Archaeology), has shown in teaching, research, knowledge integration, and public service over his 21 years of service to Radford University.

I. Teaching

RU's mission statement emphasizes the fact that Radford University is "first and foremost" a teaching and learning institution which is "student-focused." In this regard, Dr. Cliff Boyd has been described by Radford University President Penelope Kyle as "*among the University's very best scholars and teachers. Dr. Boyd's students—who praise him with words like "vibrant," "challenging," "dynamic," and "inspiring"—have the opportunity to learn in the field and in the classroom from a master teacher whose skillfulness has been confirmed by the number of them who have become professional archaeologists themselves.*" She further describes Dr. Boyd as "*a skilled and caring teacher who engages his students in archaeology by (quite literally!) requiring that they get their hands dirty alongside him in the field. Dr. Boyd's students do archaeology; they never merely study archaeology. Indeed, one of his colleagues has described the atmosphere at archaeological digs Dr. Boyd supervises as 'magic' because of the students' excitement and wonder at discovery and the sense of teamwork and camaraderie that Dr. Boyd inspires...Faculty with Dr. Boyd's abilities as a teacher, scholar, and public servant are exceedingly rare.*"

A. Quality and Quantity of Instruction: During his tenure at RU, Dr. Boyd has provided outstanding instruction to nearly 6200 students at both the introductory and advanced course levels. With the exception of two semesters (one due to illness, the other due to sabbatical), he has typically taught a 4-4 load per semester, usually involving three different course preparations. Dr. Boyd has emphasized quality instruction and innovation in course development and teaching methods, earning an "**Outstanding**" evaluation from his Chair for his teaching every year he has taught at RU (earning a 4.8 average/5.0 across his 21 years of teaching; this past year, he received a 4.9/5.0 rating for teaching). A strong emphasis in his teaching is the area of experiential learning—providing students with direct experience in observation and recording of archaeological sites and artifacts in the field, laboratory, and classroom. For example, he regularly engages students in the **Introduction to Archaeology** course in fieldwork on weekends as well as during impromptu (and planned) campus exercises, much to students' delight. One anonymous student observed on an evaluation for this course:

"Dr. Boyd demonstrates interest and enthusiasm for the subject matter, which helps make the class more enjoyable. In my opinion, the best/most effective classes are those in which we actually physically participate, such as the day when we gridded the lawn or when Dr. Boyd demonstrated flint-knapping."

Others commented: "*Fieldwork was the best part of the class*" and "*Cliff rules.*"

During 12 summers, he has taught **Archaeological Field School (Practicum in Archaeology)**—an intensive 40 hour per week course taught over three to five weeks in which students engage in sometimes demanding physical activity investigating both prehistoric and historic archaeological sites across the Commonwealth. Nearly 150 students have participated in this class and learned archaeological survey and excavation methods—in short, they have learned how to be archaeologists through direct experience: An anonymous student in this class observed:

“By teaching and example, Dr. Boyd encouraged students to pay close attention to observations, excavation and data recording techniques. He looks for hands-on experiences which allow students to expand their classroom knowledge with active participation.”

Dr. Boyd has taught a total of eleven different courses at Radford University, ranging from the Introductory level **Cultural Anthropology** and **Archaeology** courses to the advanced **Archaeological Field School**. Dr. Boyd is well-known for the academic rigor with which he conducts all of these classes, setting high academic expectations for his students. He emphasizes the development of writing skills in all of his classes, requiring students even in his large (90 students) introductory classes to complete at least 10 in- and out-of-class writing assignments a semester, holding students accountable for grammar, spelling, and vocabulary. Dr. Boyd routinely embraces course innovation and redesign, changing the format, course requirements, and readings for his classes yearly. During the 2006 – 2007 academic year, for example, in lieu of the traditional Cultural Anthropology text (a secondary source), he had his introductory Cultural Anthropology students read original, primary research studies (ethnographies) on world cultures—one on the Cheyenne Indians of the Plains and the other on the Trobriand Islanders of the South Pacific. When teaching **Archaeological Method and Theory**, he requires his students to read just-published research articles from professional journals, such as *American Antiquity* and the *Journal of Archaeological Method and Theory*. In spite of this recognized course difficulty, student evaluations of Dr. Boyd’s archaeology classes have averaged 4.23 (out of 5.0) from 2000 to 2007. An anonymous student from his **Native American Cultures** class writes:

“Dr. Boyd has a very thorough and knowledgeable teaching style. He is demanding in his requirements of us, but is also understanding. I can sincerely appreciate a teacher who sets high standards, for none of us would truly ever learn if he didn’t. He is extremely well-prepared and has researched to a great extent (or will find the answer if he doesn’t already know it). He’s an outstanding teacher.”

B. Student Development: Dr. Boyd’s teaching strength is focused on encouraging and requiring student engagement, discussion, and participation in research. For example, he requires students to engage in independent research projects in nearly all of his upper level courses (e.g., **Archaeological Method and Theory**, **North American Indians**, and **World Prehistory**). These take the form of research papers or presentations on original laboratory research on archaeological artifact collections. All these projects are designed to teach students how to develop a research question, implement a research design, and present the results of their research project. At least 16 of these projects have been presented by students at the **Radford University Undergraduate/Graduate Student Engagement Forum** (held each Spring Semester). He then encourages students to polish these papers for formal professional publication or presentation. Much of this research is collaborative, and has resulted in at least 20 joint publications or presentations at professional meetings, co-authored by archaeology students and Dr. Boyd.

Dr. Boyd has directed at least 16 Independent Studies by students, with topics ranging from Archaeological Theory to the Classic Maya. He has also supervised 16 Internships where these students worked—sometimes for pay—for federal or state agencies, such as the **U. S. Forest Service** and the **Virginia Department of Historic Resources**. These internships give senior students the opportunity to work with professional archaeologists on a variety of field and laboratory projects, applying what they have learned in the classroom and expanding their experience and knowledge base. A number of these students have gone on to graduate school

or have worked part or full-time with these agencies (as well as others) as professional archaeologists upon graduation.

Dr. Boyd also continues to encourage and assist in the development of his former students. He is committed to their success by helping them to obtain employment or enter graduate school. Former student Richard Guercin states: "*On a personal level, Dr. Boyd has used all possible means to advance me in my career. This is not an isolated case, either. During the summer of 2005, it was Dr. Boyd who was responsible for my current job as an Archaeology Technician with the **U. S. Forest Service**. To his credit, Dr. Boyd had the foresight to trust in my abilities and inform me of the position.*" Tabitha Griffith, an RU Honor graduate and Archaeological Technician with **Lone Mountain Archaeological Services, Inc.** in El Paso, Texas, notes: "*Dr. Boyd has played a major role in helping me choose a career in archaeology. He has continued with his support and encouragement with assisting in obtaining career objectives and advising me in continuing on with my educational goals.*"

II. Excellence in Research and Discovery

Dr. Boyd has amassed an impressive and strong record of academic scholarship and for these efforts he was presented with the "**Professional Archaeologist of the Year**" award by the Archeological Society of Virginia in 1998 and the "**Radford University Foundation Award for Creative Scholarship**" by RU in 1999. RU President Kyle has recently lauded both the quality and quantity of Dr. Boyd's research, describing him as "*an acknowledged expert in archaeology in this part of the country...who has contributed greatly to our understanding of the Commonwealth's early history.*" Chair evaluations of Dr. Boyd's research activities have averaged a score of 4.91 (out of 5.0) and have earned an "**Outstanding**" rating over his entire tenure at RU. This past year, he earned a perfect 5.0/5.0 (see Additional Documentation in this portfolio).

He has directed or co-directed at least 50 laboratory research projects leading to the completion and submission of 49 monographs or technical reports to federal and state entities such as the **U. S. Forest Service, the Virginia Department of Historic Resources, and the Tennessee Valley Authority**. Reports have also been prepared for private consulting firms who subcontracted Dr. Boyd's services. Research topics range from the analysis of prehistoric stone artifacts and clay pottery to the study of human skeletal remains, illustrating the breadth of his professional expertise.

In addition to the numerous monographs and reports noted above, Cliff Boyd has authored or co-authored 15 peer reviewed journal articles and book chapters, 14 other articles published in non-refereed journals or conference proceedings, and 17 book reviews. For example, recent titles include a book chapter on Native Americans in ***High Mountains Rising: Appalachia in Time and Place*** (by Richard Straw and H. Tyler Blethen—University of Illinois Press) and a chapter entitled "Evolutionary Archaeology and the Contact Period: A Case Study from Virginia and North Carolina" published in ***Indian and European Contact in Context: The Mid-Atlantic Region*** (Dennis B. Blanton and Julia A. King, eds.—University Press of Florida); He has also presented 76 papers at professional meetings since coming to Radford University. He has given 20 invited lectures or workshops to law enforcement agencies on Archaeology and Crime Scene Investigations. In sum, Dr. Boyd has maintained a high level of academic productivity, averaging 9.1 professional activities (publications, presented papers, workshops) per year since coming to Radford University.

Dr. Boyd has brought in over \$500,000 in external funding through research grants and contracts from numerous federal and state agencies including **NASA** and the **National Park Service (NPS)**. He, along with his wife, Donna, are the primary consultants for state agencies (such as **VDOT** and the **Department of Historic Resources**) requiring human skeletal analysis from archaeological sites. This funded research has been used to train students and has produced many of the publications (including joint student/professor ones) mentioned above.

Dr. Boyd's ongoing research interests include Civil War-era industrial and military sites in Saltville, Virginia. As part of interdisciplinary grants funded by **NASA** and **NPS** since 1999, he and his archaeology students have excavated or surveyed Confederate military trenches and cannon emplacements and salt production facilities with the goal of documenting and preserving these features. This project has been a collaborative effort with RU faculty from the Geology, Geography, and Chemistry and Physics departments. His current collaborative research with these departments centers on geophysical remote sensing of other military sites such as a WWII Marine battlefield site at **Guadalcanal** for which he will be conducting a field school this summer (see Personal Essay).

Dr. Boyd has an ongoing interest in examining the relationship of evolutionary theory and other theoretical concepts to archaeological research on the Contact Period—the time of the first encounters between Europeans and Native Americans that stimulated so much change in both cultures. With the celebration of Native American contact at Jamestown in 2007, Dr. Boyd has prepared a series of presentations highlighting this period. Dr. Boyd has also conducted and published research on the earliest humans in the New World—the Paleoindians— and, by request of the Commonwealth, prepared a publication for the **Virginia State Plan for Archaeology** on these Native Americans.

III. Knowledge Integration

Boyer (1990) defines the integration of knowledge in his book ***Scholarship Reconsidered*** as “the process of more broadly interpreting research facts in a more meaningful, connected, and interdisciplinary manner.” Dr. Boyd is an exemplary model for this process in the following ways. Beginning with his first **Archaeological Field School** taught at Radford University in 1987, Dr. Boyd has actively integrated his research with teaching in a most “hands-on” way. This first project, for example, involved eight RU students, along with approximately 20 local Southwest Virginia high school students, working together to conduct archaeological test excavations on eight archaeological sites in Montgomery County, Virginia. The goal was to gain information about the historic significance of these sites to enable their nomination to the National Register of Historic Places. This project was highly successful and did indeed result in the nomination of these historic sites. Even more importantly, the following academic year, many of these same students were in the laboratory, cleaning and analyzing the artifacts which they excavated from these sites. Their efforts ultimately led to a series of reports on these sites submitted to the **Virginia Department of Historic Resources**. These students had an incredible opportunity to participate in the experience of professional archaeological research from its beginning—recovery of artifacts from the soil—to completion of analysis and report preparation. Dr. Boyd has followed the same procedure for nearly every subsequent field project he has directed. Students have been able to study and analyze the objects they initially excavate, and through their application of classroom knowledge, interpret the meaning of these artifacts. In these Archaeological Field School classes, he has emphasized giving students experience on a variety of archaeological sites (prehistoric and historic) and on all phases of archaeological research (from initial, exploratory survey to full-scale excavation). This is intentionally designed to give students the fullest exposure possible to understand the

complexity and diversity of archaeological fieldwork. Only through such tutorage can they learn to truly understand archaeology.

Archaeology is **conservative** in its practice. Dr. Boyd has worked diligently to do his part to preserve and protect Virginia's cultural heritage. For example, he only directs excavations on sites that are threatened by natural forces (such as erosion) or human activity (construction, development, looting). This recovery of information is often mandated by state or federal law, and the information learned becomes part of the state and federal archaeological data base which future archaeologists and non-archaeologists (city managers and planners, for example) can access. Dr. Boyd involves students in these endeavors at all steps in the cultural resource management process. Through involvement in these projects, they learn how to work with a variety of individuals and entities—archaeologists and non-archaeologists as well as federal, state, and local government agencies and others with an interest in management of cultural resources.

Archaeology is also **interdisciplinary** in its approach, and Dr. Boyd has sought to integrate the expertise of many academic disciplines on his projects. His Saltville research, funded by **NASA** and the **National Park Service**, has from the outset involved professors and students from the Geology, Geography, and Chemistry and Physics departments who have applied their GPS/GIS mapping skills and knowledge of geophysical remote sensing to the identification and documentation of Civil War sites. Another project that has been initiated this year involves the mapping and documentation of the **Mountain View Cemetery**—an historic African-American cemetery in Radford, Virginia which has suffered from neglect for many years. Many graves are unmarked, ill-defined, or their original outlines lost to the elements. Dr. Boyd's archaeology students, as well as students from the English and Appalachian Studies programs at RU, are collaborating to preserve this site, identify unmarked graves, and collect oral histories about interred individuals and their families. Through this project, this very large and historically significant cemetery will be maintained for the descendants and the community of Radford. As a third example, Dr. Boyd has co-founded the **Radford University Forensic Science Institute (RUFESI)**, an interdisciplinary research, academic training, and public outreach entity involving anthropologists, biologists, chemists, physicists, and forensic specialists in criminal justice, psychology, ITECH, geology and nursing whose goal is the advancement and support of forensic science education and research. As part of the RUFESI, Dr. Boyd will lead a team of forensic scientists and students to Guadalcanal this summer to locate the missing mass grave of WWII Marines killed in the Goettge Patrol (see Personal Essay).

In terms of **Curriculum Development**, Dr. Boyd has strengthened and expanded the reputation and quality of the Anthropology course offerings at RU by revising existing courses and introducing new ones. For example, in response to the difficulties Dr. Boyd's students experienced envisioning large amounts of time and change in human culture, he developed a new course—**World Prehistory**—which focuses on the expanse of time from the earliest human ancestors to the development of agriculture and finally civilization. In both this class and his current **Capstone Senior Seminar** course, he and his students are assisting the RU Geology Department in the design and implementation of an exhibit on "**Our Hominid Past.**" This is to be a focal point of the new **Museum of the Earth Sciences** which recently opened at Radford University. Although Dr. Boyd serves as their mentor and coordinator, he has allowed his students to take the lead in this design and implementation, applying what they know about human prehistory. Students have researched the fossils which will be included in this exhibit, written the text which will accompany them, and have designed the exhibit cases in which they will be housed.

IV. Academic and Public Service

Dr. Boyd is a strong leader in his profession and at his university and community. From 1995-1999, for example, Dr. Boyd was President of the **Council of Virginia Archaeologists**, the professional association for all archaeologists working in the Commonwealth. During this time, he also served on the **Virginia Commission on Archaeology**, comprised of the State Historic Preservation Officer and other academic and government archaeologists. Dr. Boyd assisted this commission in helping develop a plan and recommendations to address the needs of Virginia Archaeology in the 21st century. Currently, Dr. Boyd is serving on the **Virginia State Plan for Archaeology Committee**, and has helped to write and develop a state plan to enhance and preserve all of Virginia's archaeological resources.

Other (selected) examples of public service to his community and university include:

- From 1990-1996, he was Newsletter Editor for the **Southeastern Archaeological Conference**, a 1000 member regional professional archaeological association;
- At Radford University, Dr. Boyd has served as Acting Chair of the Department of Sociology and Anthropology and as Chair or Vice-Chair of the Department **Personnel Committee** for six years. He is also currently Chair of the RU Faculty **Grievance Committee**;
- Dr. Boyd has conducted 20 invited lectures and workshops for law enforcement officers on Forensic Archaeology and the proper methods for mapping and recovering remains from forensic scenes (whether it is a crime scene or accidental death). He regularly presents workshops three times a year at the **Virginia Division of Forensic Science** in Richmond. These workshops have exposed over 180 police detectives and investigators to procedures that will permit the recovery of detailed and relevant information in the field;
- Dr. Cliff Boyd serves as an adjunct member of the **Virginia State Office of the Chief Medical Examiner, Western District**, in Roanoke, Virginia, and as such is called upon regularly (and without monetary remittance) to lead forensic field searches for victims of crime and unexplained deaths. He has participated in at least 30 such field and laboratory investigations involving the recovery and analysis of modern human skeletal remains;

Dr. Boyd has long been a champion of **Public Archaeology**—bringing archaeology to interested non-professionals in the form of public lectures and presentations and involving the public as volunteers on archaeological projects. Over the past 20 years, he has given numerous public lectures on his research to local chapters of the Archeological Society of Virginia, local historical societies, and museums. For the past eight summers, he has participated in the **Smithfield Plantation History Camp** where he directs “Archaeology Days.” During these public events, he assists children of grade and middle school age in the excavation of a portion of the 18th century Smithfield Plantation in Blacksburg. This activity has exposed dozens of young people to the methods—and excitement—of archaeology. RU President Kyle sums up his dedication to educating the public about the importance of archaeology well: “*he has always been willing to speak with school and community groups about his work, and—more significantly—to put that work in the context of the importance of preserving archaeological sites and thereby safeguarding our cultural heritage.*”

Dr. Cliff Boyd—Personal Essay

As a professional archaeologist, I have fought against the “Indiana Jones” stereotype of archaeologists as “grave diggers” or “treasure hunters” for most of my academic career. Admittedly, it was the image of Heinrich Schliemann excavating the ancient treasures of Troy in the 1800s which initially stimulated my interest in the discipline as a child. Many of my students, at the introductory level, share similar views of the discipline. But, through a balanced combination of engaged teaching and applied field research, it has been my goal (and pleasure) over the past 21 years to show them otherwise.

In my Introduction to Archaeology course, I show students that as soon as Schliemann began excavating Troy, he began to destroy it. Building on the cardinal archaeological principle that once earth is disturbed, it can never be replaced exactly as before, students come to realize that to excavate a site is to forever alter it, and in turn alter our capacity to make behavioral inferences from the material remains (artifacts) recovered from the site. This principle becomes quite clear when I take my archaeology students into the field for the first time and challenge them to remove the earth and replace it without a trace. The astute student realizes the paradox this presents—while archaeologists have as their goal the reconstruction of past peoples’ lives through excavating and interpreting their artifacts, with each stroke of the trowel, valuable information may be forever lost.

There are two solutions to this dilemma. The first is to carefully document every aspect of an archaeological site during excavation. I teach students that this is what makes Archaeology a Science, not just “digging up cool, old stuff.” This has been the goal of my “Field School in Archaeology” senior course, an intensive three to five week (40 hours per week) summer field experience which is likely the most popular anthropology course at RU. In twelve field schools, I have trained nearly 150 students in the latest methods of archaeology through their active involvement with my field and laboratory research. Together, we have engaged in collaborative field investigation of prehistoric and historic sites across the Commonwealth. For example, we have documented the richness and variability in prehistoric Native American cultures in western Virginia across 6000 years, investigated historic sites throughout Smyth and Montgomery counties supporting their nominations to the National Register of Historic Places, mapped historic cemeteries in Roanoke County, and excavated a slave quarter next to Solitude—one of the original buildings on the Virginia Tech campus. Most recently, we have excavated late 18th and 19th century salt production facilities in Saltville and the probable location of a Civil War Field Hospital during the First Battle of Saltville (October, 1864) and assisted local African-American descendants of individuals interred in Radford’s Mountain View Cemetery in the preservation of their loved ones’ graves.

I am currently preparing for this summer’s Field School by making it truly interdisciplinary and international, recruiting faculty and students from the Departments of Anthropology, Geology, Physics/Chemistry, and History to participate in our first Archaeological and Geophysical Field School. I am training students in the use of geophysical technology (e.g., Ground Penetrating Radar, Magnetometers) to locate and identify lost historic sites. Students will first use this equipment to search for the remains of a group of missing African-American U. S. Cavalrymen massacred in the First Battle of Saltville of the Civil War (descendants of these soldiers have expressed their desire to have their ancestors located, removed from their mass grave, and buried as heroes in Arlington National Cemetery). Additionally, I will be taking these Field School students to Guadalcanal in the Solomon Islands with the goal of locating and identifying a mass grave holding 18 U. S. Marines from the Goettge Patrol massacred in 1942, with the ultimate purpose of bringing these Marines home.

By engaging my students in a variety of field settings and methods of archaeological research (from initial reconnaissance to full-scale excavation), I have trained them in accurate location, mapping and recording of archaeological sites, given them the diverse field background to become professional archaeologists, and allowed archaeology to come alive in a very real and meaningful way. I am fortunate that archaeology is a field that is conducive to much experiential learning through hands-on engagement—the applied aspect of archaeology (particularly that involving physical labor, dirt, and artifacts) stimulates many students to excel who would otherwise be quite mediocre if all they had to do was listen to my lectures and regurgitate them on exams. Directly involving students in my research projects provide teaching experiences for them which I could never accomplish just through classroom PowerPoint lectures.

To return to the dilemma of site destruction in archaeology, the second solution is to avoid excavation of sites altogether—a concept known as historic preservation. While serving two years in the Peace Corps in South America, I developed a deep respect for indigenous cultures and the precious nature of cultural diversity. I also took away from this experience a realization of how fragile a country's cultural heritage can be and how important it is to protect it. I saw firsthand that this protection begins with a single individual who has the vision, will, and passion to make it happen. As an archaeology professor, this experience has helped me to focus on my goals toward preserving Virginia's cultural resources. My teaching and research philosophy is reflected in the saying: "all historic preservation is local," meaning that archaeological sites and historic structures are saved because of the interested individuals living next to them.

At first, my students are taken aback by this concept of preservation—an archaeologist who doesn't dig? I teach my students that preserving historic and archaeological sites is not only just good business sense (in terms of tourism dollars spent), but helps to preserve the character, integrity, and history of the Commonwealth and of all those who live within its borders. Even though it pleases me to see many of my students become professional archaeologists, in many ways, the most rewarding thing to me is not to "turn every student into an archaeologist," but to impress upon all students (and Virginia's citizens alike) what we can learn from the past and how important it is to preserve it. Virginia's historical, archaeological, and cultural heritage is so rich, we sometimes take it for granted except when we are faced with unique, high-profile events like the Jamestown Quadricentennial this year.

Although much can be accomplished at the state level with regard to historic preservation (e.g. as a member of the Virginia Department of Historic Resources Burial Commission, I assist with formation of policy regarding preservation of burials and archaeological sites; I have also helped develop a state plan to enhance and preserve all of Virginia's archaeological resources), I believe that public education is the key—my dream is to instill in students of any age the passion which I share for learning about the past. Commemorating the Jamestown Quadricentennial celebration in southwest Virginia through presentations at local Southwest Virginia elementary schools and public libraries, engaging Middle Schoolers in "History Camp Archaeological Digs" every summer, and engaging in collaborative research with RU students on "Public Archaeology" projects such as Mountain View Cemetery, the Civil War heritage of Saltville, and WWII Guadalcanal Marines are just a few of the ways in which I share my passion for the past with the public.

In closing, I must confess that I do in fact own an "Indiana Jones" hat (given to me by my child upon visiting Disneyworld) and sometimes wear it during the hot summer field schools with my students; however, my hope is that the legacy I leave these students far transcends the treasure-seeker myth of archaeology this hat represents and instead is focused on respect and admiration for the past and those individuals who lived in it.

Abbreviated Curriculum Vitae
C. Clifford Boyd, Jr.
Department of Sociology and Anthropology
Radford University

Education:

B. S. in Sociology and Art, East Tennessee State University (1974)
M. A. in Anthropology, The University of Tennessee, Knoxville (1982)
Ph.D. in Anthropology, The University of Tennessee, Knoxville (1986)

Professional Appointments:

Professor of Anthropology, Dept. of Soc/Anth, Radford University (1998 – present);
Co-Director, Radford University Forensic Science Institute (2007 - present);
Adjunct Member, Virginia State Office of the Chief Medical Examiner, Western District,
Roanoke, Virginia (1999 – present);
President, Council of Virginia Archaeologists (1995 - 1999);
Associate Professor of Anthropology, Dept. of Soc/Anth, Radford University (1992-98);
Assistant Professor of Anthropology, Dept. of Soc/Anth, Radford University (1986-92).

Courses Taught at Radford University:

ANTH 121 Intro to Cultural Anthropology	ANTH 492 Practicum in Archaeology
ANTH 220 Intro to Physical Anthropology	ANTH 493 Practicum in Anthropology
ANTH 222 Intro to Archaeology	ANTH 497 Capstone Senior Seminar
ANTH 322 Archaeological Method & Theory	ANTH 498 Independent Study in Anth.
ANTH 332 World Prehistory	ANTH 499 Internship
ANTH 430 North American Indians	

Honors and Awards (Partial List):

Professional Archaeologist of the Year, Archeological Society of Virginia (1998);
Radford University Foundation Award for Creative Scholarship (1999);
Radford University Nominee for SCHEV OFA (1992, 2000, 2001, 2006);
Member, Pi Gamma Mu, International Honor Society for Social Science (since 1998);
Founding Member of the Alpha chapter of Lambda Alpha National Honor Society in
Anthropology at Radford University.

Grants Awarded (partial list of 23 totaling \$512,823 since 1994):

NASA (\$200,000)—The Application of Remote Sensing Technology to the Study of a
Civil War Industrial and Military Site at Saltville, Virginia (co-investigator; 1998 – 2001);
College of William and Mary Center for Archaeological Research (\$28,583)—Analysis of
Human Skeletal Remains from the Terre Haute Cemetery (44PO126), Powhatan County, VA
(co-investigator; 2002);
Virginia Department of Historic Resources (VDHR), Richmond (\$40,000)—Skeletal
Analysis of the VDHR Prehistoric Skeletal Collections (co-investigator; 2004 – 2006);
American Battlefield Protection Program, National Park Service (\$43,246)—Mapping
Civil War Sites in Saltville, Virginia (co-investigator; 2004 – 2006);
United States Department of Agriculture (\$9,891)—Phase I Archaeological Survey of
The Christiansburg Institute, Christiansburg, Virginia (2006);
The Louis Berger Group, Inc., Richmond (\$28,840)—Skeletal Analysis of Human
Remains From a 19th Century African-American Cemetery, Fairfax, Virginia (Guinea Road
Cemetery) (co-investigator; 2006);

American Battlefield Protection Program, National Park Service (\$61,841)—
Development of a Management Plan and National Register Nomination for the Saltville, Virginia
Civil War Battlefields (co-investigator, 2007 – 2008).

Professional Publications (partial list from a total of 95 publications, including monographs, technical reports, journal articles, and book chapters):

Evolutionary Archaeology and the Contact Period: A Case Study from Virginia and North Carolina. In Indian and European Contact in Context: The Mid-Atlantic Region, edited by Dennis B. Blanton and Julia A. King, pp. 149-171. University Press of Florida, Gainesville (2004);

Native Americans. In High Mountains Rising: Appalachia in Time and Place, edited by Richard A. Straw and H. Tyler Blethen, pp. 7-16. University of Illinois Press (2004);

Southwest Virginia's Burial Caves: Skeletal Biology, Mortuary Behavior, and Legal Issues. Midcontinental Journal of Archaeology 26:219-231 (with D. Boyd, M. Barber, and D. Hubbard) (2001);

Osteological Comparison of Prehistoric Native Americans from Southwest Virginia and East Tennessee Mortuary Caves. Journal of Cave and Karst Studies 59(3):160-165 (with D. Boyd) (1997);

Late Woodland Period Culture in East Tennessee. In Stability, Transformation, and Variation: The Late Woodland Southeast, edited by M. A. Nassaney and C. R. Cobb, pp. 69-90. Plenum Press, New York (with G. Schroedl) (1991);

A Multidimensional Investigation of Biocultural Relationships Among Three Late Prehistoric Societies in Tennessee. American Antiquity 56:75-88 (with D. Boyd) (1991);

Explaining Mississippian Origins in East Tennessee. In The Mississippian Emergence: The Evolution of Ranked Agricultural Societies in the Eastern Woodlands, edited by Bruce D. Smith, pp. 175-196. Smithsonian Institution Press, Washington, D. C. (with G. Schroedl and R. P. S. Davis, Jr.) (1990).

Professional Presentations (partial list from a total of 76 papers presented at regional, national, and international meetings):

"Civil War Battles for Saltville, Virginia: Inventory and Assessment of Battlefield Features Using GPS/GIS Technology". Paper presented at the 7th International Conference on Military Geology and Geography, Quebec City, Canada (with R. Whisonant) (2007);

"Historic African-Americans of Virginia: Mortality, Stress, and Secular Change from 1690-1930. Paper presented at the 76th Annual Meeting of the American Association of Physical Anthropologists, Philadelphia, PA (with D. Boyd) (2007);

"Diachronic Patterns of Health and Dental Metrics in Historic African-Americans of Virginia." American Association of Physical Anthropology 73rd Annual Meeting, Tampa, Florida (with D. Boyd) (2004);

"Evolutionary Archaeology and the Contact Period: A Case Study". The 60th Southeastern Archaeological Conference, Charlotte, North Carolina (2003);

"The Promise of Virginia Archaeology." 63rd Annual Meeting of the Society for American Archaeology, Seattle, Washington (1998);

Workshops on Forensic Archaeology Given to:

Virginia Forensic Science Academy, Virginia State Police, Virginia Institute of Forensic Sciences and Medicine, Virginia Academy of Sciences, Cardinal Criminal Justice Academy, New River Police Academy, Archeological Society of Virginia, International Association for Identification, Chesapeake Bay Division.

Letters of Support (Excerpted)

Kristen L. McMasters, Archaeologist and Grant Manager, American Battlefield Protection Program, National Park Service, United States Department of the Interior:

“I personally feel very strongly about Dr. Cliff Boyd’s nomination for an Outstanding Faculty Award. From 2004 to 2007, I was able to personally observe Dr. Boyd’s commitment to excellence while I oversaw his Federal grant project for Radford University concerning the protection of the Saltville battlefields. This project was the very kind that the American Battlefield Protection Program prefers to fund. It was a partnership between different disciplines using geology, geography, history and physics. This cutting edge research has become a model for battlefield protection across the country. Beyond technical merits, the project was a wonderful partnership of the community and students who further enriched a plethora of project products. The project became a learning laboratory and a magnet of interest in the field. Students flocked to the project and the town of Saltville displayed a keen interest. The archaeological finds were fascinating and certainly the University team, the National Park Service and leaders of the community immediately saw the value of this project. Dr. Boyd and the scholarly team lived, ate and shared with the students on site in a student camp. Reports, professional poster sessions for archaeological meetings, a paper presented internationally and a cogent final report were produced with the leadership of Dr. Boyd. Lastly the grant product was created in a way that lends itself to the simple and direct use of school groups, the local museum and historical societies for all of Virginia and beyond the region. It was no secret that Dr. Boyd faced severe health issues during the most intensive part of the field season—[he] continued in his commitment and enthusiasm to teach the field school and lead the research when many researchers might just quit in favor of attending to health needs. He refused to let the students down and he stayed with the preservation project to date. Dr. Boyd deserves recognition as a great research partner, a scholar, a teacher and a public servant. His life-long body of work attests to his diligence. Moreover, I can speak to my experience with this educator and I am enriched for it.”

Dr. Bruce Smith, Curator of North American Archaeology, National Museum of Natural History, Smithsonian Institution: *“I have known Dr. Boyd for a number of years, and consider him to be an outstanding scholar... His record of research and publication is very impressive, and he is highly regarded in eastern North American prehistory. I found his chapter in my edited volume on the development of chiefdom level societies in the East to be a careful and remarkably insightful and comprehensive synthesis of the topic for eastern Tennessee. This chapter was a logical extension of Dr. Boyd’s long term interest in the development of cultural complexity in the prehistoric polities of eastern Tennessee and southern Virginia, and his insights from this regional perspective are recognized as having far reaching applications throughout the larger geographic area of the Southeast and beyond.”*

Dr. Michael S. Barber, State Archaeologist for the Commonwealth of Virginia: *“Involved in numerous projects along the Holston, New, and Roanoke Rivers, Dr. Boyd’s work has greatly furthered our understanding of the prehistory and history of the area. His work in this field often goes beyond the call of duty. For example, not satisfied with the non-scientifically substantiated date of AD 1650 for the Late Woodland Shannon site village, Dr. Boyd personally paid for radiocarbon dating. The dates came back in the range of AD 1250 and, hence, changed many of our paradigms for the period...Dr. Boyd is foremost a teacher—his students show him a loyalty which is unparalleled and surely well-earned. Their interests are foremost in his teaching demeanor and many after-class hours are spent in the lab with students. I have had the opportunity to work with Dr. Boyd in the field and his dedication to teaching is obvious. And the results are impressive as well. The education his students receive is practical and many of his*

past students are employed in archaeological and forensic endeavors, some in high level positions.”

Dr. John Kern, Director, Virginia Department of Historic Resources, Roanoke Regional Preservation Office: *“In my capacity as Director of the Roanoke Regional Preservation Office of the Virginia Department of Historic Resources, I have gained a great appreciation for the public service which Dr. Boyd has generously provided outside of the academic classroom. He has consistently devoted his personal time to the advancement of heritage education and to the conservation of archaeological resources. I had the pleasure of working with Dr. Boyd on the preparation of the nomination to the National Register of Historic Places for Kentland, a property owned by the Virginia Polytechnic Institute and State University. Again, without remuneration, Dr. Boyd directed data recovery which determined the eligibility of the archaeological components of the nomination. I was interested to note that Dr. Boyd used a friendly and productive combination of his students at Radford University and amateur archaeologists who had a personal interest in the significance of the cultural resources at Kentland. In short, Dr. Boyd’s services as an effective teacher who has inspired a number of students and as an articulate and self-giving spokesperson for the conservation of archaeological resources have greatly assisted the efforts of our office to provide preservation services to the people of Southwest Virginia. He is a credit to Radford University and a valued member of the professional and amateur archaeological community which he serves so generously and so well.”*

Dr. Luke Eric Lassiter, Professor of Humanities and Anthropology, Director of the Graduate Humanities Program, Marshall University Graduate College, and 2005 Recipient of the Society for Applied Anthropology’s prestigious Margaret Mead Award:

*“I have known Cliff since I was a student of anthropology at Radford University, where he instilled in me a commitment to our field, to critical thinking, and to the sustained life of the mind. Importantly, Cliff helped bring anthropology alive for me—as he did and continues to do for all of his students. His commitment to his research coupled with his commitment to his students provides for an undergraduate training in anthropology unmatched by many colleges and universities. He regularly involves his students in his own research projects, compelling them to consider the practical application of anthropology in their own studies as well as their own lives. This was certainly true for me: I really didn’t understand how lucky I was to have had such opportunities until I went to graduate school, and then, was subsequently exposed to other colleges and universities as a professor of anthropology myself. I cannot overstate Cliff’s influence on me as an anthropologist and a teacher-scholar. Some of the most important turning points in my undergraduate training came in my independent studies with Cliff. In one independent study, for example, he introduced me to the field of ethnomusicology. I already had an interest in the music of American Indians, but I had little understanding about how to formalize that interest into serious academic study. Cliff introduced me to the very complicated process of posing research questions, understanding the role of my methodology, and the importance of theory. That independent study launched a sustained interest in the anthropology of music, and planted a seed that furthered my particular interests in Kiowa song, upon which I based my Ph.D. dissertation and two subsequent books [including *The Power of Kiowa Song*]. Without Cliff’s individual attention, I’m not sure that I would ever have developed my research interests along these lines. All told, I am extremely proud to have been one of Cliff’s students.”*

Dr. Robert C. Whisonant, Professor Emeritus of Geology, Radford University, and 2000 Outstanding Faculty Awardee, State Council of Higher Education for Virginia:

“I have known Cliff since his arrival at the university in 1986. More recently, I have been a project leader with him on two research efforts supported by NASA and the National Park

Service in Saltville, Virginia, a site of national historic importance as the principal source of salt for the Confederacy during the Civil War. I can assure you that Cliff is one of the most highly regarded professors on this campus, one who is known not only for his professional eminence in archaeology, but also for his deeply student-oriented teaching and research activities. Cliff is widely recognized beyond this university for his professional abilities and outreach activities. Cliff was Co-Principal Investigator on a multidisciplinary research team we assembled in 1997 to approach NASA for support of an innovative project using advanced remote sensing technology to examine Saltville for archaeological features not readily apparent in routine field surveys. His reputation and skills in archaeology were crucial in securing the \$200,000 contract awarded to the project. As concerns this project, his expertise and work are at the very center of the success that we have enjoyed. Prior to going on-site at Saltville, Cliff helped forge important bonds with the Town of Saltville and the Museum of the Middle Appalachians. His “people” skills and sense of outreach to the community in which we would be working created the solid local support that we had to have to be successful. He and his field class located, then partially excavated, a late 18th century salt-making facility and a mid 19th century brick salt furnace. For the National Park Service project, his field students have identified and mapped over two dozen battlefield features, including forts, gun positions, and trenches. As he has throughout his career, Cliff has used the Saltville project to create a “living history” experience for Radford University students while at the same time contributing to the development of the archaeological resources of southwestern Virginia. Moreover, his activities during these projects have cemented relations between the local organizations and Radford University, thereby ensuring future opportunities for research projects that will involve experiential learning by Radford University students for years to come. Very importantly, Cliff has seized every opportunity to share the results of his work with the public (including two interviews with Virginia National Public Radio and one with PBS concerning Saltville) and to forge relationships with organizations away from campus. He has spoken to numerous groups of laypeople, and freely shares his expertise with towns and museums concerning their local historic resources. I know [Cliff] to be a first-rate teacher whose students learn both inside and beyond the walls of the classroom. He has an outstanding research record and is a leading authority on the archaeology of this region. Truly, this teacher, scholar, and communicator exemplifies precisely those attributes that characterize Virginia’s most ‘Outstanding Faculty.’”

Dr. Paula Brush, Chair, RU Department of Sociology and Anthropology: *“Cliff Boyd is an outstanding faculty member. [He] takes on the big projects that make archaeology a discipline in demand: offering field schools, practicums, and hands-on research projects that excite students and engage them in learning. But I think that truly outstanding teachers reveal themselves in an untiring repetition of very small acts: remembering a student’s question and treating it as vital, copying an article so a student can read more about a subject, bringing in an artifact that might help to explain an idea, taking students on a field trip to see for themselves, responding with genuine joy when students reveal that they know. Cliff Boyd is that kind of teacher; I watch him engage in these large and small acts every day, with student after student. He loves to teach, he loves archaeology, and he wants students to learn. He gets his students involved in vital archaeology projects, enabling them to utilize their classroom knowledge and to move outside the classroom to realize that archaeology is both a science and public service. But an Outstanding Faculty Award is about more than teaching—it is about serving a discipline, a department, and a university. In each of these capacities, Cliff Boyd is outstanding. He publishes in the best scientific journals and contributes to numerous books and articles. He is always ready with ideas on how to build the major, how to strengthen our program, and how to deepen our intellectual roots. He is a vital member of this department and the person I know I can call on for the most difficult tasks, for the fairest judgment, and the most discerning questions.”*

Supporting Documentation

Additional Excerpted Letters From Former Students and Colleagues

Jeffrey D. Irwin, Archaeologist and Program Manager, Fort Bragg Cultural Resource Management, XVIII Airborne Corps and Fort Bragg, Environmental Sustainability Office:

“Dr. Charles C. Boyd is, quite simply, a personal and professional treasure within the state of Virginia and throughout the Southeastern United States. Having known him since my own formative years as an undergraduate student at Radford University, I have had the privilege of growing to understand him in several dimensions. As a seasoned professional archaeologist and anthropologist, I, with many peers, recognize Dr. Boyd for his rigorous scientific approach to archaeology. As a former student, I appreciate his exceptional teaching ability and passion. As a friend and colleague I recognize Dr. Boyd’s strength, integrity, and graciousness. Dr. Boyd has made countless contributions in the form of archaeological site investigations and has developed a sophisticated, unique archaeological application of evolutionary theory. Dr. Boyd has maintained his field skills throughout his career and has diversified himself. He is one of those rare archaeologists who can tackle nearly any site from the early Paleoindian camps to 19th century farmsteads. Dr. Boyd’s reputation and his creative, determined approach to research have led to great collaborative, multidisciplinary projects where Dr. Boyd teams with other researchers, from geologists to geographers. Teaching comes natural to Dr. Boyd. He is one of Radford’s finest. Undoubtedly one of the most memorable for any undergraduate, Dr. Boyd is known for his wit and his willingness to engage students. He will laugh with students and get dirty in a hands-on style with lab and field work. Perhaps his greatest, most memorable trait is that which strikes all of his students on the first day of class. He looks every student in the eye during lectures and holds his focus, drawing them into his presentation and the story and practice of archaeology. His lectures range from intense to amusing, always effective. Dr. Boyd is one of those college professors that remain in the hearts and minds of students as they venture beyond the classroom and campus to various lives of their own. An appraisal of Dr. Boyd would be incomplete without a statement of his overall character. While modest and humble, selfless in his profession, Dr. Boyd shows strength and leadership in his interactions with colleagues, his teaching and his research. He offers a simple elegance with an earthy yet sophisticated personality and presence. All of Dr. Boyd’s friends understand his commitment to family. Dr. Boyd withholds judgment but offers criticism when necessary and insight at every turn. He helps his students create opportunity and inspires achievement. It is with pride and pleasure that many of his students, including myself, pursue archaeology as a career and employ Dr. Boyd as a model professional and in many ways, a model person.”

Maureen Meyers, Ph. D. student, Department of Anthropology, University of Kentucky:

“Cliff Boyd is a consummate teacher, imbuing his love of archaeology to his students year after year. As a teacher, he has inspired many students to pursue archaeological careers; many of these students, including myself, work or have worked in the state of Virginia in various archaeological jobs. As a former student, I can honestly say that I have rarely had a teacher who so challenged me in the classroom. Cliff stood out not only for his breadth of knowledge about archaeology, but also for his ability to listen to students and foster in them a passion for the profession. I still keep in touch with some of the students from my introductory archaeology class. They are not archaeologists, and I am always struck by their deep respect for the cultural resources around them, and their abiding interest in archaeology. This is due, in no small part, to Cliff’s teaching abilities. As a former Principal Investigator with two Cultural Resource Management firms in Richmond, Virginia, I have had the good fortune to employ some of Cliff’s students. They are known around the state for their excellent excavation skills. Cliff has served a four-year term as President of COVA (Council of Virginia Archaeologists). As a result, a

Statewide Archaeological Plan was created, due in large part, to Cliff's guidance. Personally, Cliff Boyd has continually aided me in my archaeological career. As a sophomore in his introductory archaeology class, he recognized my interest in the field, and offered me a position in his archaeology lab. I held that position for three years, and Cliff took the time to show me all the detail and levels of archaeological lab work, rather than just washing artifacts. In addition, he encouraged my participation in the data analysis of various projects he was working on, and insisted that I be listed as co-author on these publications. He repeatedly encouraged me to give papers at professional conferences, and oversaw the writing, preparation, and practice of these papers. He further encouraged me to go to graduate school, and later aided me in many job pursuits by providing strong recommendation letters. Cliff has also aided me whenever I needed professional advice, which is always sound, and echoes his high professional standards. Without the help and encouragement of Cliff Boyd, I would not be as good an archaeologist or as advanced in my career."

Angela Dataurtas, Graduate Student in Anthropology, The University of Tennessee, Knoxville: *"In addition to being a successful archaeologist and a respected professional, Dr. Cliff Boyd is also a talented teacher and mentor. Another gift which Dr. Boyd possesses is the ability to listen to his students. He takes the time to become familiar with his students' talents and strengths. When projects or internships become available, Dr. Boyd remembers which of his students have experience in those areas, and informs them of the opportunity to put their skills into practice. I have personally benefited from this aspect of Dr. Boyd's teaching. I mentioned that I was taking a class in Geographic Information Systems, simply because I thought the material was interesting. The following summer, when archaeologists from the National Park Service were brought down to conduct GPS/GIS work with Dr. Boyd in Saltville, Virginia, Dr. Boyd e-mailed me to ask if I would be interested in accompanying the team since I had some knowledge of GIS material. This invitation led to a semester-long internship with the NPS, and an experience which I have found invaluable to my career."*

Terry Nicholson, Director, Historic Smithfield Plantation, The Association for the Preservation of Virginia Antiquities: *"I have worked with Dr. Boyd on many projects during my six year tenure as Director of Historic Smithfield Plantation, a 1774 historic house museum owned and operated by the Association for the Preservation of Virginia Antiquities. For example, Dr. Boyd has offered several lectures to our volunteers; he has conducted field schools with his students to help us gain archaeological data related to our site, and he has offered half-day programs on archaeology to our Summer History Camps for third through sixth graders (multiple weeks each year since 1999). I have been able to observe and interact with Dr. Boyd as he dealt with his own students, as well as our much younger campers. For me, one of his greatest skills is that he can lead the youngest camper to take on the responsibility of correctly digging in an archaeological pit, and he can also lead the undergraduate student to experience the excitement and wonder of unearthing some unknown piece of history. On more than one occasion, we called Dr. Boyd with a question that we knew needed to be answered with archaeological work. Not only was he willing to help us find the answer, he often helped us find even broader answers. For example, a question about whether a governor of Virginia was buried in our cemetery led to a mapping of the entire cemetery, including verification of the locations of numerous unmarked graves. Dr. Boyd worked with one of our volunteers to bring us the most complete understanding of the cemetery we have ever had. And yet, he has helped us to formulate the next questions—'Where do we go from here?' It has been fascinating to me to watch Dr. Boyd show students that in Archaeology and Anthropology, you have to know a lot of things to be able to figure out what it is you have 'dug up.' He is adept at bringing the student to an awareness of how everything is interconnected, and how looking at the smallest piece can lead to inferences that may or may not work, requiring a skill for reasoning that is often*

neglected in teaching. Dr. Boyd's volunteer service has been a vital asset to our site. But even greater I think is his contribution to the knowledge base for the local community. Gathering, documenting and interpreting our history as a community helps us to determine our future as a community."

Dr. Julie King, Associate Professor of Anthropology, St. Mary's College of Maryland:

"I have known Professor Boyd in a professional capacity for at least five or six years and perhaps longer, and I have had the pleasure of employing one of his students on a major research project here in Maryland. Professor Boyd is an archeologist and educator with an outstanding record of achievement in both arenas, and he maintains the very highest ethical and professional standards. I had the opportunity to work closely with Professor Boyd when he joined me and a number of other colleagues in the preparation of an edited collection of essays on Indian-European contact in the Mid-Atlantic. Cliff was a pleasure to work with. Not only is his chapter in the volume (published 2004) an innovative approach to framing intercultural contact, borrowing models from evolutionary biology, but Cliff was one of the more responsible authors—always meeting deadlines and providing material in the appropriate format. His sense of responsibility to me and his colleagues in that effort reflects his sense of responsibility and preparedness for his students. After hiring one of Cliff's students following her graduation, she regularly spoke highly of him and his dedication to his students. She related his ceaseless efforts to create academic and practical opportunities for his students and, if this young scholar is any indication, Cliff is doing his part training the next generation of archaeologists and anthropologists."

Matthew E. Burgess, Lone Mountain Archaeological Services, Inc., El Paso, Texas: *"I have known Dr. Boyd both as a teacher and a mentor for the past five years. Over these years he has shown the utmost respect and concern for his students. He treats every student with the same fairness and a special guidance, going out of his way to ensure the holistic development of a student's education. Not only does Dr. Boyd offer his students a variety of ways to enhance their curriculum, he also assists his former students in any way possible as they enter into and ascend in their professions. In his classes, Dr. Boyd stresses the importance of doing a thorough job from start to finish. He encourages all his students to overcome difficult tasks by looking at the concept of 'challenge' in a positive light, and to understand the end reward of completing such tasks is the personal satisfaction of doing good archaeology. Were it not for Dr. Boyd, I doubt that I, myself, would have made it to commencement."*

Chair Evaluations for Dr. Boyd: 2000 – 2007

(Maximum Score = 5.0)

(Teaching Weights range from 55 – 40% of total score)

Research Weights comprise 40% of total score)

(Service Weights range from 5 – 20% of total score)

<u>Year</u>	<u>Teaching</u>	<u>Research</u>	<u>Service</u>	<u>Total</u>	<u>Rating</u>
2001-02	4.80	4.90	4.40	4.82	Outstanding
2002-03	4.90	4.95	4.80	4.90	Outstanding
2003-04	4.90	4.95	4.80	4.90	Outstanding
2004-05	4.73	5.00	4.80	4.84	Outstanding
2005-06	4.90	5.00	4.90	4.94	Outstanding
2006-07	4.95	5.00	5.00	4.98	Outstanding

Anonymous Student Comments from Course Evaluations (Spring 1999-2006):

Anth 121, Introduction to Cultural Anthropology: *"Out of all the classes I have taken at Radford University, I think Dr. Boyd's is the best one. Dr. Boyd's teaching style is very effective. [He] truly cares about his students and wants everyone to succeed. Also I was very impressed about how Dr. Boyd knows every person's name (even though we have such a large class). Overall, I am very happy with Dr. Boyd. He is a great super nice person and an EXCELLENT teacher. He is very organized, professional, and fair. He's the perfect professor, in my opinion."*

"Dr. Boyd is one of the best teachers I have had. He is so interesting and really gets into what he talks about. He always comes to class with a smile and is a very fair and helpful instructor. I really like the way he teaches. He is very kind, and he really cares about his students. Dr. Boyd has taught me a lot, and I now find this subject interesting. You can just tell how much he loves his job, and I respect that so much. He is truly an exceptionally good teacher."

Anth 222, Introduction to Archaeology: *"He is a very passionate teacher; clearly loves archaeology; very dynamic."*

"I really enjoy the hands-on parts of the lectures and the stories about going out into the field."

Anth 322, Method and Theory in Archaeology: *"Dr. Boyd is one, if not, the best teachers I have had at Radford in the three years I have been here. His ability to put what he is trying to say in terms the student can understand is very good. He grades fairly; and if you put in the time and work, he is more than willing to work with you."*

Anth 332, World Prehistory: *"Dr. Boyd is a great professor. He is one of, if not the, smartest people I have come across since being at RU. Each class was well prepared and always had more than enough information in case we finished early. He is very demanding, as is the course, and grades are tough to come by."*

Anth 430, Native American Cultures: *"I've learned a lot of things I've never even thought about before. Changed my world view on Native Americans. Very excellent instructor; always friendly and willing to help. Definitely one of the two best instructors I've had the pleasure of learning from at this university. Was willing to pay for field trip even when university did not wish to fund it."*

"I think he's a great teacher and I really enjoy attending the class. Radford University needs more professors like Cliff Boyd."

Anth 492, Field School in Archaeology: *"Dr. Boyd schedules 'live demonstrations' of techniques used by archaeologists to understand past lifeways (i.e., flintknapping), as well as hands-on activities for the entire class—seriation exercises and laying out a mock archaeological grid on campus. These activities keep students interested and foster awareness of the diverse knowledge base that an archaeologist must be able to work from in order to be successful. Dr. Boyd has high expectations for his students but is easily approachable and so most students do not hesitate to ask him questions. At the same time, stronger students are challenged to do their best work. Dr. Boyd connects with his students; he looks for hands-on experiences to share in the lab or field work opportunities which allow students to expand their classroom knowledge with active participation. Students hold Dr. Boyd in such esteem that they will postpone taking a required class until Dr. Boyd will be teaching it (even if it means staying in school for another semester)."*