

# Final Assessment Report for the 2023-2024 Cyclical Review of the Archaeology and Heritage Studies Programs

## INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the Archaeology and Heritage Studies programs offered in the Faculty of Arts at the Waterloo campus, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Vice Dean of the Faculty of Arts. All recommendations made by the external review committee in their report are listed, followed by a summary of the units' response, and the decanal response. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

## SUMMARY OF REVIEW PROCESS

The last cyclical program review for the undergraduate programs in Archaeology and Heritage Studies took place as part of the 2015-2016 review cycle.

The Archaeology and Heritage Studies Self-Study was authored by Dr. Bonnie Glencross, Chair of the Department while the Self-Study was being written. The Self-Study also notes the contributions of Dr. Scott Gallimore and Dr. Debra Foran, faculty members in the Department. In addition to the Self-Study (Volume I), the Department also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office, and the Dean of Arts prior to submission of the final version.

Following Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the unit. The review committee was selected by the Program Review Sub-Committee on November 2, 2023, and an in-person site visit took place on the Waterloo campus on February 7-8, 2024.

The review committee consisted of **Dr. Greig de Peuter** from the Department of Communication Studies at Wilfrid Laurier, **Dr. Lisa Overholtzer** from the Department of Anthropology at McGill University, and **Dr. Lisa Rankin** from the Department of Archaeology at Memorial University. During the external review, the committee had met with the following individuals and groups:

- Dr. Heidi Northwood, Provost and Vice-President: Academic and Dr. Trish McLaren, Associate Vice-President: Academic
- Dr. Bonnie Glencross, Outgoing Chair and Self-Study Author
- Dr. Gavin Brockett, Vice Dean of the Faculty of Arts
- Full-time Faculty in the Department of Archaeology and Heritage Studies
- Mr. Matt Thomas, Head of Collections and Acquisitions, and Mr. Greg Sennema, Liaison Librarian
- Ms. Andrea Nechita, Office Administration Coordinator
- Dr. Debra Foran and Dr. Kristin Lord, Contract Teaching Faculty
- Undergraduate students in the Archaeology and Heritage Studies programs
- Ms. Sally Heath, Manager: Academic Program Development and Review

The review committee submitted their completed report on March 12, 2024. The executive summary from the report, and its recommendations, are provided below.

## EXTERNAL REVIEWERS' REPORT EXECUTIVE SUMMARY

In February 2024, Dr. Lisa Overholtzer (McGill), Dr. Lisa Rankin (Memorial), and Dr. Greig de Peuter (WLU) conducted an external review of the Department of Archaeology and Heritage Studies at Wilfrid Laurier University. The reviewers observed that the updated program (since the last review cycle) is well designed to meet the needs of the Cultural Resource or Cultural Heritage Management professional industry and to prepare students for graduate education. High-impact, experiential learning, including a required archaeological field school, is fundamental to the program, leading to high alumni satisfaction and high employment rates within the profession. Since the last review, the university has allocated the research and teaching laboratory space that adequately support this hands-on learning. Admission requirements, curriculum and quality of the program, assessment methodologies, and the quality of students and faculty are all excellent. However, the university has allocated insufficient permanent faculty to the department since 2010; by the end of 2024, the department will have lost, without replacement, seven of its eight full-time faculty. Given the historical strength of the department at a national level, and given the need for well-trained professionals in the industry of cultural resource/heritage management—in accordance with both federal and provincial laws—it is the opinion of the

reviewers that Wilfrid Laurier has a societal obligation to rebuild the program. Our list of eleven recommendations provide a path forward to do so. We note that numbers 7-9 are of utmost priority for the sustainability of the department.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 11 recommendations to improve the quality of the Archaeology and Heritage Studies programs. All recommendations have been listed verbatim below, followed by a summary of the program's response, and a response by the Vice Dean of the Faculty of Arts.

**Recommendation #1:** Renew efforts to recruit Indigenous students by building partnerships and opportunities with Indigenous Studies (Brantford Campus) as well as provincial cultural resource management firms.

**Unit Response:** The Department agrees with this recommendation. We were fortunate to have a partnership with Indigenous Studies on the Brantford Campus previously through collaboration with Dr. Gary Warrick, who had been cross-appointed between that program and Archaeology and Heritage Studies. Since Dr. Warrick's retirement, we have not maintained that partnership and it is important to re-establish that connection both to renew efforts to recruit Indigenous students and to identify joint initiatives that could be beneficial to both programs. Collaboration with Indigenous groups is an essential aspect of heritage and archaeological work in North America and other regions and an important element for students to learn as part of their education. As a next step we can reach out to the Program Coordinator for Indigenous Studies to begin re-establishing a connection.

There is also significant potential for the Department to engage more with provincial cultural resource management firms, particularly in the local region. Many of those firms have personnel with direct connections to the Archaeology and Heritage Studies program at Laurier. A firm based in Kitchener, Archaeological Research Associates (ARA), would be a good firm to reach out to as a first step as it was founded by a Laurier professor, Dr. Dean Knight (Professor Emeritus), and employs a large number of Laurier graduates. Many students do find employment with these firms during the summer months and post-graduation. If the Department does move ahead with developing an accredited cooperative education program, as suggested in Recommendation #10, connections with CRM firms could provide potential Co-op opportunities for students.

**Decanal Response:** This is a very important recommendation that will enhance the Faculty and University's efforts to support indigenization and reconciliation. The Dean of Arts will work with AHS to help facilitate partnerships that will include working with programs on the Brantford campus.

**Recommendation #2:** Eliminate the Honours BSc in Archaeology and Heritage Studies and Geography program.

**Unit Response:** The Department agrees with this recommendation and recognizes that this program has not achieved its desired potential. The program's original creation came while the Geography and Environmental Studies Department was still housed within the Faculty of Arts and was meant to be a stepping stone to further collaboration. Soon after the development of this program, Geography and Environmental Studies negotiated a transfer to the Faculty of Science and this has hindered further work in conjunction with that program. At the

time the program was developed, we were concerned about how proscriptive it was, with very little room for students to complete elective courses. This is the nature of BSc programs in combination at Laurier but it is likely a deterrent for students. We have also seen that the program is difficult for students to access and register in within our program selection platforms. While this type of program can be beneficial to students, there are other options for guiding them to the courses and skills tied to this program, including the Geomatics Option in the Geography and Environmental Studies Department and a potential Concentration in the Archaeology program, as noted in Recommendation #3.

There is the option to try to put effort into reviving this program and encouraging students to enrol but given the limited personnel and capacity in the Archaeology and Heritage Studies Department at present, the better option is to focus on our program and ensuring it is sustainability in the long term. Our next step is to engage in discussions with Geography and Environmental Studies about how to proceed with the program and to indicate our focus on potentially eliminating it.

**Decanal Response:** The Dean of Arts supports the departmental response to this recommendation.

**Recommendation #3:** Create Concentrations in Geospatial Archaeology, CRM, and if resources permitted, Digital Archaeology.

**Unit Response:** The Department does agree with this recommendation with the caveat that additional personnel and course selection would be necessary to implement certain Concentrations within the program. We had discussed potentially implementing Concentrations after that last cyclical program review in light of the creation of the Archaeology & Heritage Studies program. This was at the time that the university was doing a review of its structure of Minors, Options, Specializations, and Concentrations and we were advised to be cautious in proceeding along these lines. The development of Concentrations, however, does provide a way of helping students focus on particular aspects of archaeology that are of significant interest to them, modeled on other programs in the Faculty of Arts such as Communication Studies and Global Studies. We do have the courses currently, for instance, for a potential Concentration in Bioarchaeology (e.g., AR203, AR370, AR470, AR471) or CRM (e.g., AR228, AR229, AR336, AR372). With the retirement of Dr. Glencross, however, any Concentration in Bioarchaeology for the time being would be reliant entirely on CTF and might not be feasible to implement in the short-term. A Concentration in Geospatial Archaeology, perhaps with courses from Geography & Environmental Studies incorporated, would be beneficial. We currently don't have a full suite of courses in the program that would help support this, which is the same for Digital Archaeology, but if we are able to secure an additional tenure-stream appointment or appointments, this would help in developing new courses. Concentrations can include courses from other disciplines but we would want a sufficient mass of course selection within the Department to build any Concentration, and will assess what options might be available now and potentially in the future.

**Decanal Response:** The Dean of Arts supports the department's response and will work with Dr. Gallimore to work out what the best course of action is given current resources. A program that is entirely dependent on CTF is not advisable. As we plan for future hiring in AHS this recommendation will be important.

**Recommendation #4:** Consider reducing class sizes for 300- and 400-level courses and correspondingly increase them at the 100-level.

**Unit Response:** The Department does agree with this recommendation. Moving forward, we are planning to lower class sizes in our 400-level courses to reflect more clearly what the standard enrolment tends to be. Enrolments in 300-level courses do vary based on the course. AR333 (Archaeology of Disasters), for instance, has exceeded 40-50 students at different times, but this does impact the seminar atmosphere of the course. For 300-level courses, we do need to review the appropriate class size for the program at that level, while being mindful of metrics like number of students taught on an annual basis. The recommendation to increase class sizes at the 100-level is feasible in most cases. For AR101 (Invitation to Archaeology), the in-person section is currently capped at 125 students and there is potential, based on historical enrolment patterns, to increase that. We also can potentially increase the enrolment in the AR101-OC section, moving it from 80 to a higher number. For AR104 (Greek Civilization) and AR105 (Roman Civilization), which are currently capped at 175 students, if they continue to be successful at that number, a move to 200+ students may be feasible too.

One 100-level course that has been challenging from an enrolment perspective is AR102 (Doing Archaeology). We have struggled to convince students, particularly those not majoring in Archaeology, to move from AR101 to AR102. In part, this is because many students in their first year take a breadth of courses outside of their own major, often one in a variety of disciplines. We do want enrolments in that course to be healthier and will need to strategize about how this can be accomplished. This is also with the caveat that the course includes a lab component taught by undergraduate Instructional Assistants, and that any growth must be sustainable based on available IA slots the department has.

**Decanal Response:** The Dean of Arts supports the redistribution of the 'student load' as proposed, and will work with AHS to try to ensure adequate Instructional Assistants (IAs) for larger first year courses.

**Recommendation #5:** Publish information about course rotation schedules on website.

**Unit Response:** The Department agrees with this recommendation and can accomplish this quickly. We are already working on developing text to put on the website on the Course Offerings section of the Department webpage ([Archaeology and Heritage Studies Course Offerings | Students - Wilfrid Laurier University \(wlu.ca\)](https://www.wlu.ca/archaeology-and-heritage-studies/course-offerings-students)). This will replace the text currently there which outlines the offerings for the current academic year. We have felt that it is important to rotate a number of our courses to ensure they attract the necessary enrolment when offered. Our aim, in addition, is to do this systematically and we have developed a schedule where certain courses are offered every year, and others every other year in rotation. We will aim to have this information on the website well ahead of course registration in June and July to assist students in planning their schedules both for this upcoming academic year and also for subsequent academic years.

**Decanal Response:** The Dean of Arts supports the departmental response.

**Recommendation #6:** Make Artifact Analysis a required course for the major.

**Unit Response:** The Department does agree with this recommendation and believes that training in artifact analysis is a fundamental component of archaeology. One challenge, though, is that we currently have 4.0



credits of mandatory courses within the Archaeology and Heritage Studies major, which is high, and we have discussed reviewing this structure and potentially modifying it. AR217 (Artifact Analysis) is a key course and a popular one, and would be beneficial to have as required. We have also been considering something similar for AR372 (Archaeological Collections Management), which has connections to museum studies and is also lab-based and experiential. Courses of this nature provide students with the essential skills and training that can help them both in pursuing graduate studies and careers in different parts of the heritage sector, including CRM and museums.

At the same time, we are mindful of having a significant number of required courses that limit the flexibility of students to pursue courses and sub-fields of interest to them, such as through potential concentrations as suggested in Recommendation #3. This will require reviewing the current roster of required courses and seeing if revisions can be made. One option that has been considered is whether the requirement around students taking one of AR341 (Analytical Archaeology) or AR344 (Archaeological Science) is necessary. Both are important courses but this specific requirement is the one that has caused the most issues for students to complete and neither course, as they are currently designed, offers the same longer-term benefit as AR217 (or AR372). We do want our students to have a broad and comprehensive understanding of archaeology and its various components and AR217 is a course that contributes to that. We will engage in a review of our curriculum in light of this recommendation, along with Recommendation #3.

**Decanal Response:** The Dean of Arts appreciates and supports the thoughtful departmental response to this matter and further review of AHS curriculum.

**Recommendation #7:** Ensure continuity of an accessible local field school, by partnership with other universities or CRM industry if necessary.

**Unit Response:** The Department agrees with this recommendation and understands that maintaining and sustaining an accessible local field school is a fundamental priority for the program. Our requirement that students complete a mandatory field component for their degree is a fundamental aspect of the program and a major attractor for students who wish to pursue archaeology at the undergraduate level. We cannot require students to complete this requirement by forcing them to go overseas or to travel far outside of the local region. In the summer of 2023, McMaster University ran a field school in the Hamilton area in which seven Laurier archaeology students participated. They are open to a longer-term partnership and are attempting to run another field school in summer 2024 that could include Laurier students. We've advertised this to our majors as an opportunity for them to acquire their AR219 (Introduction to Field Archaeology credit).

We are currently in the process of hiring a Limited Term Appointment in North American Archaeology with a preference for Ontario archaeology. There is optimism that this will lead to a tenure-stream appointment in the same field in the following year, with a priority that a new faculty member would have opportunities to establish a local field school. Even in that scenario, one challenge is that the Ontario Heritage Act requires that a substantial, book-length report be written after each field season. Typically, this necessitates that an instructor run field schools in alternating years so the report can be completed during the interval between. If a field school opportunity could be established by a potential tenure-stream appointment and some type of collaborative relationship can also be developed, this would help with the sustainability of this essential element of the program, perhaps in light of the suggestion of Recommendation #10.

**Decanal Response:** The Dean of Arts supports strongly all experiential learning opportunities, and will do what it can to assist in building the necessary partnerships to ensure the continuation of a local field school despite the challenges associated with it.

**Recommendation #8:** It is recommended that a minimum of two tenure-stream appointments be added to support the sustainability of the department before the next external review cycle. Priority #1: CRM and community-collaborative Ontario archaeology. Priority #2: digital archaeology/heritage, bioarchaeology, or similar methodological specialization.

**Unit Response:** The Department agrees with this recommendation and hopes that we can receive support in the form of one or more tenure-stream appointments in the near future. As of July 1, 2024, there will be one tenure-stream faculty member in the Department (Scott Gallimore). We are in the process of hiring for a Limited Term Appointment in North American archaeology, with a preference for research focus in Ontario, and are hopeful that will be a stepping stone to a tenure-stream appointment the following year. North American archaeology, and Ontario archaeology in particular, is a priority for the program and we want to maintain that in the long term. An individual whose focus is on Ontario archaeology should have direct experience with CRM and working with Indigenous communities, and that is a priority in conducting a search both for an LTA and a prospective tenure-stream appointment.

An additional tenure-stream position with a focus on a methodological specialization would be a significant asset for the Department. Dr. Glencross' specialization in bioarchaeology enabled the Department to build a suite of courses that captured the interest of many students, leading a significant number to pursue graduate studies in that field. It also helped to distinguish the Department as one of the few in Canada that offers such extensive bioarchaeology training at the undergraduate level. While we do hope to maintain this pedagogical focus within the Department, we recognize that there are other methodological specializations in archaeology that are at the forefront of the discipline, including digital archaeology (e.g., GIS; photogrammetry; LiDAR). These are becoming standard components of archaeological fieldwork and training in these skills is of significant benefit to students, both for pursuing graduate studies and careers in the heritage sector. The ability to mobilize the abilities of a potential tenure-stream appointment to build this type of training into the Department would be invaluable and be a further distinguishing feature.

**Decanal Response:** The Dean of Arts is aware of the critical situation that AHS faces with only one full-time faculty member. The hiring of a Limited Term Appointment position for 2024-25 is a positive step, and the Dean will continue to advocate with the Provost for full time faculty hiring to strengthen the department.

**Recommendation #9:** Develop a plan for the bioarchaeology lab's maintenance given the retirement of Dr. Glencross.

**Unit Response:** The Department agrees with this recommendation. As noted in the Reviewer's comments, the Department's space and specifically the bioarchaeology lab "supports high-impact, experiential learning practices for which Laurier Archaeology and Heritage Studies is well known." The lab is consistently used as a teaching space for several courses, including AR370 (Introduction to Osteology), AR470 (Juvenile Osteology), and AR471 (Health Diet and Disease in the Past), where students are introduced to human anatomy and skeletal biology and

analytical skills that can be applied in field situations where bone is encountered and requires identification. These skills are necessary and individuals with these skills are highly sought after in CRM given the significance to descendant communities. The lab contains teaching collections and space necessary for students to work with remains in twice-weekly labs and any additional time needed to study and complete assignments. The lab's central location in the Department is important from a logistical standpoint as it would be impossible to transport these delicate and sensitive materials around campus to other assigned room allocations while remaining accessible to Archaeology students.

The lab also houses additional, faunal comparative materials necessary for field identifications, and archives containing information on archaeological legacy collections that the Department curates. It is important for the faunal comparative collection to continue to have additional materials added as they become available, and for the legacy collections to be fully documented and made accessible for teaching and research. The legacy collections are in the process of being moved from at current storage location at 202 Regina and for the past two years we have hired students through the Work Study program to help move, organize and document these materials. This approach has been very successfully in achieving the organization and management of collections for the department while also providing students with opportunities to learn and work with archaeological collections, and this will remain a priority for the department. Further, the lab provides necessary additional space needed to curate both faunal and legacy collections and the Department is working to secure museum quality storage shelving through endowment funds that is compact again making materials much more accessible.

The bioarchaeology lab will be assigned to the Limited Term Appointment in North American Archaeology who is currently being hired for July 1st, 2024. We are hopeful this will convert into a tenure-stream appointment, and that the individual in that role will be able to make use of this lab as their primary research space, while the Department also employs space within for legacy collections and comparative materials.

**Decanal Response:** The Dean of Arts will work with Dr. Gallimore to address the maintenance of this lab.

**Recommendation #10:** If full-time faculty are hired, develop a local field school, perhaps at the *rare* Charitable Research Reserve, and perhaps an accredited Co-operative Education program.

**Unit Response:** The Department agrees with this recommendation, with the caveat that aspects do rely on having the personnel available to accomplish these goals. For the *rare* Charitable Research Reserve, there have been some preliminary conversations with that organization, conducted by Dr. Glencross. The indication is that they are open to the establishment of an archaeological field school within their property that would help illustrate the heritage preserved there. In connection with Recommendation #7, it is a priority of the Department to establish a sustainable model for a local field school. As noted in the response for that recommendation, one potential avenue for that is a tenure-stream appointment in North American Archaeology where the individual in that appointment is able to establish an Ontario field school. A sustainable approach, as discussed above for Recommendation #7, ideally would enable projects that can occur in alternating years to take pressure off of individual instructors. Prior to her retirement on June 30<sup>th</sup>, 2024, Dr. Glencross has indicated she will connect Dr. Gallimore with the personnel at the *rare* Charitable Research Reserve with whom she has



had previous contact. This will help with re-establishing contact and hopefully building toward a productive partnership.

For an accredited Co-operative Education program, the Archaeology & Heritage Studies program is currently the only one in the Faculty of Arts that has not established this as an option for students. The Dean of Arts has indicated her support for Archaeology being in this position based on its focus on experiential learning through fieldwork in the summer and the fact that faculty do tend to be away for research during the summer months. If the Department is able to secure additional tenure-stream faculty, we do plan to re-evaluate this and do recognize the importance and benefit of Co-operative Education, both as a form of experiential learning and as a recruitment tool to attract students to Laurier. Students are able, currently, to obtain summer employment with CRM firms which provides them with direct experience in the discipline, but Co-operative Education would expand on that.

**Decanal Response:** The Dean of Arts supports the department's response to this recommendation.

**Recommendation #11:** Hiring a tenure-stream faculty member who could serve as Undergraduate Advisor would improve long-term sustainability.

**Unit Response:** The Department agrees with this recommendation. Our current situation where the position of Undergraduate Advisor falls on a Contract Faculty member who holds a Senior Lecturer position is not sustainable and asks too much of an individual who does not have a tenure-stream position. There is an additional challenge of the current model where the contract for a Senior Lecturer ends on April 30th and does not commence again until the summer. This leaves a gap where the duties must be taken over by the Department Chair during a busy period that includes graduation checks and students connecting about course selection for the next academic year. While requesting service duties along the lines of Undergraduate Advisor from a tenure-track faculty member is challenging and does place a significant burden on them, there is precedent for this in the Department owing to its smaller faculty count over the past decade. Both Bonnie Glencross and Scott Gallimore served as Undergraduate Advisor prior to receiving tenure. We want to ensure that we are providing the most effective advising to our students as possible. Debra Foran is an excellent, experienced Undergraduate Advisor and has held that position several times but it is unfair to ask for that level of service from someone without a tenure-stream appointment. The Department is hopeful we will be able to receive a tenure-stream position in the near future that would provide for another individual who is able to take on this key service role.

**Decanal Response:** The Dean of Arts is aware of the challenge posed by the need for undergraduate advising in AHS and will work with the department to try to address this.

## PROGRAM STRENGTHS

**Vice Dean of the Faculty of Arts:** Archaeology and Heritage Studies (AHS) is a department that the Dean of Arts values greatly. The commitment of a tiny full-time faculty contingent to effective teaching, research and administration is appreciated but not taken for granted. Students in AHS programs speak highly of the opportunities for experiential learning, and clearly value the opportunity to work closely together and with instructors as they achieve a very high-quality education. Field schools provide wonderful opportunities for professional development.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

**Vice Dean of the Faculty of Arts:** AHS is in need of more resources, and the Dean of Arts will advocate as best it can to ensure the future wellbeing of the department at a time when resources are diminishing. We recognize that the future effectiveness of the department depends on adequate resources as has been highlighted by this review. We will explore the best options to support the department.

## SIGNATURES

Dr. Heidi Northwood

July 29, 2024



## APPROVAL DATES

Approved by Program Review Sub-Committee: September 19, 2024

Approved by Senate Academic Planning Committee: January 9, 2025

Submitted to Senate (for information): March 4, 2025

Implementation Report Due Date: March 4, 2027

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

*The following Implementation Plan was created by the Vice Dean of the Faculty of Arts as part of the Decanal Response.*

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date
<b>Recommendation #1:</b> Renew efforts to recruit Indigenous students by building partnerships and opportunities with Indigenous Studies (Brantford Campus) as well as provincial cultural resource management firms.	Department		2026
<b>Recommendation #2:</b> Eliminate the Honours BSc in Archaeology and Heritage Studies and Geography program.	Department		2025
<b>Recommendation #3:</b> Create Concentrations in Geospatial Archaeology, CRM, and if resources permitted, Digital Archaeology.	Department	Dean of Arts	2028
<b>Recommendation #4:</b> Consider reducing class sizes for 300- and 400-level courses and correspondingly increase them at the 100-level.	Department		2025
<b>Recommendation #5:</b> Publish information about course rotation schedules on website.	Department		2025
<b>Recommendation #6:</b> Make Artifact Analysis a required course for the major.	Department		2026

<b>Recommendation #7:</b> Ensure continuity of an accessible local field school, by partnership with other universities or CRM industry if necessary.	Department	Dean of Arts	2026
<b>Recommendation #8:</b> It is recommended that a minimum of two tenure-stream appointments be added to support the sustainability of the department before the next external review cycle. Priority #1: CRM and community-collaborative Ontario archaeology. Priority #2: digital archaeology/heritage, bioarchaeology, or similar methodological specialization.	Dean of Arts	Dean of Arts	2029
<b>Recommendation #9:</b> Develop a plan for the bioarchaeology lab's maintenance given the retirement of Dr. Glencross.	Department		2025
<b>Recommendation #10:</b> If full-time faculty are hired, develop a local field school, perhaps at the rare Charitable Research Reserve, and perhaps an accredited Co-operative Education program.	Department	Dean of Arts	2027
<b>Recommendation #11:</b> Hiring a tenure-stream faculty member who could serve as Undergraduate Advisor would improve long-term sustainability.	Department	Dean of Arts	2027