A GUIDE TO THE ARCHAEOLOGY GRADUATE PROGRAM IN HERITAGE RESOURCE MANAGEMENT

SFU Archaeology’s Professional Graduate Program in Heritage Resource Management trains HRM leaders to integrate ethical, legal, business, and research priorities in pursuit of desired futures for treasured pasts.

http://www.sfu.ca/archaeology/hrm.html

DEPARTMENT OF ARCHAEOLOGY
SIMON FRASER UNIVERSITY
A GUIDE TO THE ARCHAEOLOGY GRADUATE PROGRAM IN HERITAGE RESOURCE MANAGEMENT

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WELCOME, DISCLAIMER & INVITATION
Welcome to SFU, to graduate study in SFU’s Department of Archaeology, and to the Professional Graduate Program in Heritage Resource Management (HRM). HRM exists to assist society in evaluating the material legacies of our forebears and making good decisions about what to carry forward and how to do so. This Guide exists to help HRM students understand how the Graduate Program functions and the essential roles students play in the Program. Because this Guide is, in effect, a handbook for a unique, complex, and evolving Program, there are bound to be inconsistencies between what’s written down and reality. Please help us identify these by asking questions and raising issues and concerns.

The Department webpages (www.sfu.ca/archaeology/) should be consulted for up-to-date information and for downloadable updated versions of this Guide, complete with live hyperlinks. All students should also review the following two websites for information not included here: (1) SFU Calendar (http://students.sfu.ca/calendar/); (2) SFU Graduate and Postdoctoral Studies (http://www.sfu.ca/dean-gradstudies.html). Any inconsistency between this Guide and SFU regulations is unintentional; SFU rules take precedence unless those SFU rules state that departmental practice prevails. The pages in the HRM Program section of the Department website also provide useful information (http://www.sfu.ca/archaeology/graduate/hrm.html). Lastly, though perhaps most importantly, graduate school is a place to ask questions. The Graduate Program Assistant and HRM Program Director are available to provide the best answers and advice we can. Your assistance in improving this Guide, the Professional HRM Program, and student experiences in SFU Archaeology is both invited and appreciated.

Please also review the Department’s Guide to the On-Campus Archaeology Graduate Program for additional information (http://www.sfu.ca/content/dam/sfu/archaeology/grad/handbook/GRAD_HANDBOOK_revised_June_2019.pdf).

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HRM PROGRAM BACKGROUND & EXPECTATIONS FOR STUDENTS
Thank you for joining SFU Archaeology’s online Professional Graduate Program in HRM. The HRM Program funnels leadership into an industry with clear archaeological origins, continuing orientations, and rapidly proliferating futures. With this professional Program, SFU Archaeology is building upon nearly five decades of excellence in undergraduate and traditional, on-campus MA and PhD programs. The HRM Graduate Program does not provide basic training in archaeology. Instead, it serves the interests of job-tested professionals who hold Bachelor’s degrees and are ready to make a career commitment to HRM. The Program’s course and thesis requirements function to upgrade, broaden, and professionalize practitioner-students’ knowledge of contemporary issues and dynamics in HRM while expanding frames of reference to a global scale.

Once perceived as a fallback career choice for academic archaeologists, HRM has emerged as the dominant and most dynamic form of professional practice. This emergence is a response to rapid increases in the scale and sophistication of demands for HRM research and community engagement that require the integration and balancing of often competing legal, ethical, business, and scientific demands. As it continues to create its own forceful fields of intellectual and commercial gravity and to meet changing standards for licenses to operate on multiple social and political levels, HRM’s vitality and integrity will depend even more on practitioner commitments to savvy management, excellent research, and strategic and critical thinking.

SFU’s HRM Program is specifically designed to bring students into new avenues of understanding and inquiry concerning the complexity and potentiality of HRM. The Program is built upon inclusive values that explicitly feature respectful attention to the interests and preferences of descendant and local communities, whose pasts are so often researched, managed, and otherwise differentially affected by the land alterations that drive so much of the global HRM industry. The Program is also designed to support participation by those living outside British Columbia and to accommodate students with family and professional obligations that constrain their participation in graduate programs with substantial on-campus and residential requirements. Technologies available to facilitate distance learning—including the Canvas platform (http://www.sfu.ca/canvas.html)—have advanced
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sufficiently to support excellent learning environments. The SFU Centre for Online and Distance Education (http://codes.sfu.ca/index.html) is the Program partner for course development and delivery (see also the SFU Centre for Educational Excellence (https://www.sfu.ca/cee.html).

Joining this Program demonstrates a personal dedication to building professional capacities in HRM and to move toward greater leadership in a challenging and diversifying field. SFU, SFU Archaeology, and the community of HRM professionals share interests in achieving those goals. Accordingly, just as your status as an SFU graduate student carries both rights and obligations, as detailed throughout this Guide, your enrolment in an online professional program in HRM brings access to great opportunities as well as substantial expectations. The HRM Program faculty has worked hard to anticipate students’ interests and needs by creating the following:

1. **An effective environment for intensive, guided learning** in HRM’s four essential dimensions: Law & Policy, Ethics & Practice, Business Management, and Research Design & Methods;
2. **A clear, straightforward pathway to Program completion**, one available to working HRM professionals and others with obligations beyond graduate studies; and
3. Perhaps most importantly, a **Program culture featuring collaboration, experimentation, and professionalism**.

Perhaps needless to say, Program success is utterly contingent on students. HRM faculty expectations for students run parallel to the three principles above. The HRM Program faculty expect students to:

1. **Take responsibility for their work.** Every step in learning and achievement depends on applied intellectual engagement with the Program on the part of each student. This means close and consistent attention to registration, coursework, timelines, and the steps and standards for thesis completion. The faculty are here to assist and add value to learning and professional development. There is no place or juncture in the Program where questions and concerns are not welcome. **Keep in touch!**
2. **Do the coursework diligently**, keeping instructors and peers informed of all questions, concerns, and contributions you may have in relation to learning opportunities. Steady and open communications linked to learning assets and processes is a key to success. Listen closely, work intensely, enquire freely.
3. **Start work on your thesis now and keep working until it is done.** Students in the HRM Program are expected to be the authors of their thesis’ research questions, methods, and presentation. Program faculty are intended to serve as collegial rather than supervisory sources of information and perspective. The HRM Program is intended for students who possess essential competencies in how to investigate, how to link research questions, methods, and data, and how to report research results in clear and succinct English. Students are expected to identify any deficiencies and to make use of the substantial Program and SFU resources available to assist students in and through each step of thesis preparation and presentation.
4. **Embrace professional collegiality and managerial responsibility.** Please accept this invitation to be of service. Help yourself, other students, the faculty, and the HRM field to define and enable Program success. The value of your degree, the prospects for your career, the future of SFU Archaeology’s HRM Program, and the HRM field in general is falling into your hands and those of your peers. An early and sustained commitment to managing these futures professionally and collaboratively is virtually guaranteed to yield broadly beneficial results. Program faculty are ready and able to join and assist you.

**REGISTRATION**

Students must register and pay fees for every term in which they are enrolled, including those spent on-leave and when no formal courses are taken. Various options are described in the Graduate & Postdoctoral Studies website (http://www.sfu.ca/dean-gradstudies.html), including part-time and on-leave registration. There are no fees associated with medical leaves approved by the Graduate & Postdoctoral Studies office. It is the responsibility of the student to ensure continuity in registration. Students register for courses via the Student Information System (SIMS) (https://go.sfu.ca/).

**SCHOLARSHIPS & FINANCIAL AID**

SFU students enrolled only in SFU professional graduate programs are **not** eligible for internal SFU financial aid. Providing they meet other eligibility requirements, however, students in the HRM Master’s program may compete for SFU Donor Awards (https://www.sfu.ca/dean-gradstudies/awards/privateawards.html) and for external

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awards, including (for Canadian citizens) Tri Council (SSHRC/NSERC/CIHR) Master’s Scholarships (https://www.sfu.ca/dean-gradstudies/awards/external-awards/tricouncil-masters.html).

SFU Archaeology will continue efforts to raise bursary funds and facilitate partnerships with student employers. Applicants are strongly encouraged to work with current or prospective employers to craft mutually beneficial arrangements for building individual and organizational capacities through graduate training. Faculty members at SFU or at universities located closer to student residences or field work areas may be able to support students as Research Assistants. Students are encouraged to explore such possibilities depending on their analytical and technical skills and their thesis plans.

Between 2020 and 2022, several Mitacs Accelerate research internships will be available to HRM Master’s candidates. The Mitacs interns receive up to $15,000 in stipend and research funding to work with the Nlaka’pamux Nation Tribal council and Teck Highland Valley Copper Operations representatives on one of the following priority projects:

- Application of remote sensing data, including LIDAR, in archaeological survey.
- Lithic sourcing analysis and regional movement of lithic materials.
- Evaluation and application of GPS and survey instruments for site mapping.
- Analysis of collected matrix samples (palaeobotanical analysis and/or palynology).
- Re-analysis of lithic assemblages (including significant collections housed at the Royal BC Museum).

ORGANISATION, DIRECTION, DISPUTE RESOLUTION AND ADMINISTRATION

The HRM Program Director is responsible for Program communications, partnerships, and troubleshooting. The Director welcomes collegial input on all Program matters—and particularly on Program admissions, instruction, student supervision, and alumni engagement. The Director is a member of the department’s Graduate Studies Committee and solicits specific feedback from SFU Archaeology professors with HRM experience and interests (David Burley, Hugo Cardoso, George Nicholas, Rudy Reimer, Barbara Winter). HRM student concerns that persist after discussions with the HRM Program Director must be taken to the Archaeology Department Chair. The Dean of the Faculty of the Environment is the next stop for student appeals. SFU's Ombudsperson is another option as a place to seek justice and be heard (http://www.sfu.ca/ombudsperson/tips_for_graduate_students.html).

Students are further encouraged to discuss with the Archaeology Graduate Program Chair any issues or concerns regarding supervision, grading, intellectual property, interpersonal conflicts, or any other matter which pertains to their progress through the Program. Additional guidance is available at: http://www.sfu.ca/dean-gradstudies/current/managing_your_progress/supervision.html.

STUDENT REPRESENTATION

The Archaeology Graduate Student Caucus (AGSC) consists of all graduate students in the Department. The AGSC receives modest funding from the SFU Graduate Student Society (GSS). All graduate students are encouraged to attend AGSC meetings and events. The Caucus elects several executive positions to manage AGSC affairs and represent the Caucus at Department and GPC meetings. The AGSC advocates for graduate issues within the department and liaises with the SFU GSS, the Teaching Support Staff Union (TSSU) and other relevant campus organisations. The AGSC also organises academic and social events, and is responsible for allocating space in the Grad Lab through the space committee representative (see below). Some travel funding is available through the AGSC. To qualify for funding, students must attend a minimum of four AGSC meetings annually (in person or via teleconference) and/or serve as a committee or executive member.

TEACHING JOBS & PAYROLL

Graduate students in the HRM Program may be employed as Teaching Assistants (TAs). TAs assist instructors with teaching duties. TAs run tutorials and labs, advise students, and mark assignments and exams. Working conditions and pay rates are governed by the collective agreement between the Teaching Support Staff Union (TSSU) and SFU (http://www.tssu.ca/). TA hiring is guided by the department’s “Procedures for the Recommendation of T.As” (Appendix A). Information on payroll is available from the Archaeology Department Manager.

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IT
Following initial registration, students are able to activate their SFU Computing ID for access to wifi, email, enrollment, the library, and other SFU services (www.sfu.ca/itservices/accounts). A number of software packages are available for free, or at a greatly reduced cost, from SFU IT Services to registered students (www.sfu.ca/itservices/technical/software). The Department Lab Technician can also provide information about the availability of hardware and software.

Graduate student e-mail addresses will be added to the graduate student mail list (arch-grad-all@sfu.ca), which includes all graduate students, the graduate chair and the graduate program assistant. Essential information such as notification of application deadlines and department events is disseminated via this list. Graduate students are also able to post to this list. There is also an HRM program specific mailing list, which will be used for program specific information (arch-gradhrm@sfu.ca).

LIBRARY/ID CARDS
Library/ID Cards are issued to new students in the Academic Resources Office located in the Registrar's Office (MBC 3211). Please bring valid photo ID. (https://www.sfu.ca/idcard/getting-card/new-students.html)

TRANSPORT
It is not possible to park on campus without obtaining a permit or paying visitor parking rates. Parking permits can be arranged during the first two weeks of classes at Traffic and Security (lower level of MBC). An SFU student ID is necessary to obtain a parking permit. Students cannot park in the Archaeology Department loading bay except for immediate loading and unloading. SFU graduate students are part of the UPass BC Program and pay for this service as part of their tuition unless they have taken the necessary steps to opt out of this program (http://students.sfu.ca/upass.html).

ADDITIONAL ON-CAMPUS/DEPARTMENTAL SERVICES
Please see the Guide to the On-Campus Archaeology Graduate Program (http://www.sfu.ca/content/dam/sfu/archaeology/grad/handbook/GRAD_HANDBOOK_revised_June_2019.pdf) for information on Space, Equipment & Supplies, Keys, Collections, Housing, Photocopying & Scanning, and Telephone.

ORIENTATION
The HRM Program Orientation is held during the first week of fall term classes. The Orientation:
1. Welcomes and introduces students to SFU, the SFU Graduate Student Society, SFU Archaeology, their HRM and graduate student cohort, local archaeology, and SFU’s HRM Program;
2. Teaches students how to access and use the Canvas Learning Management System, the SFU Research Commons (http://www.lib.sfu.ca/about/branches-depts/rc), and other learning and research resources;
3. Facilitates the development and online publication of students’ professional profiles and initial thesis prospectuses;
4. Provides a context for students and faculty supervisors to meet, exchange views about student thesis research goals, and lay out initial plans and a schedule for achieving those goals;
5. Shares ideas, plans, concerns, questions, expectations, etc.;
6. Sets a constructive tone of mutual respect and interdependence among students, faculty, staff, and HRM Program advisors.

New students are expected to meet with their faculty Supervisor as part of Orientation, before the end of September, or both, to discuss thesis plans, as outlined in the thesis prospectus prepared for Orientation.

GRADUATE COURSEWORK & GRADES
The Program’s four required courses are delivered in SFU’s fall and spring terms. Even if a student is unable to enroll in or complete two courses in the two consecutive terms, they must take ARCH 561 in their last term of coursework, immediately prior to commencing thesis work. Courses will be delivered online via the Canvas learning management system (http://www.sfu.ca/canvas.html). The four courses are typically to be taught by
course designers (https://www.sfu.ca/archaeology/graduate/hrm/hrm-faculty-and-associates.html). Following successful completion of the required coursework, students will begin thesis research and writing (ARCH 898) for up to three additional terms.

### FALL TERM
- **ARCH 531—HRM Law and Policy**
  Provides a broad survey of international heritage authorities and rules with an emphasis on HRM policy in Canada and the United States. Particular attention is given to how the development of rules and organizations affect archaeological practice.
- **ARCH 541—HRM Professional Practice and Ethics**
  Focuses upon the complexity of operating within an HRM field characterized by overlapping, and at times contradictory, professional standards and ethics. The emphasis is on opportunities to add value to knowledge creation and mobilization through creative engagements with clients, Indigenous and local communities, governments, partners, and publics.

### SPRING TERM
- **ARCH 551—HRM Business Management**
  Contextualizes the business of HRM by targeting five clusters of essential concepts and tools in business management—accounting and finance; marketing, sales, and contracting; human resources, labor, economics, corporate governance, and risk management; business operations and project management; and business models, innovation, and globalization.
- **ARCH 561—HRM Research Design and Methods**
  Examines the hallmarks of excellent research in HRM archaeology through studies of successful and less successful research designs and methods. The course provides essential guidance for student thesis preparation.

### GRADING POLICIES
- Admission to the HRM Program does not guarantee continuation in the Program.
- Continued Program participation is contingent on the student’s maintenance of a cumulative GPA of 3.0. Students with GPAs below 3.0 may only continue in the Program with the approval of the HRM Program Director and a successful appeal process (https://www.sfu.ca/students/calendar/fees-and-regulations/student-appeals/graduate-appeals.html).
- Faculty are obliged to critically evaluate all essays, assignments, coursework, and thesis planning documents and drafts to provide students with feedback, particularly in areas needing improvements in critical thinking, scholarship, and connections and contributions to HRM. It is in the best interests of students that such evaluations be critical as well as complete in order to prepare them for peer evaluations integral to most HRM professional careers.
- HRM Program courses are not available for enrolment on a S/U basis.
- HRM Program students interested in taking other SFU courses, whether online or in person, are advised to do so mainly or exclusively to advance their thesis research interests, capacities, or both.

### STUDENT SUPERVISORY COMMITTEES
In the interests of accelerating thesis planning, students in the Professional HRM Program are assigned an SFU Archaeology faculty supervisor (“Supervisor”) as part of the Program Orientation. A minimum of two people (the Supervisor plus one other professional with research credentials) are required on the supervisory committee. Individual HRM student research plans may lead to intensive collaborations with Supervisors in preparing theses grounded in faculty collections, projects, or research interests. While this is fully acceptable, the HRM Program is specifically designed to facilitate student pursuit of thesis research on topics in HRM archaeology, policy, and practice not specifically connected to SFU faculty research interests or initiatives. HRM Master's students may

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work with their Supervisor to obtain access to labs, collections, and related facilities, especially as needed to complete the student-authored research proposal.

No later than February 1 in their second term, the student shall consult with their Supervisor on the addition of at least one member to their supervisory committee. Although committee members can come from within the Department, **HRM students are strongly encouraged to recruit second members of their committees from within their existing or desired professional networks.** Committee members must hold at least one graduate degree (a PhD is preferred). Every time a committee member is added or a topic or committee is changed, the student must ensure completion and submission through the Graduate Program Assistant of the appropriate form, available via the Graduate and Postdoctoral Studies website (http://www.sfu.ca/dean-gradstudies.html).

We encourage students to read the Graduate Studies webpages dealing with supervisor-student relations (http://www.sfu.ca/dean-gradstudies/current/managing_your_progress/supervision.html). Students are also urged to review and refer to *A Guide to Intellectual Property for Graduate Students and Postdoctoral Scholars* (http://www.cags.ca/documents/publications/working/Guide_Intellectual_Property.pdf) prepared by the Canadian Association for Graduate Studies.

**AVAILABILITY OF SUPERVISORS**

Students are expected to give faculty members and other supervisors at least 15 day's notice that they will be requesting action (e.g., thesis review, letters of reference, etc.). Faculty are expected to notify students at that time if they are unable to meet student needs or to complete the requested action within 30 days of the request. Faculty members with plans to be inaccessible (in the field, on holiday, etc.) for any extended period should inform their students of limits on their availability prior to departure.

**ANNUAL PROGRESS REVIEWS**

Graduate and Postdoctoral Studies require that the progress of each student be reviewed annually, and that the student be notified of the outcome of this evaluation (www.sfu.ca/dean-gradstudies/current/gpr). SFU Archaeology requires graduate students to undergo annual Graduate Progress Reports, which take place in September. HRM students will first complete an Annual Review in September of their Term 4 in the Program, then complete their first (and preferably only) Interim Review in March of their Term 5. Students are encouraged to meet and/or communicate with their Supervisors and committees on regular and as-needed bases.

Students and faculty are informed via SFU email of processes to be followed and the deadlines for progress reviews. Students are responsible for completing their sections of the progress report in a timely manner. Note that this is an iterative process, and students should check their SFU email accounts to understand and act on the next steps. Students are also responsible for arranging a meeting of their full supervisory committee, at which time their progress will be discussed and goals will be set for the next 6 months. Meetings can be via teleconference, Skype, Blackboard Collaborate, or in person. Progress review meetings typically consist of a brief presentation by the student of their progress and of their plans for thesis completion. The student presentation and committee questions should stimulate discussions about tactics and strategies for thesis completion.

On the basis of these discussions and other evidence of progress the student may provide, the supervisory committee members record and share feedback about student progress. Students who receive unsatisfactory ratings are informed in writing about required remedial steps. A student who receives two consecutive "Unsatisfactory" evaluations may be asked to withdraw from the Program. Procedures and appeals are outlined in the SFU Calendar (https://www.sfu.ca/students/calendar/fees-and-regulations/student-appeals/graduate-appeals.html). Perhaps needless to say, communications and collaborations to avoid "Unsats" are strongly recommended.

**THESIS PROSPECTUS & PROCESS**

SFU Archaeology graduate student theses must be problem-oriented and data-driven, and the importance of the problem to the field of Archaeology must be clear. As an indication of the emphasis placed on the expeditious completion of the thesis, HRM students are asked to prepare a thesis prospectus as part of the application
process, to develop a complete thesis proposal during their first term, and to prepare a full draft of a thesis outline in their second term, in conjunction with ARCH 561. All substantial changes in thesis topics, foci, or methods require consent from the supervisory committee and the presentation of a new or revised proposal and outline. Factors that contribute to efficient thesis completion include a student commitment to intellectual ownership, adept and realistic professional and personal scheduling, the creation of an open and collaborative relationship between the student and the supervisory committee, the level of student interest in the thesis topic, and prior experience conducting and writing up the results of independent and collaborative research.

If a thesis topic involves research on or with human subjects, including interviews, approvals may be required from the Office of Research Ethics before any work commences. If students are uncertain about whether or not ethics approval is required, they should consult SFU policy (www.sfu.ca/policies/gazette/research/r20-01.html) and speak to their Supervisor. Applications are completed through the SFU Office of Research Ethics application system (http://www.sfu.ca/ore/RegistrationtoORESite.html). If a thesis topic involves research on living animals, students should consult policy R20.03 (http://www.sfu.ca/policies/gazette/research/r20-03.html) and discuss with their supervisor what protocols and permissions are required before beginning any research.

Students are strongly advised to consult SFU library webpages for specific guidance on formatting theses and tips on timely completion, copyright law, and more (https://www.lib.sfu.ca/help/publish/thesis). The Graduate Research Commons (www.lib.sfu.ca/about/branches-depts/rc) has resources to help with thesis templates and formatting, including workshops applicable to graduate students who are in the writing stages of their programs. It is also highly advisable to make an appointment with the Assistant for Theses at this early stage. Do not wait until the last minute, as it can be difficult to obtain an appointment. Appointments can be made through the Graduate Research Commons website (https://www.lib.sfu.ca/about/branches-depts/rc/writing/theses). Students must use the thesis template for preparing draft chapters (or entire draft theses) to their supervisors. Doing so will demonstrate professionalism and minimize formatting issues before submission to the library. Thesis submission can be done from off-campus using the electronic upload features of the thesis registration system (https://theses.lib.sfu.ca). All applicable forms can be obtained from the Graduate Program Assistant and/or from the Graduate Research Commons.

SFU regulations allow material already published by the student, whether as sole author or a co-author, to be used as part of the thesis (this includes “in press” material). This material must relate clearly to the goals of the thesis research, and must have been completed during the student's time in the archaeology program. Arrangements to include such publications in the thesis should be made between the student, co-authors, original publisher, and the supervisory committee well in advance of the presentation of the work in the thesis. An initial written agreement between the Supervisor and the student on the inclusion of published material is strongly recommended, as this avoids later disputes over the appropriateness of such an approach.

Students who intend to develop their thesis from previously published or “in press” research should consult the thesis assistant in the Library before they begin writing for current rules and advice, including formatting, copyright and other necessary permissions. In addition, the Department of Archaeology will expect the following:

1. a clear statement in the thesis as to the student's role in co-authored work, and a clear statement as to which sections of the thesis are authored solely by the student.
2. one or more chapters authored solely by the student that describe the purpose of the research, that explain how the previously published works relate to the research theme, and that set the research in a review of the literature.
3. one or more chapters authored solely by the student that summarize the results, and present a discussion and conclusion.
4. previously published or “in press” work will be presented in full and verbatim, with a separate chapter for each publication; however, figures and tables will be re-numbered to conform with the thesis format, and references cited will be presented as a single section at the end of the thesis.
5. at the thesis defence, the student should be capable of explaining and defending all aspects of the co-authored research.
The HRM Program has a distinct process for the presentation and assessment of student theses. The HRM Thesis Rubric, provided in the ARCH 898 course container in Canvas, specifies obligations and expectations for drafting a thesis in accord with high scholarly standards. The expectation is for thesis submission to occur in the second spring term (Term 5) of each student’s enrolment. Term 5 submission of a solid draft helps assure Term 6 completion. Once the student is at least 99% certain that the thesis meets the Rubric specifications and is defendable, the following six steps are to be followed by the student and supervisory committee (also see the accompanying flow chart, below):

1. The student submits .docx and .pdf files containing identical versions of the thesis to the Supervisor.
2. Within 15 days of receiving the thesis, or at a date scheduled by the Supervisor, the Supervisor shall assess whether thesis is ready to proceed.
   a. If the thesis is ready to proceed, then the Supervisor charges the supervisory committee with thesis review → Step 3.
   b. If the thesis is not ready to proceed, then the Supervisor provides the student with a summary description of deficiencies with reference to the Rubric → Step 1.
3. Within 30 days of receiving the thesis, or at a date scheduled in consultation with the Supervisor, the supervisory committee shall complete the thesis assessment.
   a. The Supervisor shall use the Rubric to assess whether the thesis is ready to proceed to defence;
   b. For a thesis found to require minor revisions or deemed unsatisfactory, the student shall, in consultation with the Supervisor, revise and resubmit the thesis in accord with the Rubric and comments offered by the supervisors → Step 1.
   c. A thesis deemed unsatisfactory will normally require substantial revisions and may leave the student with enough time for only one more opportunity (in Term 6) to revise and resubmit the thesis according to the Rubric and comments offered by the supervisors → Step 1.
   d. The unsatisfactory assessment will normally be reflected in the Annual Review assessment, Interim Review assessment, or both.
4. For a thesis assessed as ready to proceed, the student and committee shall commence deliberation on the defence date and the attributes and identity of External Examiner to participate in the thesis defence.
   a. Cognizant of the relevant SFU rules and guidelines (https://www.sfu.ca/dean-gradstudies/current/defence/BestPractices.html), the Supervisor invites an External Examiner to participate in the thesis defence.
   b. Examiners for HRM Master’s theses must come from outside the Department but may come from other academic units at SFU or from further afield.
   c. Under no circumstances is the student to engage in any form of communication with the actual or proposed External Examiner.
   d. Once a thesis has been submitted to an External Examiner, no communication is permitted between the examiner and the student or the committee about the thesis (Exception: communication between the External Examiner and Supervisor is usually necessary to determine a defence date and make travel/accommodation/participation arrangements).
5. At least six weeks prior to the intended defence date, the student prepares and submits to the supervisors and Graduate Program Assistant identical, properly formatted .pdf and .docx versions of the defence draft.
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Students are required to be enrolled in ARCH 898 at the time of the thesis defence. In order to graduate in any given term, the completed thesis (after defence and necessary revisions) must be accepted by the Library before the Thesis Submission deadline for the previous term—the last workday of the last month of each term (i.e., mid-Dec. to attend spring convocation, mid-April for summer convocation, and mid-August for fall convocation). Students should also bear in mind that committee members often have fieldwork and other professional obligations, and should plan to schedule defence and Library submission drafts accordingly. By the time of the defence, any uncertainties should reside principally with the External Examiner, who is seeing the thesis for the first time.

The following normally constitutes an Examining Committee, which is chaired by the Graduate Program Chair:

- Archaeology Graduate Program Chair or designate (non-voting member)
- Supervisor (Archaeology Department faculty)
- Committee Member (HRM Professional or SFU faculty)
- Examiner (often external [to Department] faculty or HRM professional with academic standing).

The defence includes a 20-minute oral presentation by the candidate followed by rounds of questions from the examiners. There are may routes to a successful defence. Candidates are advised to prepare carefully and comport themselves professionally. The oral presentation is typically a summary of the thesis, amply illustrated by projected slides or other visuals. Candidate should consider the following format or another one appropriate to their work:

- Introduce the topic, scope, and focus of their research
- Identify the research problem domain and the specific research questions
- Explain the methods, materials, and partnerships involved in completing the study, taking care to link the methods to specific research questions
- Review the findings of the study (that is, the results of the methods applied) in sufficient detail to answer the research questions (or make clear why questions could not be answered)
- Address the implications of the study results, including policy, practice, business, methods, etc.
- Comment on the deficiencies of the study, the recommendations for further research, or both

Questions from examiners typically centre on the thesis but may extend to any topic in archaeology deemed relevant. Possible outcomes of the oral thesis defence are:

- Pass as submitted (which can include minor spelling and grammatical revisions)
- Pass with revisions (usually to the satisfaction of the Supervisor)
- Defer judgement (additional work is needed; another thesis defence may or may not be required by the Examining Committee)
- Fail.

While a thesis normally should not fail at the defence stage, the Examining Committee may defer judgement about whether the thesis could “pass after additional work” by the candidate (see the SFU Calendar for more details).

After a successful defence, the last stages of thesis preparation and presentation involve completion of final revisions (in consultation with the Supervisor) and library acceptance of the thesis. The latter is greatly facilitated by working diligently with the thesis template provided by the library, having the thesis examined by the library staff some weeks prior to the defence, and incorporating suggested format changes as early as possible.

**GRADUATION**

The final steps in the HRM program never end: show up, pay attention, do good work, maintain a sense of both humour and professionalism, keep in touch, and live well. SFU Archaeology Alumni are widely-recognized as potent actors in HRM and archaeology disciplines across North America and around the world. We look forward to watching (and helping) you create desired futures in your own life and for treasured pasts we are so very privileged to work with.
APPENDIX A: TEACHING ASSISTANT AND TUTOR MARKER PRIORITY POLICY

Priority is based on the following principles (Article XIII F.2, Collective Agreement):
1. Teaching-related experience in her/his field of study can be of value to a graduate student both in her/his studies and in her/his preparation for a career.
2. The provision of teaching-related employment is an element in the University’s financial support of its graduate students.

In hiring teaching assistants and tutor markers, priority for appointment will be given to applicants in the following categorical order (Article XIII F.3, Collective Agreement):
1. Graduate students registered in the department.
2. Graduate students registered in other departments.
3. Undergraduate Teaching Assistants (UTA) or External Teaching Assistants (ETA). Before undergraduate or external applicants are offered positions, each qualified applicant in priority category 1 must be offered at least five base units, unless the graduate student requests less.

In allocating Teaching Assistant and Tutor Marker positions the Department of Archaeology will take the following into account:
- Incoming graduate students who, in their admission letters, have been offered TAships in their first year of enrollment;
- Amount of graduate student financial support already received to ensure an equitable sharing of University financial support;
- Number of base units already received to ensure sufficient teaching-related experience in her/his field of study.
- Sufficient knowledge in the discipline of the course to interpret the course material (e.g. discipline of prior degree(s), publications, experience, research interests, courses taken) and applicant preferences.
- Employment evaluations from previous TA/TM positions held;

If an assignment within a priority group requires a selection between applicants, graduate students without financial support from merit-based scholarships or merit based fellowships during the semester of appointment with a value equal to at least a 5.17 appointment will have priority for the appointment.

Re-employment as a Teaching Assistant or Tutor Marker (Article XIII H, Article XV H, Collective Agreement):
1. To be considered for re-employment, graduate students must maintain satisfactory performance as a teaching assistant or tutor marker.
2. The re-employment of teaching assistants/tutor markers will also depend upon the needs and budget resources of the University.

Approved: Jan 14, 2019
APPENDIX B: DEPARTMENT OF ARCHAEOLOGY POLICY ON ADMISSION AND RE-ADMISSION OF GRADUATE STUDENTS

1. Admission to the Archaeology Graduate Program is governed by the provisions of general University and Graduate regulations pertaining to admission for graduate study, contained in the SFU calendar. The Department may not impose any provisions that contravene these regulations. (GGR 1.3)

2. Admission is by application to the Department Graduate Program Committee (GPC). Applications are accepted once annually. The deadline for receipt of applications is January 15 each year for entry into the Program in September of that year. The Archaeology Graduate Program Committee may suspend applications for admission if in its judgement circumstances exist that make it unwise for the Department to accept applications.

3. The GPC makes recommendations for admission to the Senate Graduate Studies Committee. Final admission is granted by the Senate Graduate Studies Committee.

4. The decision to recommend an applicant for admission shall be by majority vote of the GPC.

5. No applicant is to be told that they may enter or re-enter the graduate Program except under the provisions of this policy.

6. In addition to the usual academic and other requirements, admission to the Archaeology Graduate Program shall be contingent on the availability of a faculty member who agrees to act as the applicant’s Supervisor.

7. A recommendation for admission shall be for a specified term of the year of application. Normally, applicants are expected to commence their studies at the beginning of the fall term.

8. Requests for delayed entry will be considered only in exceptional circumstances. Such requests require the following:
   a. formal, written request to the Grad Program Chair
   b. re-evaluation of Department circumstances
      i. proposed supervisor is still available and willing to accept delayed entry
      ii. space available in Program (enrolment levels)
      iii. availability of physical space
      iv. review of any other circumstances that may affect the Department’s ability to accept additional students at the time requested
   c. if, in the interim the applicant has enrolled in another Program
      i. the applicant must reapply with full documentation of academic record at the other institution. The application will be evaluated along with other applications in the following normal application cycle.

9. Lapsed registration, reactivation, withdrawal, and readmission
   Consult the Graduate Program Chair and the Graduate General Regulations (www.sfu.ca/students/calendar/fees-and-regulations/grad-regulation)

10. There is no process for re-admission if a student times out of the graduate program.
    At least one term prior to exceeding the maximum allowable time in the graduate program (as per University regulations), students may apply for an extension of up to 3 terms, for a total of two extensions. Extensions will be considered by the GEC on a case-by-case basis, and may be recommended to the Dean of Graduate and Postdoctoral Studies for final approval, based on the evaluation of:
    a. A detailed and comprehensive plan for completion of student’s thesis that has been approved by the supervisory committee.
    b. Evidence that considerable progress has been made in the time leading up to the request for the extension.