2017-2021 REGISTER OF PROFESSIONAL ARCHAEOLOGISTS STRATEGIC PLAN

TASKS FOR THE NEXT FIVE YEARS

1. ADMINISTRATION, MANAGEMENT, AND PROMOTION OF THE REGISTER

1.1 Establish a Communications Committee and/or Hire a Public Relations/Communication Manager.

Determine which of the following can be completed by the Committee and which will require additional expertise, e.g., a fellowship student, a contractor, a Register employee (i.e., a Public Relations/Communication Manager):

- Send out quarterly and annual updates to registrants and sponsor/affiliated societies.
- Improve the usability of the website.
- Maintain the Register's social media platforms.
- Ensure that Register information and news are a regular feature of the sponsoring/affiliated society newsletters.
- Carry out a regular exchange of information with the sponsoring/affiliated societies' committees on ethics issues and topics.
- Disseminate the Register's annual report to SHPOs, THPOs, and federal agencies.

1.2. Develop and Disseminate Business Cases

- Create a task force to look at existing models and prepare business cases for:
    - Industries/clients
    - Federal and state agencies
    - CRM firms
    - Non-RPA archaeologists
    - Educational institutions
    - The public

Or have the Communications Committee and/or Public Relations/Communication Manager prepare these business cases.

- Have the Communications Committee and/or Public Relations/Communication Manager disseminate the business cases to appropriate recipients.

1.3 Explore Possibility of Shifting to In-House Business Management

- President and President-Elect will explore options for shifting to in-house management. First step might be to replace current business office with another firm that has more experience with archaeological organizations, and has a smaller client base.

2. PROVIDE REGISTRANTS WITH RECOMMENDATIONS FOR SHOWCASING THEIR REGISTRATION

- Ensure that individual registration numbers are correct, unique, and never reused.
- Encourage registrants to include their registration number in their signature block and other appropriate places.
- Provide models on the website of how best to include RPA registration information in CVs and resumes. Also disseminate this information using social media.

3. DESIGN AND CARRY OUT A NEEDS ASSESSMENT PROGRAM

- For registrants, consider a short assessment instrument sent out with registration renewal notices.
- For students, seek the advice of the student committees of the sponsor/affiliate organizations.
- For qualified archaeologists who have chosen not to register, consider holding events at sponsor/affiliate meetings (a forum, a reception, an informal get-together) to explore with non-registrants why they made that choice and what the Register could do to make registration more useful/attractive to them.
- Investigate the CPE needs of RPAs - identify and implement approaches to determine these needs; ask industry and government to list the skills their contractors should have in order to improve CRM and other types of archaeological work.

[Note: Who creates needs assessment instrument?]

4. CREATE AN EXPANDED CHARGE FOR THE CPE COMMITTEE/ GROW THE CPE PROGRAM

- Once conduct needs assessment (see No. 3 above), locate and reach out to potential CPE providers to meet these needs.
- Request that SAA make RPA certification of SAA's online seminars more visible on the SAA website and on advertisements and slide templates for the seminars.
- Expand the kinds of professional activities that would qualify for Register CPE credit, such as papers at professional meetings.
- Develop a plan for how CPE credits will articulate with registration in the future. Will CPE be required for continued registration at some point? How can the Register best make the transition to that requirement?

5. CONTINUE TO BUILD RELATIONSHIPS WITH INTERNATIONAL ORGANIZATIONS

- Identify priority organizations, such as CIfA
- Contact those organizations to discuss potential reciprocity, common understanding of the norms of professional behavior, and exchange of information on continuing professional education.

6. ESTABLISH A PROCESS FOR REGISTRATION REINSTATEMENT AND EXPLORE DEVELOPING DIFFERENT REGISTRATION TRACKS

- Determine whether there should be formal reinstatement requirements for registrants who have let their registration lapse for some period of time
- Create a working group to prepare a white paper for the Board on pros and cons and issues involved in having registration include multiple tracks (e.g., a junior/associate and senior/master track; tracks for different types of archaeological sub-disciplines, etc.). This includes considering registration tracks for archaeologists without advanced degrees and those with advanced degrees.
- Include past Presidents and others involved in the creation of the Register to provide institutional memory.
- Include studies of potential models from other professions.
- Get a legal clarification of the difference between registration and certification.
- Determine why the original decision was made to go with registration.
- Determine whether it would be possible and advantageous to shift to a certification system.

7. EXPLORE THE REGISTRATION/CERTIFICATION OF CULTURAL RESOURCE MANAGEMENT FIRMS AND UNIVERSITY PROGRAMS

8. DEFINING PATHS TO PROFESSIONALISM: DEVELOP PROGRAM FOR ASSISTING STUDENTS AND YOUNG PROFESSIONALS TO ADVANCE THEIR CAREERS AS PROFESSIONAL ARCHAEOLOGISTS

- Create a resource page on the Register website with information about how to become a professional archaeologist; coordinate this effort with sponsor/affiliate societies.
- Reach out to the core curriculum committees of the various archaeological organizations; offer ideas from the Register's perspective and offer to serve as a bridge integrating these currently independent efforts.
- Reach out to the student committees of the sponsoring/affiliated societies and ask what the Register might do to be of assistance to students.
- Create a task force to study appropriate models and design a mentoring program; identify mid- and late-career RPAs willing to serve as mentors; advertise the availability of this service to students and young professionals.

9. CREATE A LISTING OF RESOURCES ON THE REGISTER WEBSITE FOR INFORMATION ON ARCHAEOLOGICAL ETHICS AND PROFESSIONALISM

- Gather ethics codes from sponsor/affiliate societies and international archaeological organizations.
- Include scenarios from previous and future Ethics Bowls.
- Include articles from society newsletters and similar sources.

- Secure syllabi and reading lists on ethics and professionalism from college and university courses.
- Resource listing must be continuously updated and kept current.
- Identify a graduate student to bring on as an intern to develop this listing of resources.

10. CREATE A TASK FORCE TO DETERMINE HOW THE REGISTER CAN BEST ADDRESS SEXUAL HARASSMENT ISSUES AND CONSIDER REVIEWING THE CODE AND STANDARDS FOR POTENTIAL CHANGES

11. CONTINUE TO REVIEW AND EVALUATE GOVERNANCE IN ORDER TO PROVIDE BEST SERVICE TO RPAs AND PROFESSION AS A WHOLE, AND REVIEW THE BYLAWS FOR POTENTIAL NEEDED CHANGES RELATIVE TO BOARD POSITIONS