

Archaeology

50 years at Glasgow University

Consultation Response





Summary

This document is the collective response from Archaeology to the Consultation Panel. In it we demonstrate that:

- We support and are fully aligned with the University's 2020 global vision.
- Archaeology and History are stronger as independent disciplines within the School of Humanities; a merger would be detrimental to both.
- We have an active research profile that is well-aligned with Research Council funding themes and also successfully draws upon funding sources elsewhere.
- We have strong Scottish, UK and international dimensions to our research which will deliver an enhanced research rating in REF 2013, counterbalancing any negative impacts from the loss of GUARD.
- As archaeologists, we are interdisciplinary by nature and this is reflected in our approaches to research and teaching within and beyond the College of Arts, evidenced across a range of undergraduate and postgraduate programmes and research projects.
- Archaeology as an undergraduate degree is a valuable and unique means of communicating vocational and employability skills to a broad-based student population whilst at the same time providing a key supply of archaeology graduates to the profession.
- We are highly rated for our teaching by our students who value the research-led nature of the learning experience.
- We have coherent plans for the future consistent with the objectives of the School of Humanities and the College of Arts through the harmonisation of our teaching at all levels.
- Future success in teaching and research depends on maintaining a clear disciplinary identity and subject visibility within the School of Humanities.



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Archaeology & the University's 2020 Vision

The SMG proposition in the paper presented to Court in 2011 is that Archaeology is not well aligned with the University's strategy. No case has been put forward to support this proposition.

We would identify the following points which evidence our alignment with the University's 2020 Vision, and these are expanded in subsequent sections.

1.1. Archaeology supports the University's aspiration to be one of the world's great broad-based research intensive universities through:

- breadth and depth in our teaching and research;
- inter- and transdisciplinarity which enhances and facilitates our broad range of research and teaching connections across the University and beyond.

1.2. Archaeology supports the University's mission to undertake world leading research and to provide an intellectually stimulating learning environment:

- We operate in interdisciplinary teams both within the University and in collaboration with researchers overseas on cultural and heritage research.
- We attract highly talented and committed students from Scotland, the United Kingdom and overseas and provide a challenging, supportive environment in which they flourish. This is demonstrated through our highly successful postgraduate community as well as through the most recent DPTLA review of our teaching¹.
- We are recognised for our strong support for early career researchers² and our focus on developing postdoctoral and collaborative research. We have had three post-doctoral positions since 2008 with one new EU-funded post due to start in May. Two former post-doctoral colleagues were appointed to lectureships at Exeter and Aberdeen as their funding drew to a close. Three of our postgraduate students have been appointed to lectureships within the same period, all in North America.
- Our work with local communities within Glasgow, within Scotland, and overseas supports the development of cultural heritage, education, and raises awareness of the value of local resources and the importance of their preservation, and their social and economic potential, e.g for tourism (see Appendix 2).

1.3. Archaeology supports the University's values of integrity, credibility, openness and success. For example:

- We are a highly collegial group of scholars, from senior academics to postgraduate students. The development of our Field School has extended this collegiality to Honours and Level 2 students with considerable success.
- We support each other through our research and teaching reviews, and through our strong sense of teamworking, which makes us one of the most cohesive groups of archaeologists in the UK university sector.

- We are innovative in the way we communicate and conduct our research: our teaching innovations were commended in the 2009 DPTLA and a number of areas selected as exemplars for the University. Recent funded programmes of research workshops have provided fora for postgraduate, postdoctoral and senior academics and practitioners to collaborate on research themes with publication and funding applications as outcomes.

- We emphasise the value of alternative perspectives and the contributions of others: evident in our philosophy of teaching on our new Level 1 courses, for instance.

- We are responsive to educational and research needs, reacting positively to opportunities whenever they arise and frequently driving forward new initiatives.

1.4. Archaeology supports the University's intent to deliver excellent research:

- We attract international research students and postdoctoral researchers in comparatively large numbers, *contra* the assertions in the consultation documentation (see 2.1.1).

- We are demonstrably successful at developing talented early career researchers, a success recognised by the number that are now in R&T positions at institutions throughout the UK and overseas.

- We are recognised as having developed an excellent research environment³.

- Our close working partnerships with Historic Scotland and the Royal Commission on Ancient and Historical Monuments of Scotland (RCAHMS) mean we participate in setting research agendas for cultural heritage in Scotland, independent of the work of the former GUARD and the Centre for Battlefield Archaeology. We also collaborate closely with the National Museum of Scotland and the RCAHMS in, for example, remote sensing (geophysics, metal-detecting and aerial photography) projects.

- We have increased the level of grant application activity in recent years, and have enjoyed some notable successes. The multidisciplinary inter-institutional Leverhulme-funded *Tracing Networks* project is a strong example in this context.

- We have a high quality postgraduate community, highly active in terms of publication and presentation of their research, and a high successful completion rate. We have five students with vivas in March and April, for instance. We also have a high success rate in students gaining Carnegie awards funding their research – four in the last seven years – which, given their highly competitive nature, speaks volumes about the quality of students we are able to attract and about Carnegie's confidence in us.

1.5. Archaeology supports the University's aspirations to provide an excellent student experience:

- We have an excellent reputation for visionary course development and delivery, most recently evidenced through a Teaching Excellence Award (2010) and an SRC Prizes for Excellent Teachers (PETs) award shortlist (2011).

- We make extensive and innovative use of Virtual Learning Environments in our teaching and research.

- We have developed a diverse market-led approach to our PGT provision which is regularly reviewed and has a strong emphasis on career development and progression.

- We have facilitated highly effective student engagement within a supportive and collegial atmosphere, with students making a wide range of contributions to the academic life and social activities within the subject area. This is reflected in student feedback.

1.6. Archaeology supports the University's objective to extend its global reach and reputation:

- We have been developing international links with the University of Valencia, University of Galway, and others. Links are especially strong with Valencia: we have contributed for several years to their PGT programme, examined their PhD students, and jointly run field research projects in Sardinia. Staff are currently visiting professors at Cagliari and Nijmegen. We also have links with University of Northern British Columbia and have recently gained University support to explore a partnership arrangement with Auckland and Otago. We are working to turn these relationships into more substantial partnerships.

- We have a diverse postgraduate community, currently representing 12 different countries, although more could be done through enhanced marketing etc..

- We regularly have undergraduates studying abroad, although the overall numbers are relatively low, and we have altered our policy to facilitate students studying overseas by relaxing restrictions and focusing on the opportunities that would not be available to them if they remain in Glasgow.

¹<http://www.gla.ac.uk/services/senateoffice/qua/psr/reportsresponses/>

²RAE 2008 Archaeology Panel Report

³RAE 2008 Archaeology Panel Report







Our Research

Archaeology's response to RAE 2008

The University's representation and interpretation of Archaeology's RAE 2008 results fails to take due account of a number of flaws in the data and in their presentation.

2.1.1. Archaeology provided the University with a formal response to the RAE 2008 panel feedback in January 2009. Amongst the points we made then were:

- 85% of our research activity was recognized as being of international standing.
- The core of our research outputs were characteristic of the subject area in the UK (3* 38% (UK 36%), 2* 39% (UK 39%)) with no publications below national quality.
- Research environment and income were rated excellent.
- The perception – carried through in the statement made to Court prior to the consultation and regularly repeated in subsequent University communications – that research student numbers were low reflected the high proportion of our submission drawn from non-R&T staff in GUARD, the Hunterian Museum, and post-doctoral appointments (8.8 of the 20.8 returned). Recalculating the figures on this basis showed that we had in fact a higher ratio per FTE member of staff than the UK average (2.43 compared to 1.5). Within the School of Humanities our current PGR staff-student ratio is the same as History.
- Furthermore, the raw RAE 2008 data in relation to the quality of research outputs, which is expressed in percentage terms, under-represents that of the academic staff since it includes several GUARD and young postdoctoral staff whose outputs are likely to have scored lower on the international rating scale than those from core academic staff.
- Our research ranking is top within Scotland, and 11th in the Russell Group based on our 3*/4* performance ('silver' ranking) with a proportional performance higher than Birmingham, Bristol and Newcastle based on the staff returned to RAE. In terms of the 'gold' standard of 4* research then on the same proportional measure we are ranked 11th, above Manchester, Birmingham and Newcastle.
- However calculated, our overall result would have been higher were it not for the University's decision to go for breadth of return, a decision which across the University proved subsequently to be flawed; a view confirmed by the RAE panel chair 21/3/11.
- Glasgow was financially disadvantaged because of the low teaching unit of resource (see Section 4) and because over 2/3 of UK archaeology departments had benefitted from major infrastructural and staffing investment prior to RAE 2008 whereas Glasgow had not.
- Minor changes in GPA cause major movements in the rankings, underlining their overall unreliability; as the University itself points out, RAE "results are therefore open to a variety of different league table interpretations"⁴, a view with which we concur.

2.1.2. Since RAE 2008 Archaeology has been working to:

- *Promote Scottish archaeology by encouraging international collaboration.* For example, the development and expansion of the SERF project and associated international field school has been a key effort here.
- *Develop our esteem* by contributing to disciplinary agendas and government policy, with some notable success: Glasgow scholars are the dominant academic contributors to the Scottish Archaeological Research Framework, a national initiative sponsored by the Scottish Government, which is currently setting the national research agenda for the future.
- *Expand existing strengths in Mediterranean archaeology through cooperative and integrated projects.* For example, following Prof Bernard Knapp's retirement we have been able to recruit a new research-active junior colleague; the AHRC-funded Material Connections project and the Leverhulme-funded collaborative 'Tracing Networks' (Colonial Traditions) project and new post-doctoral posts are evidence of activity in this area.
- *Promote Glasgow's leadership in Historical Archaeology, Aerial Archaeology and Battlefield Archaeology.* For example, a full issue of the *International Journal of Historical Archaeology* (2010) was dedicated to Scottish historical archaeology in its international context and 6 of the 8 papers were by GU archaeologists: an example of our leadership in promoting Scottish historical archaeology to a global audience and developing an international approach to Scottish research. The European *Archaeolandscapes* multi-collaborative project is a strategic investment here and we are working to develop an AHRC collaborative doctoral award with RCAHMS. The value of Battlefield Archaeology has been recognised through the retention of staff following the GUARD review and we continue to work to support and collaborate with them in teaching and research.
- *Expand material culture and artefact studies.* For example, a number of grant applications and international conference presentations have focussed on building profile in lithics studies. A recent European Science Foundation workshop was co-convened in Birmingham University on Norse materiality in the North Atlantic and brought together 25 scholars from several Scandinavian countries to discuss current knowledge and to set a research agenda for further research. We currently have 16 PhD students at various stages working in aspects of material culture.
- *Strengthen research links with the Hunterian and Glasgow Life.* We developed strong links with Glasgow Life prior to the MoU agreement, working on the development of AHRC collaborative doctoral awards as well as generating successful postgraduate work-placements. We have collaborated on display and outreach projects with the Hunterian, and the appointment of an archaeologist as the new Director opens up new opportunities to broaden and deepen that relationship and discussions about grant applications are ongoing.
- *Increase numbers of postgraduate and postdoctoral researchers based in Glasgow.* Recent appointments through Leverhulme and Marie Curie funding (both in the Mediterranean area) are evidence of continued development here and a new application is in preparation.

2.1.3. We are active in hosting a number of key international conferences: for example, the conference of the Society for Post-Medieval Archaeology, which focussed on public engagement with the recent past (2010) . We will also be hosting the European Association of Archaeologists annual conference in 2015. We support a number of postgraduate conferences – this year for example includes the annual Scottish Theoretical Archaeology Group and the Early Medieval Archaeology Student Symposium, both of which are held in Glasgow and which underline the impact of our postgraduate community.

2.1.4. The introduction of Performance and Development Review for staff has been used strategically to support and encourage research activity: the level of grant application activity has increased in recent years.

2.1.5. We have prepared and reported on annual strategic plans to Faculty since 2007, explicitly aligned to University and Faculty/College strategic objectives. See attached Strategic Plan for Archaeology 2010-14 prepared in October 2010 for latest statements, SWOT and risk assessment, and self-evaluation (Appendix 1).

⁴<http://www.gla.ac.uk/about/facts/rae/>



Current research profile and activity



2.2.1. Archaeology at Glasgow remains the largest and most active academic group in Scotland:

- We have the largest group of early medieval archaeologists in Britain and make a significant contribution to the School of Humanities' claim to have the largest cohort of early medievalists in Europe, possibly the largest in the world.
- Our Mediterranean group has carved out a distinctive, non-Classical Archaeology profile which has strong regional links from Spain to Turkey.
- We train the largest number of archaeology PGR students in Scotland.
- Our Aerial Archaeology 'centre' is the only such unit in Europe.
- Our distinctive and unifying feature is the commitment to fieldwork-driven activity, which combines teaching and research activity in efficient and effective ways.
- Material culture and artefact studies are a notable area of expertise; they underpin strong professional links with local and national museums and are a prominent feature of PGR research over the past decade.

2.2.2. REF Assessment & Projections

- The Archaeology submission to REF 2013 will be much altered from RAE 2008, both smaller and stronger. Retirements and the loss of GUARD staff mean that the submission will be reduced from 21.8 to 12.2 FTEs, essentially removing the 'tail' that impacted on our GPA in 2008 whilst leaving the core of research-active staff.
- The Mini-REF 2010 exercise examined the work of 15 FTEs and a robust internal assessment of the publications in hand generated an average score of 2.21*.
- It is projected that the REF 2013 submission will draw upon 12.2 FTEs and the predicted quality of the submissions is estimated at 2.73*. These are cautious predictions and depend upon the successful completion of a number of substantial projects in time for the 2013 audit. With judicious selection of submissions it may be possible to approach a score of 3* for the publications.
- It will be important to protect the research environment, rated excellent in 2008, and merger with History would clearly threaten this.
- Archaeology is well placed to achieve high marks on impact due to the strong community dimension to many of the research projects (see Appendix 2). The maturity of the staff profile should lead to enhanced levels of esteem and this has been a focus of our response to the RAE 2008 feedback.

Archaeology's research alignment with funding themes.



Archaeology is well-positioned to take advantage of research themes of major funders:

2.3.1. *Care for the Future* (AHRC): cultural heritage and its challenges is a key area of research; evidenced, for example, through:

- *Transforming practice: inter-disciplinary research into the philosophies, methods and impacts of the ways in which we value landscape* (funded by the Royal Society of Edinburgh) which looks at academic and professional practice, the public interest and economic and political policy making and decision taking through an inter-disciplinary workshop project bringing together researchers, practitioners and policy makers/decision takers. Publications and further collaborative grant applications are planned.

- Ongoing research in Govan has supported urban regeneration efforts through the local authority, the community-based redevelopment group Govan Workspace, and national agencies from Historic Scotland to the Scottish Government, with a demonstrable impact on public policy development. A synthesis of the history and archaeology of Govan has recently been published (2010), and Options Appraisals for Govan Water Row and Govan Old Parish Church have been undertaken. A Knowledge Transfer fellowship and other grant applications planned on the strength of these.

- Collaboration with the Architecture faculty at Cagliari University has led to a visiting professorship and work is underway on Sustainable Development and Rural Landscapes.

2.3.2. *Translating Cultures* (AHRC): including the translation of the past into the present and ideas from one culture to another. For example:

- The major Colonial Traditions/Tracing Networks Leverhulme-funded project is looking at the ways in which ceramic traditions are embedded in social practices and how the technological study of ceramic activities may therefore provide powerful insights into the ways in which Nuragic and Phoenician people interacted and negotiated their daily practices and identities.

- The SERF project, including collaborations with Aberdeen and Chester Universities, has the transition from past to present as one of its major research themes. It has already attracted British Academy funding and Historic Scotland funding, and applications to AHRC are planned.

- The Cide Archaeological Project is investigating local settlement strategies and the region's participation in Anatolian and Circum-Pontic networks of interaction through time, and will be well-placed to make an application under this theme.

- An AHRC Research Grant (Early Career Route) is in the early planning stage with the working title: *Beyond Empire: Local Entanglements and Structural Dynamics of Marginal Regions and Border Zones in the ancient Near East*, involving a cross-disciplinary workshop looking at issues of economic and political marginality, as well as cultural, social, economic and political border dynamics, with the aim of defining a range of suitable analytical frameworks for both macro and micro-scale analyses, in collaboration with Ancient History, UCL.

- An AHRC bid to this theme is under development to undertake a detailed reassessment of Roman material culture from non-Roman contexts and evaluate the impact of the temporally episodic and spatially variable Roman conquest and occupation of North Britain, looking at the chronologically and geographically gradating character of that contact, how this affected the local population and any resultant cultural, material and settlement transformation.

2.3.3. Digital Transformations in Arts and Humanities (AHRC): looking at the potential and impact of digital change, the transformation of disciplines etc. For example:

- A current research leave proposal for 2011/12 is focused in this area, with a view to applications under this theme for 2012/13 relating to a study of the impact of information technologies within archaeology.

- The DeXAR database for experimental archaeology was created as one of the outcomes of a Leverhulme postdoctoral position based within Archaeology, and is designed to enable more efficient networking and information exchange between experimental archaeologists, researchers, experimental research centres, craftspeople etc. It is intended to seek further funding to extend and enhance this programme of work.

- We are developing a number of research relationships with the Glasgow School of Art Digital Design Studio: we currently co-supervise a PhD student funded by Historic Scotland, and are in discussions over the potential of a carved stone scanning project (in conjunction with Celtic & Gaelic).

2.3.4. Science in Culture (AHRC): the relationship and impact of science and the humanities on each other. For example:

- The recent Leverhulme-funded project on non-destructive analysis in archaeological and conservation science is an example of work in this area, for example, looking at amongst other things the significance of scientific methods for identifying the locations of craft and agricultural processing activities in the archaeological record.

- The Digital Transformations proposal above is equally relevant here.

2.3.5. Connected Communities (cross-Research Council).

- The AHRC-funded *Material Connections* project looked at how materiality, migration, colonial encounters, and connectivity or insularity influence social identities, and the first resulting volume was published in 2010.

- *The Bute Foragers to Farmers* project is working with local communities and in partnership with the Discover Bute Landscape Partnership Scheme to showcase archaeological artefact analysis and develop archaeology for local stakeholders; this is the subject of planned grant applications.

- *StorySCAPE* (Storytelling Community Archaeology Place Environment) is a project under development for a future AHRC application, investigating how storytelling techniques can be used for the communication of heritage, and exploring the links between storytelling, sense of place, and the past.

- The *Parkhead and Dalrnock Community Heritage Project* is a partnership between the local community, academics and other stakeholders to collect, preserve and interpret the oral history, artefacts, archives and physical landscape of the area.

- The *Understanding Archaeology: Roman Scotland* school project was a collaborative outreach project funded by Museum Galleries Scotland in conjunction with the Hunterian Museum, which brought Roman artefacts into local schools, giving pupils the opportunity to handle museum objects and discuss themes which fed into the new Roman displays in the Hunterian. The intention is to seek further funding to develop this project.

- The *Govan Old* project is developing an application to undertake research into the sculpture as part of the urban renewal effort in the area.

2.3.6. With our development of teaching and research in Landscape and Environment, we will also be looking to the NERC themes in biodiversity, sustainability, and environment and pollution, which require a historical perspective in developing solutions for the future.



Other high quality research in Archaeology

2.4.1. *The Strathearn and Royal Forteviot (SERF)* project has been a key research programme since 2006 and will be a major focus of collaboration for the next five years at least. Based on the prehistoric and early medieval landscape around Forteviot, Perthshire, it seeks to situate Forteviot in a wider political, social and geographical perspective. In addition to British Academy and Historic Scotland funding, it provides a platform for spin-off projects such as a proposed project to look at landscape characterisation, in conjunction with RCAHMS, the Universities of Chester and Newcastle, and possibly English Heritage.

2.4.2. The final publication of the *Troodos Archaeological and Environmental Survey Project* (Cyprus), whose fieldwork was AHRC-funded, will be submitted to the publishers in 2011, consisting of two substantial volumes involving 34 collaborators from ten different countries.

2.4.3. The Glasgow element of the European-funded *Archaeolandscapes* project (undertaken in collaboration with the University of Exeter) is ground-breaking in its two main foci: to enhance understanding of the archaeological landscape of the Dobrogea region of Romania through new aerial and satellite survey and the analysis of previously undiscovered historical archival aerial photography; to compare the levels of recovery of otherwise invisible buried archaeological sites from high resolution satellite imagery with those from broadly synchronous low-level oblique aerial reconnaissance, in order to assess the relative efficiency of these different methods of data recovery.

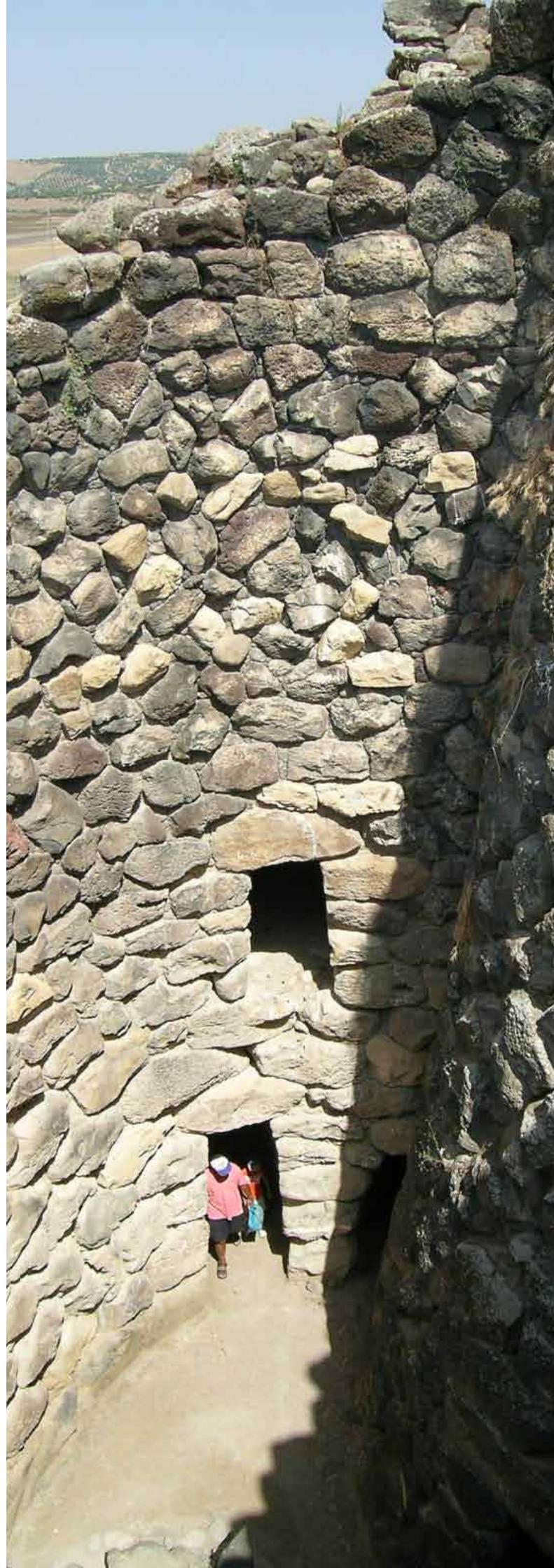
2.4.4. The *Cide Archaeological Project* is an international collaborative survey project on the central Turkish Black Sea coast between Archaeology in Glasgow and Leiden and Çanakkale Universities. CAP has developed an intensive survey strategy appropriate for the low-visibility environments of mountainous highland zones, a chronically under-researched part of the Near East.

2.4.5. A three-year Leverhulme project has recently ended which was developing an integrated system of robust non-destructive laser-based analytical techniques for the routine chemical analysis of paintings and archaeological artefacts for their inorganic and organic components. The project was undertaken with colleagues in Crete and Greece, as well as closer to home (including the University Library and the Hunterian and Glasgow museums). Amongst the outputs was a conference on *Polluting the Environment in Antiquity* which was held in Glasgow. Most recently this has led to the development of a cross-School project with the Textile Conservation Centre and History of Art to collaborate on non-destructive analysis of textiles and paintings (application made to College Strategic Research Allocation for seed funding).

2.4.6. Viking and Norse archaeology has been a key focus of a number of research programmes, including Viking Unst Heritage Lottery Project (in collaboration with Bradford University and Shetland Amenity Trust), collaborative work with the North Atlantic Biocultural Organisation on Icelandic material culture following major publication in 2010, and bringing to completion of a number of major Orkney Viking projects: Brough of Birsay and Earl's Bu, Orphir (completing 2012-2013). A clear focus is on the material culture of the period, and there are plans for further projects, such as the use of isotopic examination of walrus ivory artefacts to isolate specific population sources.

2.4.7. The Stone Rows of Northern Scotland project, with a monograph due in 2012, used innovative field techniques to undertake the archaeological analysis of a group of prehistoric standing stone monuments in Highland Scotland, including the first ever excavation of a set of multiple stone rows. The scope of this project is intended to be expanded geographically through an AHRC funding application.

2.4.8. All of these research programmes are generating high quality research outputs for inclusion in the REF.



Interdisciplinary opportunities in research



2.5.1. Our Strategic Plan for 2010-14 highlighted the interdisciplinary and transdisciplinary nature of Archaeology in terms of our practice and research. In it, we emphasised that we range widely across subjects derived from the hard sciences (including soil science, palaeobotany etc.) through the social sciences (geography, anthropology, topographic science) to the traditional humanities (history, classics, history of art) and linguistic studies. Much of this activity is currently evidenced through inter-institutional collaborations at home and abroad in the Mediterranean and elsewhere.

2.5.2. College themes that we have the opportunity to contribute to include:

- *Digital Humanities*, through collaboration with HATII and plans for a Digital Humanities Research Hub funded through EPSRC and EU FP7.
- *Enlightenment and Engagement*, through collaborative links with History of Art, Textile Conservation Centre, the Hunterian Museum and Glasgow Life with work on collections and collecting etc.
- *Care for the Future/Sustainability and the Environment*, through wider collaboration with Geography, Earth Science, Urban Studies and others on Landscape and Environment.
- *Scottish Studies Global*, through the SERF project and collaboration on the new MLitt programme.

2.5.3. Examples of existing collaborations in these areas include:

- Glasgow Life (recent bid for AHRC collaborative studentship, PGT work placements etc.)
- Hunterian Museum (collaboration on collections research and display (for instance, the design of the new Roman displays, a proposed research project on the Bishop collection); PGT work placements)
- *Archaeolandscapes Europe* project
- The University's Chancellor's Fund recently supported a joint research and teaching project with History of Art to explore the use of portable XRF equipment.

2.5.4. College themes are aligned to AHRC major themes and we have highlighted our connection to these in Section 2.2 above.

Merger and interdisciplinarity

2.6.1. A formal merger with History would not contribute to, enhance or support these interdisciplinary opportunities in any meaningful way. A closer relationship was trialled through the now-defunct School of History and Archaeology, which provided a vehicle for the unification of the histories but did little to generate new research or teaching collaborations beyond those that already existed.

2.6.2. Merger is not a necessary pre-requisite of collaboration, and we already have strong collaborations with History (through, for example, the SERF project, research in Govan) and there is cross-fertilisation and stimulation of research (for instance in the area of place-name studies) but we have equally strong collaborations elsewhere.

2.6.3. No case has been presented that demonstrates that the present situation militates against such collaborations, and the absorption of Archaeology within History would actively impede future developments as we would risk becoming invisible to collaborators elsewhere. Collaborations rely on a strong identity, and that is best served by Archaeology remaining an independent subject area within the School. There is, in effect, no case to answer: the existing arrangements function well and we are strongly engaged in interdisciplinary teaching and research across the College and beyond.



Archaeology's five year plan

2.7.1. Appendix 1 contains our five year Strategic Plan for 2010-14, presented to the School of Humanities in October 2010.

2.7.2. Additions and amendments include:

- The need for reconfiguration following the exit of GUARD and the consequent loss of professional vocational profile in research and teaching. The retention of key ex-GUARD staff as honorary research staff will assist in this development.
- The decision by College to transfer Battlefield Archaeology to History imminently requires no significant change in relationship: we will continue to have a close relationship in research and teaching, and any changes will primarily be minor administrative ones.
- The threat of the failure to increase the Teaching Unit of Resource to reflect the fact that Archaeology is a field subject has been realised: the present consultation owes much to this. This is discussed in more detail under Section 4.
- Imminent staff retirements will require us to review our provision of the BSc, and, if staff are not replaced, to streamline our Level 2 and Honours courses, although it has no implications for the level of technical support that is required.
- We have responded to the College initiative to increase the number of interdisciplinary PGT programmes and collaborated and/or led on the development of two programmes in the current year with a third targeted at the next phase of rollout (see Section 3.2).







Our Teaching

Rationalising and sharing teaching at undergraduate level



3.1.1. Archaeology has a long track record as an independent subject which shares elements of Honours teaching with other subject areas; for example: *The Northern Britons 5th-12thC* (with Celtic & Gaelic and History), *The Founding of Scotland 11th-13thC* (with History), *Early Medieval Gaeldom 6th-8thC* (with History), and *The Picts and the Formation of Alba* (with Celtic & Gaelic and History). Present evidence therefore demonstrates that a merger is not a necessary pre-requisite for collaborative teaching in association with History.

3.1.2. Archaeology has traditionally allowed UG students to take outside courses in any relevant discipline subject to the agreement of the respective Heads of Subject (up to a maximum of 60 credits over the two years of a Single Honours degree) and students frequently take advantage of this flexibility. History does not allow their students to take Archaeology courses as additional courses (currently restricted to Celtic, Law, CEES, and Economic and Social History).

3.1.3. There is evidently scope for further collaboration with History if it is felt to be desirable, primarily in the medieval and early modern periods but also in areas such as material culture studies and gender studies, but this could significantly alter the historical/archaeological components of that teaching by diluting both subjects. A merger of the two subjects is not a requirement for further collaboration to take place.

3.1.4. The nature of courses offered and expertise available in Archaeology is such that History is not the primary or sole opportunity for collaboration. Some UG courses in aspects of Mediterranean archaeology have greater relevance to Classics and Ancient History; courses in remote sensing and computing are relevant to Geography and Earth Sciences, etc. Other aspects still are closer to Historical Geography than History.

3.1.5. Furthermore, Archaeology has its own very specific methodologies and theoretical approaches which cannot simply be equated with or subsumed within historical theory and method, not least because it is a practice-based discipline with a strong field component. Diluting the UG teaching of Archaeology would also reduce the baseline knowledge threshold as specified in the QAA Subject Benchmark⁵.

3.1.6. Greater harmonisation of our teaching with other subjects could be achieved through a general review of scheduling and encouraging greater flexibility of individual programme requirements in cognate subjects other than Archaeology. Of particular relevance here would be enhancing our relationship with Geography, where Archaeology can contribute a historical geography dimension that is largely absent from their current provision. The joint degree with Geography provides a starting point for such discussions.

3.1.7. There is therefore no compelling reason for a merger between History and Archaeology.

Sharing new and existing courses at postgraduate level

3.2.1. At PGT level we already share several courses with other MLitt programmes (for example, the *Critical Themes in the Display and Reception of Objects* course is shared between Archaeology and History of Art, the *Principles and Practice of Aerial Archaeology* is partly taught with staff in Geography) and our courses are already accessed by other MLitt programmes (for example, our GIS and Mediterranean PGT courses)

3.2.2. We already collaborate at postgraduate level on a number of MLitt/PGDip programmes, including:

- *Classical Archaeology and Ancient History* (led by Classics; Archaeology provides the entire core)
- *Celtic Studies* (led by Celtic & Gaelic)
- *Medieval Scottish Studies* (led by Celtic & Gaelic, with History and Scottish Literature)
- *Medieval and Renaissance Studies* (led by GCMRS)

3.2.3. We have collaborated in the current year 2010/11 in the creation of the following new cross-Schools MLitt/PGDip and MSc programmes in which we have a significant teaching commitment including a full Archaeology strand:

- *Scottish and Celtic Cultural Studies* (with Scottish History, Scottish Literature, and Celtic & Gaelic)
- *Museum Studies* (with HATII, History of Art, Hunterian Museum)

3.2.4. We are currently leading the design and preparation of a new MSc in *Landscape and Environment* with proposed collaborations with Geography, Urban Studies and others, including History. Archaeology is well-placed to lead developments in this area because we have a critical mass and a depth and range of expertise in relation to this priority landscape and environment theme. A new MLitt course on *Climate and Civilisation* is also in preparation, with teaching contributions from Geography and Earth Sciences.

3.2.5. We have also shared supervision of PhD students in areas where a supervisor from outside Archaeology would clearly benefit the student (in recent years with History, Classics, Celtic & Gaelic, Geography, and Forensic Medicine) which has also led to our management of PhD students through research panels spreading as good practice into other subjects.

3.2.6. We therefore have a strong commitment to interdisciplinary and transdisciplinary teaching which does not require and would not be advantaged by a merger with History. At PG level, even more than UG, the methodological differences between History and Archaeology precludes greater unification of courses.

Undergraduate student numbers in Archaeology



Level 1		
Archaeology 1A: Archaeology of Scotland	152	
Archaeology 1B: Archaeology in the Modern World	149	
Level 2		
Archaeology of Europe and the Mediterranean	57	
Field Archaeology in Theory and Practice	61	
Analytical Archaeology	17	
Interpreting Archaeology	37	
Level 3		
MA Arts	4	
BSc Archaeological Studies	0	
Honours		
	(Junior Hons)	(Senior Hons)
MA Single Honours	16	11
BSc Single Honours	2	4
MA Joint Honours	5	1
BSc Joint Honours	0	0

(student intentions for Honours entry 2011-12 based on L2 students registering for the Field School: approx 27)

Single Honours Archaeology and student employability



3.4.1. Archaeology is an excellent degree-level subject for a wide variety of career pathways and the breadth and depth of skills acquired through the opportunities we offer in our UG teaching provide our graduates with a broader set of attributes than many more traditional humanities or science subjects and prepares them to go into a wide range of non-archaeological careers. Archaeology graduates are both literate and numerate; they write essays, lab reports and dissertations, but they are equally at home with computing and statistics. They are experienced in working in groups as well as individually. In the field, on survey and excavation projects, they learn team-building and leadership skills as well as subject-specific skills. They also work with evidence of various different kinds to construct arguments. The subject demands flexible thinking, and the verbal and presentational skills to make and defend an argument in public. Archaeology graduates are therefore highly sought after across a broad range of career pathways⁶.

3.4.2. Our Single Honours degree also prepares students to enter the cultural heritage industry sector, which currently employs 7730 in Archaeology and 6640 in the preservation of historic sites and buildings, plus around 35000 in museums⁷. There is a high level of graduate employment in this sector, but in archaeology it is more than double that of the sector as a whole: 90% of archaeologists hold a first degree, 40% have a PGT degree, and 12% have a PhD⁸. Entry to an archaeology career therefore virtually requires the possession of an Archaeology degree. The sector also experiences a high turnover of staff as significant numbers leave the sector in their thirties and forties, which means there is high demand for a replacement workforce, and archaeology is no different in this respect.

3.4.3. As a result, our teaching at Honours level seeks to strike a balance between a general humanities degree with a range of learning opportunities providing a strong basis for more general employment, and a vocational degree providing the basis for future employment in archaeology. The high Single Honours fieldwork component means our balance is rather more towards the practical emphasis than some other Archaeology degrees elsewhere. Students, however, appreciate the opportunities and recognise the value of this approach in terms of the acquisition of subject-specific and more generic transferable skills.

3.4.4. Single Honours students complete a significant practical work portfolio that is directly linked to employability, and students have had placements with local authority Sites and Monuments Registers, museums, and the heritage/tourism sector, in addition to a broad range of excavation projects.

3.4.5. With this in mind, we collaborated with the HEA Subject Centre/IfA/ATF report⁹ on National Occupational Standards for Archaeological Practice¹⁰ and HEI teaching of archaeology, which reviewed a sample of our undergraduate provision by comparing the learning outcomes of each course with the knowledge/skills requirements of the NOS units and this will feed into our forthcoming review of Honours provision.

3.4.6. The vocational flavour feeds into employment statistics. For example, the first destinations of students in 2007-08 show that of those students who responded to the survey, 32% were in archaeological employment with a further 27% undertaking further study in archaeology. Of course, archaeological opportunities are dependent on often-unpredictable commercial developments etc. so such numbers fluctuate from year to year. Graduates are employed at all levels of the archaeology profession in Scotland and elsewhere: for example, as regional archaeologists, national park archaeologists, curators at the National Museum of Scotland and elsewhere, lecturers in Archaeology, a variety of roles within Historic Scotland and the RCAHMS, as well as site directors, project officers, surveyors etc. with a broad range of archaeological units. It is fair to claim that we have been the primary provider of archaeological graduate entrants into the Scottish archaeological profession for some years, as well as major players in the UK.

⁶ For example, see <http://www.universityarchaeology.org.uk/>

⁷ Figures taken from *Creative and Cultural Skills Sector Qualifications Strategy for the Creative and Cultural Industries* (2010)

⁸ K Aitchison and R Edwards *Archaeology Labour Market Intelligence: Profilling the Profession* (2008)

⁹ as yet unpublished - Geary, forthcoming

¹⁰ See <http://www.torc.org.uk/nos/index.asp>



Archaeology and NSS



3.5.1. The first year in which we saw aggregated results separate from those of History was 2008-9. Overall, we ranked 6th in the UK (of 23 Archaeology departments entered in NSS) and top in Scotland by a significant margin, with an overall satisfaction rating of 94%.

- We had top 5 ratings in the UK for staff enthusiasm, helpful feedback, quality of advice, and confidence-building.
- We equalled or exceeded Faculty KPI on explaining things, making the subject interesting, enthusiasm, intellectual stimulation, contactability, overall satisfaction.
- We equalled or exceeded University KPI in the above, plus detailed comments on work, quality of support, confidence-building, communication skills.

3.5.2. In 2009-10 we were ranked 2nd equal in the UK according to the University calculations and top in Scotland with an overall satisfaction rating of 95%.

- We equalled or exceeded the College KPI in explaining things, making the subject interesting, enthusiasm, intellectual stimulation, contactability, timetabling, communication of changes, overall satisfaction.
- We equalled or exceeded the University KPI in all areas except feedback although we had the equal highest ranking in the College in this respect.

Archaeology and research-led teaching at undergraduate level



3.6.1. Research is engrained in our teaching in every respect, and we ensure that our teaching provision is fully informed by active research programmes. All staff are experienced practitioners and researchers in the field. The relationship between teaching and research is strongest at Honours and postgraduate levels with their emphasis on research-led teaching, and all courses at these levels reflect staff personal research interests. Staff research also informs teaching at Levels 1 and 2. The Field School, for example, is prefigured by the practical Field Archaeology course, and the Archaeology of Scotland Level 1 course content is constantly updated by staff who are actively researching prehistoric through to industrial Scottish archaeology.

3.6.2. The research-led nature of our teaching is frequently reflected in External Examiners' reports.

3.6.3. Probably the most significant example of research-led teaching has been the development of the Field School. This provides students with an introduction to a range of practical archaeological skills, incorporates elements of classroom based teaching alongside the emphasis on outdoor practical skills. This teaching is integrated with a major research project, Strathearn Environs and Royal Forteviot (SERF), which has received British Academy and Historic Scotland funding. This research project involves approximately half the academic staff and all but a handful of incoming Honours students. Its activities continue throughout the academic year in the form of post-excavation analysis, research and writing. On the back of this experience, we have launched a fee-paying international summer school that incorporates the experiences we provide our own students.

3.6.4. As evidence of the research focus of our teaching, various elements of the curricula have been influenced by national and/or international developments or collaborations. For example, we have developed a distinctive and well-known approach to the 'archaeology of the Mediterranean', not just 'archaeology in the Mediterranean' or the traditional focus on classical archaeology. Our developments in Historical Archaeology build very much on approaches to the subject in North America. Involvement of colleagues in the North Atlantic Biocultural Organisation has influenced course content and provided funded fieldwork opportunities for students in Iceland in recent years. We are also one of the few universities in the UK that offer specialist teaching (at both undergraduate and postgraduate level) on aerial archaeology, which is directly linked to staff research interests.

Potential for unifying PGT provision with History



3.7.1. We have already moved to enhance the viability of PGT programmes and success is evident in the growth in numbers of students in recent years.

- We had a hub-and-spoke model in place for five years before the idea was adopted across the College, but there may be more potential for streamlining by reducing the level of flexibility available.

- We have suspended/withdrawn programmes which recruited poorly (Historical Archaeology) or which cannot be sustained (Professional Archaeology, following the loss of GUARD) and are refocusing our efforts towards the areas of landscape and environment in particular.

- We are already collaborating on new cross-School/ cross-College/inter-College PGT programmes (Scottish and Celtic Cultural Studies, and Museum Studies, both launching in 2011; leading the development of Landscape and Environment for launch in 2012). These largely utilise existing courses other than small contributions to new core courses.

3.7.2. As noted above (Section 3.2), we already collaborate with a range of other Subjects and Schools in our PGT provision; indeed, the majority of collaboration currently lies outside History once the new Landscape and Environment programme is considered, although the impending transfer of Battlefield Archaeology to History and our continuing engagement with them will offset this to some extent.

3.7.3. The focus of PGT provision has to be targeted at building up specialist knowledge rather than being overly generalised and broad-based, and this is a key aspect of the programmes we deliver. Unification of courses would be detrimental because students are highly committed to the subject and looking for personal and professional development in that field.

3.7.4. The evidence again underlines the fact that unification of provision will not significantly advantage either Archaeology or History, and that present arrangements do not stand in the way of successful collaboration.



Financial Case for Merger

4.1. Archaeology's lower contribution level has been recognised to be primarily a result of a lower funded Teaching Unit of Resource than that received historically by Archaeology departments in England and Wales, where Archaeology was recognised as an intermediate cost centre and placed among other subjects with a significant studio, laboratory, and/or fieldwork component. Accordingly archaeology in England and Wales receives a multiplier of 1.4 on the standard unit of resource. This reduced level of funding compared to competitors elsewhere in the UK will also have impacted on RAE results.

4.2. When the opportunity arose to make a formal case to the Scottish Funding Council in the light of their review in 2009 which provisionally suggested that a higher TRU would be appropriate, Archaeology at Glasgow University took the lead in organising the national response to the review, only to find that our own institution – in contrast to all other institutions in Scotland which offer archaeology programmes – chose not to make a formal public response in support of the subject and instead made an informal private approach. In the end, the SFC did not change the level of provision, largely as a result of the more general cuts being made across the board.

4.3. The impact of this is simple to demonstrate: assuming a 1.4 multiplier applied to undergraduate income, this would raise in the region of an additional £90,000 on the basis of tuition fee income for 2010-2011.

4.4. The primary financial case presented to us is that Archaeology's relatively poor financial contribution level can be hidden within the History I&E. A number of arguments can be advanced against this proposition:

- Logically, a School should operate with a single I&E rather than separate ones, which would make the argument about Archaeology's I&E a specious one.
- Merger of subjects within a School environment makes little sense unless it is to disguise the winding down and eventual removal of a subject area.
- There is no guarantee that Archaeology will not be faced with an I&E within an I&E following merger and hence subject to continued cuts. There is therefore no reason to believe that Archaeology will be better off once embedded within History.

- The proposal reduces the existing level of budgetary transparency within the School and means that Archaeology will have to negotiate with History for funds and History will have to negotiate on Archaeology's behalf to the School, rather than Archaeology making its own case directly to the School.

- The School was presented as a means by which Archaeology could find collegial support – there was no suggestion at the time of restructuring that this meant merger with History, and Archaeology's financial position has not worsened since then.

- It has been made clear that job cuts would be sought in Archaeology regardless of whether or not a merger went ahead, underlining the weakness of the financial argument.

4.5. There is therefore no financial case for merging Archaeology with History whilst we remain within the School environment.





Internationalisation

5.1. The University defines internationalisation in terms of “the process of integrating an international or intercultural dimension in to our teaching, research and service functions”¹¹. We contribute to this vision in a number of ways. For example:

5.1.1. Our internationalisation is best developed at the postgraduate level, where a significant proportion of students are from beyond the UK, of which the majority are non-EU (largely North American). Particularly productive are special relationships with particular universities. The University of Athens, for example, has sent seven students to our MLitt in Mediterranean Archaeology in the last seven years. Similarly, the University of Valencia has sent both ERASMUS and PGT students to us, some of whom are now collaborating on a research project. At the undergraduate level, ERASMUS and Junior Year Abroad exchange students are very important, as they not uncommonly decide to finish their degree with us at Glasgow or subsequently return to Glasgow to study for an MLitt. Our international expertise in terms of subject matter, especially Mediterranean and Scandinavian, is particularly helpful for attracting international students and our masters’ programmes have been successful in attracting overseas students. Our own students frequently undertake fieldwork abroad, typically in Europe but also in the Americas. One or two students also take advantage of the exchange schemes to study abroad for their Junior Honours year.

5.1.2. We already contribute to and have been significantly involved in the development of interdisciplinary UG and PGT programmes with an international recruitment focus beyond those we already teach within Archaeology. Recent examples of these include the new MLitt programmes in Scottish and Celtic Cultural Studies and Museum Studies, and the groundwork is being prepared for an MSc in Landscape and Environment. As emphasised above (3.2), these are strongly interdisciplinary in outlook and involve close collaboration with a range of subjects across several Schools and Colleges.

5.1.3. We have also set up an international credit-bearing summer school targeted at overseas students which began to recruit in 2010. Problems with Registry failing to issue the credits have delayed promotion activities for this year, but we will continue to develop this fee-paying income stream through our existing Field School.

5.1.4. Recent developments include the successful application to the International Partnership Fund to support the exploration of a partnership with the Universities of Auckland and Otago, New Zealand. Two staff are also currently Visiting Professors at the Universities of Cagliari and Nijmegen and we have well-established personal relationships with the Universities of Valencia, Padua, Cyprus, Sydney, Oregon State, Northern British Columbia, Copenhagen, Iceland, and Canberra.

5.1.5. We frequently host researchers from overseas – currently we have two visiting scholars from València, and one from Çanakkale University (Turkey) is planned.

5.2. The proposed changes would have no beneficial impact in relation to developments in this area – we already have a long and successful track record in interdisciplinary work and this is unlikely to be enhanced by the proposed changes. Indeed, the impact on staff morale if they are carried through would be highly detrimental.

¹¹<http://www.gla.ac.uk/about/internationalisation/internationalstrategy/>



V I L · A L · M D E

V V S · S A R D



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Profile

There are only two Universities in the UK where Archaeology is a single entity with History. At Chester, Archaeology consists of three staff embedded within a larger History department. At Lampeter, Archaeology has in effect taken over much smaller History and Anthropology disciplines and leads the School. We would not consider either case to be an appropriate comparator for Glasgow.

In all other UK HE institutions Archaeology has an independent existence either in its own right or as a subject/discipline situated within a School in which History – and especially Ancient History – is frequently a member.

A merger with History would therefore place us at a significant and near-unique disadvantage compared to our competitors.





A way forward

7.1. Whether or not the merger goes ahead, and setting aside all the issues of the merits or otherwise of the reasons for this, it is clear that the College has identified Archaeology as one of the areas targeted for a reduction in staffing level. The level of salary savings required has not been made explicit beyond the indicative £375,000 between Classics and Archaeology.

7.2. If the final decision is to reduce or remove collegial support for Archaeology, it is crucial to do so in such a way that minimises damage to the subject, distress for the staff, and impact on the education of students currently on degree programmes. Voluntary severance and early retirement alone seem unlikely to generate the level of savings that senior management seek, leaving the unpalatable possibility of compulsory redundancies that would not meet these objectives.

7.3. By 2013, all other things remaining the same, we would have seen a total of two senior academic staff reach retirement age. Accepting this scenario as one which could achieve the cost cutting required would have a number of benefits:

7.3.1. It would achieve cost savings without involving compulsory redundancies.

7.3.2. It would allow time for planning in order to manage the change in personnel and workloads and ensure the range and quality of teaching offered is maintained.

7.3.3. It would allow for the possibility of changing circumstances in the future which might mean the level of cuts required are not as extensive as currently anticipated. For example:

- the upward trend in student numbers at Level 1 and Level 2 should impact on fee income in the next year and, based on our successful conversion figures, this trajectory should be maintained, especially following the redevelopment of courses at Level 2 and above;
- the continued growth of numbers on vocational PGT programmes and the impact of our collaboration on the new cross-College programmes will be realised in the next year or two;
- retirement and non-replacement of staff would inevitably mean a withdrawal from the BSc degree. As a consequence, Level 2 could be significantly streamlined and Honours redeveloped, although there would be no implications elsewhere in resource terms other than a small reduction in equipment costs as the laboratory space etc. is largely multipurpose rather than dedicated;
- phased retiral should ensure that we could teach through existing students on specific programme pathways before those specialist options are withdrawn;
- it could provide the possibility of replacing one post with a junior position in order to ensure that appropriate coverage was maintained.

7.3.4. If this course of action were followed, by 2013 our staff profile would be more tightly focused around the Scottish and Mediterranean research strengths, whilst maintaining period specialisations from prehistory to the modern period. A key future investment would be a post in Iron Age/Roman archaeology, bridging prehistory and medieval archaeology and acting as a connection between the Mediterranean and Scottish components of the subject area, especially since the Hunterian Museum no longer has a Roman specialist in post.





Archaeology and the Future

Our Strategic Plan emphasises a vision of Archaeology as a medium through which interdisciplinarity and transdisciplinarity are practised with the added benefit of high levels of public interest and engagement, and we will seek to build and capitalise upon this position in the next five years. Key objectives in this regard are to expand our research excellence, to increase PG student numbers and to generate further income.

Maintaining the status quo is not an option, and as evidenced above, we are already reviewing our activities in a number of key areas. The Head of Subject role will change hands in August 2011 after six years, and this will provide a renewed impetus and bring a new perspective to the development of the subject.

Amongst other things, we will:

- Increase our focus on grant capture, especially in areas attracting full FEC, whilst continuing to build on our reputation for research excellence in the Mediterranean, Scottish, material culture, and historical fields. Developing our research in landscape studies and public engagement extends our alignment with government and Research Council themes.

- Enhance our research profile in the REF 2013 by:

- delivering a series of substantial, internationally excellent monographs which are tightly linked to our research themes;

- following a selective approach to submissions which is aligned with the University's research aspirations

- developing our public engagement evidenced in Appendix 2 and making such activities a more explicit component of our impact agenda.

- Enhance our alignment to College and University themes by expanding on our cross-disciplinary collaborations and continuing to pursue and support new research and postgraduate developments in these areas.

- Improve on our connections with heritage bodies within Scotland, and capitalise on these through increased collaboration in both teaching (vocational PGT and CPD) and research (with a view to enhanced grant capture and impact). For example, recent developments in the Hunterian Museum have opened up new avenues for significantly expanding our collaborative research and the public aspects of our work.

- Increase our UG FTE numbers by reviewing our provision in order to enhance conversion rates between Level 1 and Level 2, and between Level 2 and Honours. The potential to improve has been demonstrated by the response to the recent redevelopment of Level 1 courses. These are due for a reflective review in the coming year, and lessons learned can also be applied to a review of Level 2 provision in the light of changing circumstances.

- Pursue greater harmonisation of our taught programmes at all levels with subjects within the School and across the College, as well as between Colleges. Reinvigorating the joint degree with Geography will be a key objective here.

- Explicitly embed the University's new Graduate Attributes into teaching at all levels and ensure these are highlighted to students with a view to increasing the attractiveness of Archaeology as a general degree with its broader range of skills and opportunities.

- Increase our PG FTE numbers by continuing to proactively review our provision and the marketplace, and at the same time continuing to support and initiate new School and College initiatives in this area.

- Increase our marketing activities, subject to resourcing, in order to raise our profile at home and overseas as a destination of choice for undergraduate, postgraduate, and research students.

- Increase our profile within the University in order better to publicise the impact, depth and breadth of our public and political engagements: a communication shortcoming that has come to light through the present consultation process. Appendix 2 indicates the range of our activities in this respect.

We have a highly integrated teaching, fieldwork and research programme that sets us apart from many of our competitors and is a valuable asset in attracting students. We have a deeply engaged student body, graduates with an envied reputation for problem-solving and interpersonal skills who have been highly successful in achieving positions within Scottish archaeological and governmental organisations as Glasgow graduates.

We have a highly committed and active collegial staff with strong links across the School, College, University, other Universities, and beyond. We are strongly committed to the support of the strategic objectives of School, College, and University, and commend this Response to the Consultation Panel.

Appendix 1

Archaeology Strategic Plan

2010-2014





Vision

Interdisciplinarity and transdisciplinarity are intrinsic to Archaeology in terms of our practice and research, and we range widely across subjects derived from the hard sciences (including soil science, palaeobotany etc.) through the social sciences (geography, anthropology, topographic science) to the traditional humanities (history, classics, history of art) and linguistic studies. Much of this activity is currently evidenced through inter-institutional collaborations at home and abroad in the Mediterranean and elsewhere.

Material culture studies at all scales are fundamental to our research and teaching – from the understanding of landscapes as a multi-layered product of human activity through to the scientific analysis of constituents of objects, and ranging across the prehistoric to modern periods. Our remit therefore extends beyond the stereotypical view of archaeology as digging, into the understanding of the process of deposition, survival, discovery and recovery, the study of specific categories of material remains, the presentation of cultural objects in different contexts, and the management of the cultural resource and role within the tourist and heritage industry.

Fieldwork remains a key vehicle through which we bring into practice both interdisciplinarity and internationalisation as well as engagement with local communities, the general public, and regional and national organisations up to government level. Our fieldwork projects, whether overseas (Turkey, Cyprus, Sardinia, Romania, Iceland) or in Scotland, involve active collaborations with multiple institutions and disciplines across Europe; they also attract UG and PG students from Glasgow and the UK and also internationally. Fieldwork plays a crucial role in galvanising and integrating our research in terms of academic output, outreach and funding, as is for instance shown by the fee-paying field course in Perthshire (SERF) and National Geographic support in Sardinia and the level of media interest in these activities.

Our vision for Archaeology is therefore a broad one: archaeology is a medium through which interdisciplinarity and transdisciplinarity is practised with the added benefit of high levels of public interest and engagement, and we will seek to build and capitalise upon this position in the next five years. With in mind, and in order to extend research excellence, to increase (PG) student numbers and to generate further income, we are developing our research and teaching along the twin axes of interdisciplinarity and internationalisation.



SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Position as largest and best-rated academic Archaeology grouping in Scotland • Research Income streams • Active research culture • New structure and range of PGT programmes • Strong national and International profile • Strong vocational focus with good vocational programmes and excellent reputation • Exemplary performance in teaching and learning evidenced through recent DPTLA and strong NSS results • Strong connection between commercial unit, GUARD, and teaching/research, which is one of our USPs 	<ul style="list-style-type: none"> • Limited number of FEC awards; heavily dependent on GUARD for overall statistics • Translation of activity into outcomes can be patchy • Variable and unpredictable levels of recruitment – recent growth in intake now stabilised • Emphasis on UK/Scottish archaeology can be seen as weakness; international aspects poorly focussed in some areas • Overly focussed on archaeology rather than emphasising more generic skills • Staffing profile emphasises breadth of coverage rather than depth resulting in differential teaching workloads • Exposure to commercial risk evident in threat to GUARD's continued existence • Continued low contribution level
Opportunities	Threats
<ul style="list-style-type: none"> • Broad range of potential income streams • Reshaping of GUARD to reduce commercial risk and increase research activity • Reshaping of PGT offerings; shifting focus from low-recruiting programmes; increasing level of cross-institutional collaborations; enhanced overseas marketing • Enhanced Field School profile with further development of fee-paying external course with international focus • Scottish Funding Council review of Teaching Unit of Resource could follow English model and increase TRU for archaeology to level of geography 	<ul style="list-style-type: none"> • Staff profile means a number of staff are approaching retirement age and need to be replaced to maintain level of provision • Retaining key elements of GUARD proves not to be possible in the funding environment • Students do not come • Funding is insecure and dependent on Historic Scotland grants and use of consumables budget; fee-paying students may not come in sufficient numbers for viability. Heavy staff workloads and commitment required. • No change in TUR (lack of clear University support) leads to staffing cuts in archaeology with implications for delivery of programmes and research output.

SMART Objectives

- initiate and support cross-College and inter-College initiatives with other subject areas. Particular areas of development in addition to those within the College include geography (topographic science, satellite imagery, geophysics etc.), chemistry, environmental science, material culture studies;
- intensify the level of grant application activity, in particular involving alternative sources beyond the research councils, not only to increase the level of research income but also to focus on the expansion of post-doctoral positions as a means of increasing the breadth and depth of the staff profile and capitalising on our reputation as effective developers of early career researchers (evidenced through their subsequent successful employment in academia);
- expand international research and teaching collaborations to attract additional funding (e.g. *Erasmus Mundus*);
- enhance the conversion rate from PGT to PGR by continuing to develop our PGT programmes and facilitating closer relationships between the PGT and PGR communities;
- enhance PGT provision in collaboration with other programmes within the School and College, and beyond, building on existing strengths (aerial photography, Mediterranean archaeology, Material culture studies, Viking archaeology etc.) and contributing to the development of broader cross-College PGT initiatives, such as Scottish Studies, Heritage Studies, etc.;
- develop professional training (in conjunction with GUARD) and Continuing Professional Development through the capitalisation of staff expertise (largely GUARD) and the availability of work placements (e.g. GUARD). In addition, build upon the collaborations with other external professional organisations (Historic Scotland, Royal Commission, Glasgow Museums etc.) to continue to enhance the employability aspects of our PGT programmes, thereby contributing to the development of enhanced vocational training within the School and wider College. Associated with this, seek to increase the number of collaborative doctoral awards and CASE studentships
- seek to improve the marketing of postgraduate opportunities significantly, including a more formalised approach to major international conferences such as Society for American Archaeology, International Medieval Congress, European Association of Archaeologists, Kalamazoo etc.;
- enhance internationalisation at undergraduate level through stimulating student engagement with the subject in its material, practical and theoretical elements, promoting the Scottish profile and fieldwork opportunities for North American students;
- pursue an enhanced public engagement profile through the development of community archaeology projects, building on HLF experience in Lewis and also in collaboration with the Centre for Battlefield Archaeology in support of the Scottish Government's cultural tourism and heritage development initiatives. As part of this we will seek to develop non-professional opportunities for training as a means of public engagement;
- build upon the Memorandum of Understanding with Glasgow Life and the opportunity afforded by the appointment of a new Director of the Hunterian Museum, developing public outreach programmes, and contributing to the development of a proposed museums studies postgraduate programme;
- build on our reputation as an attractive and effective conference venue and successfully deliver a number of major international conferences (e.g. EAA).

Progress Against Targets

In our Strategic Plan for 2010 we said we would:

- Market and trial CPD courses at postgraduate level:
this has been delayed as a result of the discussions regarding GUARD's future, as it was predicated upon their involvement
- Find ways of managing PGT programmes to avoid undue reliance on individuals and hence issues arising from research leave etc.
this has been partly superseded by developments at College/University level to focus on broader programmes which we will be well-positioned to contribute to
- Review results of redevelopment of Level 1 courses in relation to conversion of students into Level 2:
early indications suggest an increase in conversion of c.25% which should have a significant impact on honours intake if this proportion can be maintained
- Appoint new lecturing staff to reinforce existing areas of strength (Mediterranean prehistory, early medieval archaeology) and emergent subject areas (satellite remote sensing):
new lecturer in Mediterranean archaeology appointed on the retirement of the Professor of Mediterranean archaeology; otherwise no progress made
- Fill the vacancy for the appointed Dalrymple Chair:
no progress made; we have the option to translate an existing professor to this position if we choose

In terms of the objectives outlined in the section above, the following progress has been made already:

- Engaged in preliminary discussions regarding PGT developments and developed a hub and spoke model four years ago which will help us respond flexibly to new developments
- Through the strategic use of P&DR, the level of grant application activity has increased in the last year and the appointment of two post-doctoral researchers in 2010 and 2011 are evidence of progress, although we lack large FEC grants as yet
- International research recognition evidenced through two invitations to colleagues to become visiting professors (Cagliari and Nijmegen) and further development of collaborations with, for example, Valencia
- Opportunity to enhance PG space within the building as a result of the removal of the administrative office has been taken in order to provide space for both PGR and PGT students to work and liaise with each other ;
- Community engagement is already part of the SERF agenda and is also practiced through the Centre for Battlefield Archaeology with strong media coverage. Additional projects in, for example, Bute and the Western Isles are currently under development with funding applications planned (e.g. in association with the government-sponsored Islands Year of Culture)
- Already have strong links with both Hunterian and Glasgow Museums, with regular PGT work placements in place
- Professional and vocational training has been a successful aspect of recent PGT provision, with work placement arrangements in place with a number of government, local government, and commercial organisations
- Collaborative doctoral awards are a regular feature of grant applications, though without success in the past two years, but, for example, we are also responding to the National Heritage Science Strategy (e.g. a proposed collaborative studentship with Glasgow Life in the field of heritage/conservation)
- Negotiations currently underway to bring EAA conference to Glasgow. Recently successfully hosted international conference of the Society for Post-Medieval Archaeology, and a major Neolithic conference is taking place later in 2011

Necessary Actions and Investments

Maintenance of current level of academic staff FTE in the face of retirements of senior staff during the period of the Strategic Plan, accepting the loss of one FTE in the short term

Commitment to support of GUARD both in terms of those who exit the University to set up an external organisation (which we would seek to retain close links with for teaching and placement opportunities) and those who are successfully retained within the University (subject to business plans) who provide highly valued teaching and research (e.g. the Udal Project)

Continued recognition of need for enhanced funding of teaching regardless of SFC outcome

Risk Register

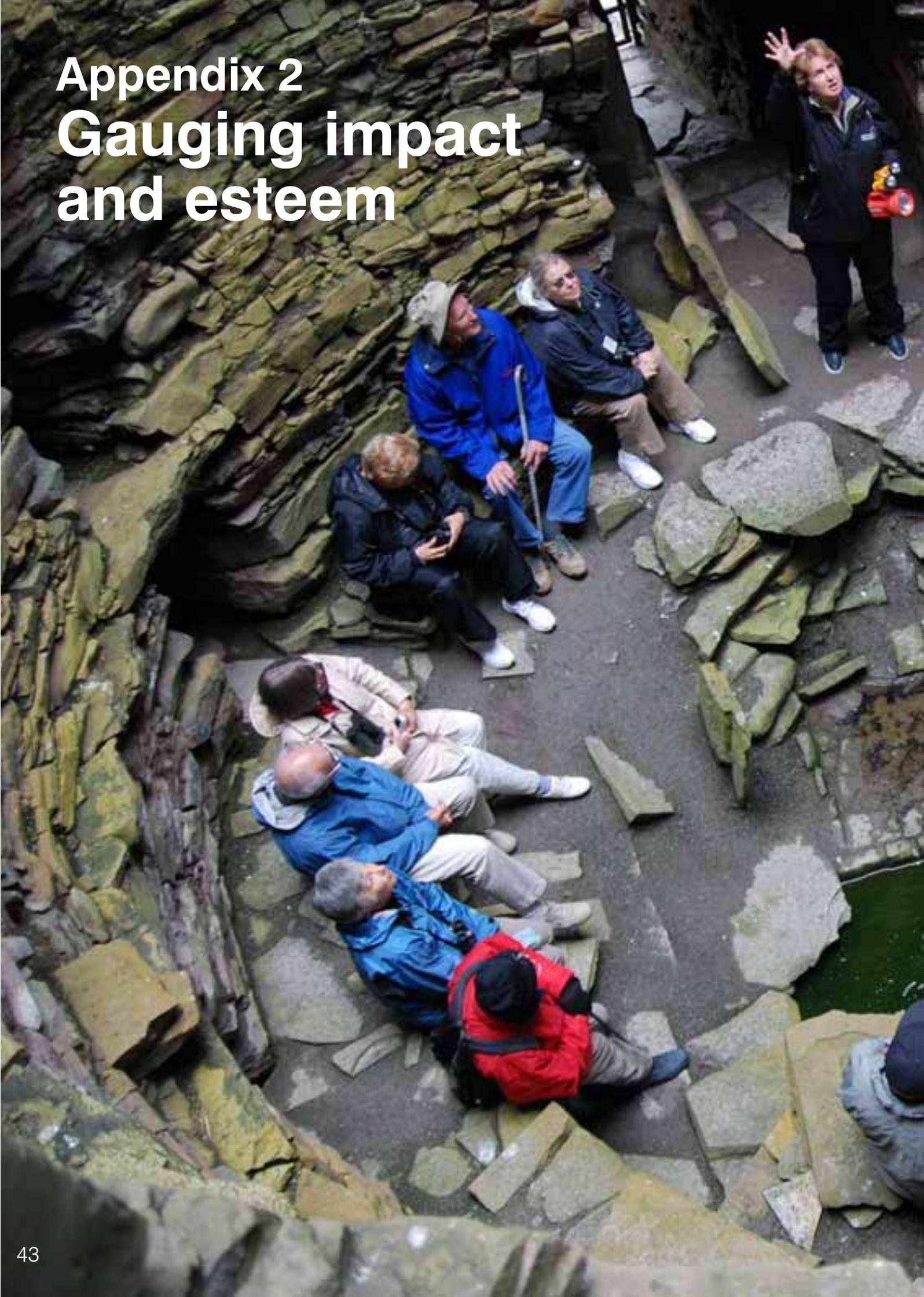
<u>Risk</u>	<u>Impact</u>	<u>Probability</u>	<u>Mitigation</u>
Departure of GUARD with concomitant impact on teaching and research	High	High	Retention of small research-active element of GUARD including the Centre for Battlefield Archaeology
Failure to gain enhanced Teaching Unit of Resource following SFC review	High	High	Collegial support maintains enhanced resource
Non-replacement of staff following retirement	High	High	Replace senior staff with junior staff at potential cost of research profile in short term





Appendix 2

Gauging impact and esteem





**”Our mission is to undertake world leading research and to provide an intellectually stimulating environment that benefits culture, society and the economy”
(University of Glasgow Mission Statement ,
Glasgow 2020 – a global vision)**

Highlights



- Archaeology engagement with the public is amongst the most extensive within the University.
- Over 90 public lectures, reaching over audience of over 2500 in the last ten years
- Ten community action projects in Scotland, Italy and Turkey.
- Extensive media coverage, including one project with an Advertising Value Equivalent of £120k and viewing audience of 2.34 million.
- Enhancement of tourism through engagement with interpretation centres (such as Kilmartin) and World Heritage Sites.
- Direct contribution to urban regeneration, for example at Govan in Glasgow itself.
- British Archaeology Research Project of the Year Nominee, *Current Archaeology* 2009.

Introduction



Archaeology at Glasgow University has a longstanding commitment to engage with society beyond the University, across Scotland and internationally. We wholeheartedly support the concept that we should use “our knowledge and expertise to strengthen communities” (Glasgow 2020 – a global vision, p. 11) and we do so through a wide range of activities and engagements with the general public but also the wider archaeological community. We can demonstrate our direct engagement with thousands of members of the public over the past decade, and activities include:

- lectures for local archaeology and history societies
- to training events and workshops
- to excavation open days
- guided walks
- hands-on activities and workshops

These engagements are driven by our own research and expertise, which we believe we have a responsibility to disseminate widely, and beyond traditional academic outlets. Despite the social impact of such activities, much of this work was undervalued in the RAE exercises. The true social and economic value of will be reflected in the REF 2013 and Archaeology is well positioned to capitalise on the impact agenda.

Community engagement is a fundamental aspect of what we do. It is embedded, for instance, in current research projects as well as the development of funding applications and new research avenues, in alignment with the requirements of a range of major funders (see 2.3). This culture is shared by both staff and students, with postgraduates and undergraduates actively using their new skills within their own, and other, communities. As such, we have fostered an environment of a “student volunteering culture” in line with University and SRC expectations. This includes “involvement with a wide range of community groups” (Glasgow 2020 – a global vision, p. 19).

Our community engagement has a strong Scottish dimension, but in line with other strengths within our subject area, such work is also undertaken in Sardinia and the eastern Mediterranean, as well as in the North Atlantic zone. This geographic spread reflects our strong commitment to fieldwork and the potential for funding opportunities, outreach and student recruitment that this affords (see Archaeology Strategic Plan 2010-2014). Indeed, the embedded nature of our outreach and public archaeology work is reflected in our Strategic Plan SMART Objective: we have committed ourselves to “pursue an enhanced public engagement profile through the development of community archaeology projects”.

Community archaeology projects



It has recently been argued that “Community archaeology epitomises the current political environment, where the focus is placed upon enabling communities rather than preaching to them”¹. This ethos is reflected in our community engagement. Staff at Glasgow have an ongoing commitment to understanding and promoting the value of community archaeology.

The value of local knowledge is emphasised within our projects, such as oral history interviews carried out as part of the **Troodos Archaeological and Environmental Survey Project**, Cyprus. In recent years, several undergraduate and Masters dissertations, and a PhD, have been completed on topics related to public and community archaeology. Indeed, public archaeology runs through our teaching from Level 1 module Archaeology and the Modern World to postgraduate research, as well as being an element of staff research.

Glasgow’s academic leadership in this area is demonstrated by the **Engaging the Recent Past** conference which was organised and held in Glasgow (September 2010) for the Society for Post-Medieval Archaeology. This brought together leading academics, professional practitioners in archaeology and related disciplines, museum professionals and the staff of Non-Governmental Organisations, to discuss issues of public engagement with the archaeology and history of the recent past – approximately the last 500 years. Sixty delegates came from across the UK and from Ireland, Scandinavia and North America.

Similarly, the **Heritage Connections in the Park** workshop was designed by Glasgow Archaeologists to bring together representatives of government, Third Sector, other Higher Education Institutions, and other organisations and heritage and community groups local to the Loch Lomond and the Trossachs National Park, with a view to establishing connections and discussing how to cater for and develop public involvement in the archaeology and history of the Park area in the future. Outcomes included the production of 1,000 copies of a Heritage Connections booklet distributed free to participants, and more widely to relevant organisations and to members of the public. A report was prepared for the National Park Authority, analysing feedback from participants in the event and making recommendations on future developments in public heritage engagement.

These are some examples of research projects undertaken by Glasgow University archaeology staff with a clear commitment to community engagement and empowerment. These projects reflect our clear and unique commitment to the archaeology, and people, of Glasgow, but also across Scotland and beyond.

¹Simpson, F & Williams, H 2008 Evaluating community archaeology in the UK, *Journal of Public Archaeology* 7.2, 69-90.

Strathearn Environs and Royal Forteviot (SERF) Project

From its beginning in 2006, a key focus of this project has been engagement with the local and regional community through public lectures, training during fieldwork seasons and training events, excavation open days, hands-on artefact displays and the production of a popular booklet describing the aims and outcomes of the project to date. During the summer seasons, 64 members of the public have now received formal excavation training from us, in collaboration with the Perth and Kinross Heritage Trust (PKHT). Other events include a fieldwalking training day organised in 2009, and show-and-tell sessions with artefacts from the excavations at a coffee morning in Dunning village in 2010. A series of lectures to the public locally and across Britain have been given related to this project, as well as annual lectures as part of Perthshire Archaeology Week. Summer open days have been extremely popular, with over 1000 people visiting the excavations since 2007 (including over 700 visitors on one day in 2009). In 2010 the Open Day was held in collaboration with the villagers of Forteviot itself to assist with their local community fundraising.

“The vision of the SERF Project, based on the area around Forteviot in Strathearn, is inspiring and we have been involved from the outset... Completing the site work in one season gives a satisfying sense of seeing the job through... Those who dig in Scotland are fortunate that there are some wonderful sites available with directors who welcome and are supportive of volunteers” (Alex MacKay, from Perth, SERF volunteer, writing in the *Society of Antiquaries of Scotland Newsletter*, March 2011).

Govan

Excavations and study of Govan and its archaeology began in the early 1990s, with four excavation campaigns, including one which featured on Channel 4's high profile popular archaeology show *Time Team*, and a large scale project associated with the redevelopment of Water Row. Membership of the Govan Conservation Advisory Group, organised by the community-based charity Govan Workspace Ltd, has had tangible success in promoting the regeneration of Govan's core, most notably through the on-going plans to transform Govan Old parish church into a major heritage attraction and cultural centre which, ideally, will provide a platform for the rebirth of central Govan.

Parkhead and Dalmarnock Community Heritage Project

This project aims to contribute to local empowerment and community development by engaging people with local heritage, through oral history, displays, exhibitions, open days, and school activities. The project, currently being piloted, has held a day of oral history interviews and, in March 2011, an Open Day for the local community with displays and discussion about the local heritage.

Pollok Country Park

Excavations carried out over four seasons of work in 2007-2010 focused on an Iron Age settlement and a late medieval farmstead in the grounds of Pollok House. Extensive standing building survey work was also carried out. At all times, this work involved members of the local community, the Glasgow Archaeological Society and university students undertaking practical work contributing to their fieldwork requirement. These and other initiatives have contributed significantly to enhancing the interpretative material available to visitors to Pollock Park, perhaps most notably in the form of a heritage walking tour guide book published in 2011.

Discover Bute Landscape Partnership Scheme (DBLPS)

The **Bute Foragers to Farmers Project** is a component of the Archaeological Research Project within the 4-year (2010-2014) £3m Heritage Lottery-funded *Discover Bute Landscape Partnership Scheme* (DBLPS). This project empowers local communities to understand and engage with archaeological heritage through research, education, knowledge transfer and skills training. The 2010 DBLPS archaeology open day attracted over 70 people who saw a project poster presentation and artefact display under the GU banner. Fieldwork and an outreach programme of museum workshops, open days, school and nursery visits is ongoing.

Dùn Èistean Archaeology Project, Lewis, Western Isles

A Heritage Lottery-funded community-based initiative focussed around the investigation of the medieval fortifications at Ness. Training in archaeological excavation has been provided to local volunteers as well as our own University students and volunteers from outside of Lewis. The execution and delivery of this project is intimately linked to the local community and its commitment to presenting its results in Gaelic is a particularly noteworthy success.

Discovering Dumfries and Galloway's Past

This project arises from the *Solway Hinterland Archaeological remote Sensing project* (SHARP) (2008 – 2010). This will be a community-based project involving local people in geophysical survey and to it as the basis for encouraging more public participation and interest in the region's past. The project is a collaboration with Crichton campus, local museums, local societies, and the local authority archaeologist.

Terralba Rural Settlement Project, Sardinia

This survey and excavation project has been running since 2003 and involves a close association with the local community. Each season, weekly open days are held, as well as guided tours for cultural groups. Local school children and students have helped out, and the project team contributed to an exhibition organised by the local cultural association with finds from fieldwork, with 50 visitors. An article was written for the journal of the local cultural association *Terralba ieri & oggi*. The issue was widely available throughout the village of c10,000 inhabitants.

Cide Archaeological Project, Turkey

This ongoing project is a surface survey on the Turkish Black Sea Coast. Due to the nature of the fieldwork – walking and driving through the landscape – a great many local residents are encountered on a daily basis giving the opportunity to engage in dialogue about the archaeological work and answer question about the project. Local knowledge is invaluable in helping direct the team to locations of archaeological significance that are otherwise difficult to locate in the densely forested mountain terrain. A local primary school teacher from Cide town – a well-respected public figure - has been particularly forthcoming in this regard and much time is spent in discussion with him at the project base.

Education and outreach

Over the past decade, staff within Archaeology at Glasgow have between them given over 90 lectures and talks to community groups, archaeology and heritage societies and general public audiences, allowing us to reach over 2500 people. Such talks generally take the form of disseminating information about research or demonstrating some of the techniques involved in archaeology.

- Talks have been given to members of the public across Scotland, from Kirkwall and Wick to Dumfries and Lockerbie, and from Rothesay and Dunoon to Aberdeen and St Andrews. Public lectures have also been given elsewhere in Britain, as well as in Ireland, Sweden, Cyprus and Italy.
- Glasgow staff and postgraduates are frequent contributors to a number of conferences open to the public including *Archaeological Research in Progress*, the *Tayside and Fife Annual Conference*, and the *Cyprus American Archaeological Research Institute Annual Archaeology Conference* as well as single events run by the Council for Scottish Archaeology, the Scottish Catholic History Association, and a range of workshops and hands-on talks at the Hunterian Museum.
- Lectures have also been given as part of high profile public events, such as those associated with the 2010's *Year of the Homecoming* and *MacBethfest*.
- Several staff members gave talks at the well-attended public sessions associated with the *Glasgow Museums Framework for Local History and Archaeology*.
- In 2007-2008 the Glasgow Archaeological Society celebrated their 150th anniversary and as part of the celebrations a lecture series was organised celebrating and reflecting on the archaeology and landscape of the Greater Glasgow area from the Mesolithic to present day. The majority of these set-piece lectures, usually with audiences of more than 150 people, were given by Glasgow Archaeology staff.
- Guided walks and site tours, reflecting staff expertise and research, have been given across Scotland to various interested parties. These include participation in Doors Open Day Events together with guided walks at the Antonine Wall, the Cleaven Dyke Neolithic cursus and Yarrows prehistoric landscape, and a visit to Dunadd as part of a Scots-Irish initiative 'celebrating 1500 years of Dalriada'. Beyond Scotland, Norse North Atlantic research has informed site tours and lectures that have been led across Scandinavia, northern Canada and the Baltics; guided site tours have also been given in relation to Mediterranean field projects.



Glasgow Archaeology staff are involved in a range of educational activities, with audiences ranging from school children to life-long learners. The delivery methods are chosen to suit the particular circumstances and Glasgow Archaeology can offer skilled enthusiastic presenters using any medium, from formal teaching to hands-on practical work. Historically Glasgow Archaeology has close and valued links with, for example, the University's Department of Adult and Continuing Education (DACE) and the Association of Certificated Field Archaeologists (ACFA), an amateur archaeological survey group. Many DACE students have gone on to work on Glasgow projects, including SERF and Pollok Park, and some have subsequently studied archaeology to degree level. Staff are frequently invited to present on courses at other institutions; for example:

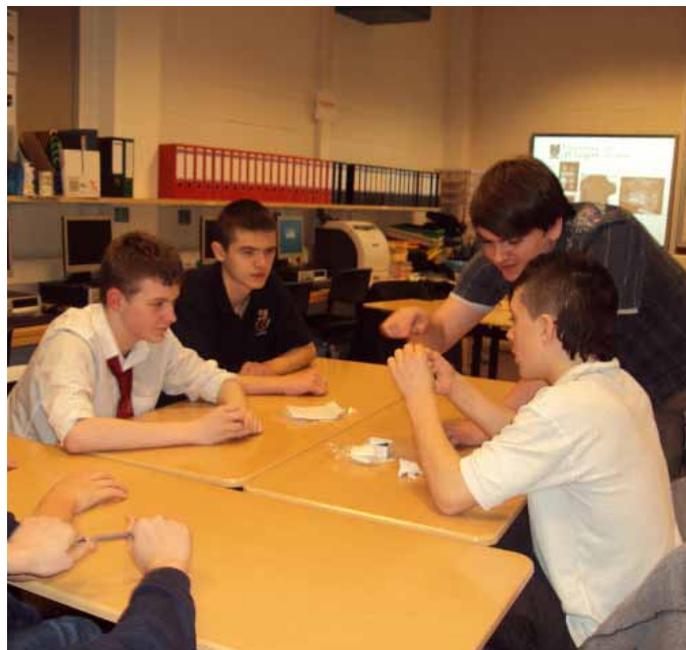
- a course entitled 'Investigating the Book of Kells' at Trinity College, Dublin (delivering teaching to 40 extramural students and hosting a postgraduate seminar)
- a summer school funded by CNRS on GIS in Archaeology at the University of Tours (to 50 postgraduate research students from across Europe)
- visiting professorships have been held by several staff at a number of international institutions

Examples of work with school children includes:

- Annual guided visits by primary school children to the SERF excavations
- Involvement in Hunterian Museum Ancient Technology Workshops (training students, working with school children)
- Chairing the Archaeology Scotland education committee and engagement with a number of Young Archaeology Clubs across the country
- School visits (in Scotland and Sardinia) and involvement in programmes such as GOALS and the CAOS Community Arts scheme, Clydebank as well as input into Curriculum for Excellence

A recent example of an outreach project led by one of our research students, Louisa Campbell, is Understanding Archaeology: Roman Scotland. This project was conducted over 10 visits across three different schools by a trained team of 10 student volunteers. The sessions involved children from 10-17 in detailed discussion about the Roman presence in Scotland; it also included handling sessions where genuine Roman artefacts were taken to schools and children were invited to handle and discuss the objects and the wider issues involved in the Roman campaigns.

A field trip to Rough Castle Roman fort was also undertaken with the children and their accompanying teaching staff. The sessions were designed to inform the forthcoming centrepiece Roman exhibition for the reopening of the Hunterian Museum in July 2011, and the children's suggestions have been incorporated into the design of the displays. Overall, 50 students and five teachers from across three schools were involved.



Media



One of the most effective, and potentially most valuable, forms of outreach is press coverage. This has the potential to disseminate research results and publicise the University to millions of people and as such can be measured in terms of economic benefit.

The SERF Project has attracted a good deal of media attention since 2007, with the dissemination of a number of press releases. Coverage of the discovery of flower heads within a Bronze Age cist was international, the acknowledgement of an internationally important discovery as well as being a human interest story. The SERF Project has had coverage on BBC2 TV *Digging for Britain* and BBC1 *Landward*, as well as STV News. Radio coverage has included several interviews for BBC Radio Scotland and one broadcast on BBC Radio 4. Printed media coverage has ranged from articles in local free newspapers (*Strathallan News*, *Perthshire Courier* and *Advertiser*) to extensive stories in the *Independent*, *Mail on Sunday*, *the Scotsman* and interviews and articles in the *Herald* and the *Sunday Times*. There has also been extensive internet coverage, notably a series of articles on the BBC website and the online edition of *The Big Issue*. The results of SERF have been reported in articles in a series of popular magazines with wide readership, including *Current Archaeology*, *British Archaeology* and *History Scotland*. The SERF Project was nominated for Archaeology Research Project of the Year by *Current Archaeology* in 2009. To put this into some kind of context:

- The Advertising Value Equivalent (AVE) for the newspaper coverage alone of the SERF Project is at least £120,000 (based on column centimetres and newspaper rate cards).
- The SERF Project featured across the final 8 minutes of episode 2 (Series 1) of *Digging for Britain*, shown on BBC2 on a Thursday evening just before 10pm. This programme was viewed by an estimated 2.34 million people (source: BARB). The programme was subsequently made available on BBC iPlayer, and SERF extracts on YouTube have had almost 1000 views.

There has been effective use of the media in reporting on the outcomes of fieldwork abroad. The Terralba Rural Settlement Project generated an article in the main Sardinian newspaper *L'Unione Sarda* (11/07/2010) reporting fieldwork carried out at Truncu 'e Molas. Two articles have appeared in *La Nuova Sardegna*, and two further articles in the magazine, *Terralba ieri & oggi*. During the survey seasons of the Cide Archaeology Project in 2009 and 2010 articles about the project appeared in the *Kastamonu Gazzete*, a regional newspaper in Turkey. Another article recently appeared in the *Aktüel Arkeoloji Dergisi*. All three are written by a Turkish team-member who lives in Kastamonu. Articles and interviews related to the Troodos Archaeological Survey Project have appeared in *Politis* newspaper (Cyprus). Two popular publications related to this project have also been published.

Project websites are an increasing common way to disseminate archaeological data, results and interpretations for a specialist and non-specialist audience. Examples include the Cide Archaeological Project (in both English and Turkish)² and the SERF Project³.

²<http://cidearchaeology.com/cap/>

³<http://www.gla.ac.uk/departments/archaeology/research/projects/serf/>



Future community, education and outreach work



This range of work is an ongoing commitment, as indicated in the Strategic Plan. Examples of forthcoming events, activities and work include

- Current community projects that are being developed with the objective of being awarded grants from HLF, AHRC and others include *Discovering Dumfries and Galloway's Past*, *Urban Megaliths Project*, and a SERF / PKHT / HLF partnership.
- Lecture on Prehistoric Forteviot (SERF Project) to be given to the Stormont Historical Society, Perth in March 2011
- Lectures on the SERF Project to be given to Abertay Historical Society, Dundee and Newburgh Historical Society, Newburgh in April 2011
- Talk to Glasgow Archaeological Society on topic of "Exploring the Spatial Anatomy of Empire in Late Bronze Age Anatolia" in April 2011
- Talk to primary school children in Terralba as part of the national Italian 'settimana di cultura', at the invitation of Archaeological Service in April 2011
- Specialist lithics workshop day as part of the *Discover Bute Landscape Partnership Scheme*, in collaboration with Bute Museum in April 2011
- Public lecture in the SERF Project as part of the *Archaeological Research in Progress* Conference in Edinburgh, May 2011
- Lecture on North Atlantic research to the Lanark and District Archaeological Society in May 2011
- Presentation on 'Colonial Traditions' project to San Vero Milis city council, Sardinia in May 2011
- Presentations at the *Discover Bute Landscape Partnership Scheme Archaeology Research Framework Workshop* in May 2011 on the research potential of Bute's prehistoric and modern-period archaeology
- Daytrip with 'chatterbox' English primary school in Cagliari to the Phoenician-Punic site of Tharros. This will involve 15 pupils & teachers from year 5. Invited by school teacher as part of the pupils' ancient history curriculum
- Potential research and publication / documentary collaboration with National Geographic
- Programme proposed by BBC TV on aerial/satellite archaeology and Roman frontiers currently under discussion and the development of the equivalent (for the UK) of the Galaxy Zoo concept for amateur astronomers for the amateur investigation of satellite archaeology on line
- SERF open day on 14th August 2011
- SERF public lecture, Perth Museum, as part of *Perthshire Archaeology Week*, September 2011

Commitment to Scottish Archaeology



Beyond our academic and teaching responsibilities, as a group of archaeologists, we are also fully committed to the network of archaeological groups and organisations within Scotland and beyond. The expertise of Glasgow staff and postgraduate students has long been - and is still - sought out by a wide range of governmental, non-governmental, charitable and voluntary organisations as well as professional period-based and methodologically-focused groups. Once again, this allows us to fulfil our wider responsibilities to society, as well as reflect the way in which Glasgow University is embedded within the fabric of the archaeological community. Other outcomes of such engagements are profile-raising, nurturing potential research and pedagogical collaborations, outreach, dissemination and student recruitment. At all times, throughout our work within the Scottish heritage sector and beyond, we demonstrate and support the University's values of integrity, credibility and openness.

We have a strong tradition of close professional and scholarly associations with all of Scotland's national heritage organisations. In particular we have a close relationship with **Historic Scotland** (HS). These connections include working on projects funded or supported by HS, offering expert advice and undertaking consultancy work, and research collaborations with HS staff. For instance, staff have contributed on behalf of HS to:

- the survey of several Roman installations as part of HS's successful efforts to have the Antonine Wall designated a World Heritage Site
- the Merranblo windfarm inquiry in Kirkwall (2008), which considered the potential threat of a development on the setting of the Heart of Neolithic Orkney World Heritage Site.
- a series of evaluations at Sanda Island and at East Park, Caerlaverock

We also have strong research, teaching and managerial connections with the **Royal Commission on the Ancient and Historical Monuments of Scotland** (RCAHMS). One member of staff is currently a Royal Commissioner, and we enjoy a unique working relationship with RCAHMS through our emphasis on aerial archaeology and survey. RCAHMS provides work placements for students on our vocational PGT programmes.

A strong indicator of our commitment to Scottish archaeology is our extensive involvement in the ongoing **Scottish Archaeological Research Framework** (ScARF), funded by HS and managed by the Society of Antiquaries of Scotland. ScARF consists of panels of specialists exploring different periods and themes in Scotland's past – outlining our current state of knowledge, and considering future areas of research. One member of staff serves as a member of the overall Steering Group for ScARF. Eight period-based or thematic panels are currently running, and will feed into an overall Research Framework for Scotland in 2012.

Panels meet four times a year, and hold a workshop to discuss the report with a wider audience of researchers. Panel co-chairs regularly meet with the ScARF Project Manager to co-ordinate contributions and edit the panel documents. This represents a considerable voluntary collaborative investment from the archaeological and related sectors within and beyond Scotland, contributing time, effort and resources. Three panels are co-chaired by Glasgow academics: *Neolithic*, *Modern*, and *Science in Scottish Archaeology*. Additionally, three members of staff sit as panel members on the *Palaeolithic & Mesolithic*, *Iron Age/Roman*, and *Medieval* panels and two current doctoral students sit on the *Medieval* and *Modern* panels. Three members of staff are ‘critical friends’ to the *Medieval* panel, providing written work and critical comment, and two further doctoral students are ‘critical friends’ to the *Iron Age/Roman* and *Medieval* panels. Finally, five honorary members of staff are involved with the panels (two as co-chairs, three as panel members). *Neolithic* panel meetings and the *Neolithic workshop* have been held at Glasgow University.

“The Archaeology department at Glasgow University has been important to the Scottish Archaeological Research Framework (ScARF) project” (Dr Jeff Sanders, ScARF Project Manager)

Our commitment to Scottish archaeology is also demonstrated by the work and actions of our postgraduate community. **The Scottish Archaeological Forum** (SAF) is an organisation established in 1969 to provide “an opportunity to hear, discuss and assess some of the important new discoveries and re-interpretations of material ... by all those working in the archaeological discipline in Scotland” . Run by a committee of archaeologists, the Forum organises workshops and conferences, and in recent years has been increasingly driven by Glasgow Archaeology research students. In recent years, a number of conferences have been organised at Glasgow by SAF, including *Scottish Odysseys: the archaeology of islands* (2005) and *Roots of Nationhood* (2009), both attracting a high calibre of speaker from across and beyond Scotland. The forthcoming *The Experience of Technology* conference has already attracted diverse international papers from speakers from as far afield as China and North America. The current president of SAF is a Glasgow Archaeology research student, who has co-organised the most recent conferences with a fellow Glasgow Archaeology PhD student. Current Glasgow staff have also served on the SAF committee in recent years. The recent establishment of the **Scottish Theoretical Archaeology Group** (STAG) is an exciting development driven almost entirely by Glasgow research students, and has resulted in an annual conference at Glasgow University showcasing postgraduate research since 2009.

Glasgow staff and postgraduates have traditionally played a highly visible role in the councils, steering groups and committees associated with a range of local societies, national bodies and charitable organisations within archaeology and the heritage sector in Scotland. For example, we are represented on and contribute to (in no particular order):

- Society of Antiquaries of Scotland
- Council for Scottish Archaeology
- Glasgow Archaeological Society
- Scottish Archaeological Journal
- Dunbeath Preservation Trust
- Kilmartin House Museum
- Scottish Medievalists
- Tarbat Historic Trust
- Core Research Committee of the Heart of Neolithic Orkney World Heritage
- Whithorn Trust Research Committee
- Historic Rural Settlement Group
- Scotland's Rural Past project advisory group
- M74 Completion Archaeology Project (academic advisor)
- Glasgow City Council Medieval Archaeology Advisory Panel
- Royal Commission on the Export of Works of Art (expert witness)

Photo captions

Front Cover (clockwise from top left):

Recording an archaeological landscape in Turkey, CIDE project, 2010; Student learning by experiment at the Scottish Crannog Centre, Level 2 fieldtrip, 2008; Excavating a triple cist in Perthshire, SERF project, 2010; Level 1 fieldtrip to Tappoch broch, Scotland, 2009 (photo Jani Helle); Glasgow undergraduate carrying out standing building survey of a cave shelter and goat pen on the Acropolis of ancient Kourion, southern Cyprus, Kourion Mapping Project, 2005; Micro-excavation of rare Bronze Age plant remains, SERF project; Glasgow student guiding a primary school visit to an archaeological excavation, Scotland, 2009; Soil sampling at Pauli Stincus, Sardinia, 2010; Glasgow PG and honours students studying Mediterranean pottery typologies.

Inside Cover:

Early medieval brooch from Loch Glashan crannog, Argyll part of a collection reappraised by Ewan Campbell

Contents Page:

Students recording a standing stone within the Strathearn landscape, Perthshire, Scotland, 2008

Pages 1 & 2: Glasgow archaeology student society fieldtrip to Cairnholly megalithic chambered tomb, Dumfries and Galloway, Scotland, 2008 (photo Gordy McKellar)

Pages 3 & 4: Analysis of the delicate organic coverings of a Bronze Age dagger by specialist Esther Cameron, SERF project.

Pages 5 & 6: Geophysical survey of multi-period site identified by metal detectorists, Burghead, Scotland.

Page 7: Infrared analysis by Brendan Derham and Richard Jones of an Egyptian sarcophagus held in the Kelvingrove Museum

Pages 8 & 9: Excavation of a Punic rural settlement at Pauli Stincus, Sardinia, directed by Peter van Dommelen

Page 10: Excavation of a Late Neolithic cremation cemetery at Forteviot, Scotland

Page 11: View of the interior of Su Nuraxi nuraghe, west central Sardinia

Page 12: Specialists and students work together during a survey of mountainous terrain in Turkey, CIDE Archaeological project

Page 13: Intensive archaeological survey in challenging terrain by team composed of both GU undergraduate and PG students: Troodos Archaeological and Environmental Survey Project, Cyprus

Page 14: PG students gaining work experience with RCAHMS: learning to create a plan of a complex Iron Age hillfort in Scotland using plane table survey

Pages 15 & 16: On-site discussion at Bar Hill Roman fort during Level 1 fieldtrip (photo Jani Helle)

Page 17: Undergraduate students taught field techniques and interpretation at the SERF fieldschool 2010

Page 18: Field discussions between honours and PG students at Erechtheion: an ancient temple on the north side of the Acropolis, Athens, Greece.

Page 19: Undergraduates take part in a field course creating stone tools at the Lejre Experimental Centre, Denmark

Pages 20 & 21: GU staff working with undergraduates and postgraduates in trialing new field CPD methods, 2009

Page 22: Undergraduate student enjoying the experience of excavating at Law of Dumbuils hillfort, Perthshire

Page 23: Undergraduates explore Nether Largie cairn, Kilmartin, Argyll.

Page 24: Students undertaking a survey at Pollok Country Park, Glasgow

Pages 25 & 26: Roman coins from Elginhaugh Roman fort, Midlothian excavated under the direction of William S. Hanson

Page 27: Intensive survey of fields in Mandroudhos, southern Cyprus, TAESP project

Page 28: Drawing of 13th century bronze mortar discovered during the excavations at Glasgow Cathedral directed by Stephen T. Driscoll, by Marion O'Neil

Page 29: Roman skillet with carbonised contents discovered at Eglinhaugh fort, Midlothian

Page 30: Students conducting a walkover survey across Keltie Estate, Perthshire, 2010

Page 31: Head of subject, Jeremy Huggett, leading discussions during a Level 1 archaeological fieldtrip

Archaeology and the Future (from left to right, top to bottom) Page 33:

Undergraduate students investigate Dunadd fort, Argyll; Relief of twelve gods of the underworld at the sanctuary of Yazilikaya, Turkey; Alice Roberts asks Kenny Brophy about the spectacular finds from Forteviot for BBC2's Digging for Britain 2010; Chris Dalglish leads a walkover survey team of undergraduate students across a Strathearn landscape; Laser-induced breakdown spectroscopy (LIBS) analysing an archaeological artefact for its inorganic and organic components, project by Brendan Derham and Richard Jones; PG students teach the DACE fieldschool participants how to survey; Honours field trip to Greece: discussing the Athenian Agora and Temple of Hephaistos; Aerial photograph showing the remains of a prehistoric enclosure at Burnfoot, Lanark, taken by William S. Hanson

Pages 35 & 36: Geophysical and GPS survey of the remains of a prehistoric cairn on Bute by PhD research student Carmen Cuenca-Garcia

Page 37: Staff and students examine a collection of surface pottery from fields in Aiyina Zeus, Greece

Page 41: Remains of an ancient building in South Erades Matarets, Sardinia

Page 42: View of Strathearn through the lens of an optical level

Pages 43 & 44: Colleen Batey leading a guided tour for an international audience at Mousa broch, Shetland

Page 45: Honours student describing artefacts to the public during SERF project Open Day, 2010.

Page 46: Discover Bute Landscape Partnership Scheme Archaeological Research Project Open Day, Rothesay Castle, Bute 2010 poster and artefact display on the Bute Foragers to Farmers Project, directed by Nyree Finlay

Page 47: Govan excavations and continuing community project, being filmed here for Time Team, 1996

Page 49: Primary school visit to a Roman fort led by PG student Louisa Campbell

Page 50: PhD student Kevin Grant visits a secondary class to inform them about archaeology at Glasgow

Page 51: Kenny Brophy is interviewed about the SERF fieldschool and research project for STV local news

Page 52: TV presenter Alice Roberts asks Kenny Brophy about the spectacular finds from Forteviot for BBC2's Digging for Britain 2010

Page 53: PhD student Natasha Ferguson guiding metal-detectorists in advance of an archaeological excavation

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