



UCL

**ANNUAL
REPORT**
2010–2011



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OUR MISSION AND AUDIENCES

Our mission

UCL Museums and Collections will be a world class centre of object-based research and teaching, dedicated to developing and sharing knowledge for the benefit of UCL, of London and of global audiences. We will re-define the university museum.

We value

- Experimentation
- Knowledge
- Interdisciplinarity
- Engagement

Our Vision for 2015

UCL will see us as core to its research and teaching, and an integral part of the student experience.

All our collections will be safe and accessible.

We will be well-known for running experimental exhibition and learning spaces and 'cultural laboratories', influencing other museum practice.

We will be recognised as expert in facilitating academic-public dialogue, in generating interdisciplinary research and in delivering research impact.

Our Audiences

- The primary audience for all of our work is UCL students and staff
- The Petrie and Grant Museums and the UCL Art Collections will also serve:
- Other Higher Education users
- Immediate local audiences in Camden and Islington
- Source communities for the collections both in London and internationally
- Primary and secondary pupils at Widening Participation target schools and feeder schools in North London

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RESEARCH

Aim

We will initiate internal and external dialogue, develop resources to support collections-based research, and facilitate funded projects meeting UCL's Grand Challenges and the impact agenda.

This year we articulated and published the key themes around which we will pursue collaborative research. Each builds on work we are already involved with and ties into our teaching and public engagement activity. The themes are as follows:

Digital Humanities

Digital Humanities research happens at the intersection of digital technologies and humanities. It aims to produce applications and models that make possible new kinds of research, both in the humanities disciplines and in computer science and its allied technologies. It also studies the impact of these techniques on cultural heritage, memory institutions, libraries, archives and digital culture.

Heritage, Health and Wellbeing

This theme involves researching the role of museums in improving health and wellbeing; the psychological and physiological benefits of museum object therapy; the role of object handling in improving memory retention, richness and recall; and methods of measuring and evaluating the impact of heritage encounters on health and wellbeing

Object Based Learning and the Student Experience

This theme focuses on the use of museum objects from different types of collection and different disciplinary environments in teaching within and across disciplines at UCL, for research innovation and for the primary goal of enriching the experience of students.

Critical Museology

The exploration of contentious subjects relating to collections and curatorship, in particular: the ethics of acquisition, disposal, ownership and use of collections; the role of collections in

promoting inclusion and social justice; the relations between academic and community research, and the analysis of potential and problems in university museum support for community research.

The Petrie Museum has worked in collaboration with commercial partners Arius 3D and IET to develop models and standards for 3D scanning in museums, exemplifying how our museums can undertake useful research and development for the heritage sector. Meanwhile the Grant Museum has introduced iPad-based interactive labels, developed in collaboration with colleagues in UCL's Digital Humanities and Centre for Advanced Spatial Awareness and funded through a Public Engagement grant. The project has recently been cited in a prestigious international horizon-scanning report by the New Media Consortium, 2011 Horizon Report: Museum Edition, on the use of technologies in museums, as being 4-5 years ahead of the sector.

The AHRC-funded Heritage in Hospitals project has been awarded further follow-on funding to develop heritage-specific impact/ outcome measures and to support the creation of a new network, Museums, Health and Wellbeing. A further grant from the Heritage Lottery Fund is helping to train hospital volunteers to deliver object-based handling sessions. The research in this area has just been awarded a Certificate of Commendation by the Royal Society for Public Health Arts and Health Committee, who noted its ground-breaking character and the valuable outcomes for participants.

Object-based learning research continued, with journal articles and research funding bids in preparation, and work has begun in several areas relating to the fourth theme of critical museology. The definition of these themes is already making it easier for internal and external partners to engage with our collections and our work.

Our staff continue to be involved in a number of internal research groupings, such as the executive committee for the Grand Challenge of Intercultural Interaction and the Digital Humanities Centre Steering Group.

Most importantly, we continue to provide a valuable service to researchers of all kinds. We know from talking to researchers in person and by email just how useful are our online catalogues and the level use of these will be a critical performance indicator in future. The personal support offered by our skilled staff remains critical however, as these quotes from research visitors indicate:

"Working with the Petrie Museum team helped to direct my research and made me more confident about my project overall"

"It is great to be able to see the prints so close up. It always inspires my own engraving."

"Grant Museum curators excellent – very helpful"

"Very helpful in finding exactly what I was looking for—even though I wasn't sure myself!"

Key Performance Indicators	2010-11
No of peer reviewed staff publications	10
No of other staff publications	12
Research income	£47,933
No of research applications submitted	5
No of conference papers given	9
No of impact exhibitions or activities with UCL academics	5
No of research users	796
No of uses of online object catalogues	105,873



TEACHING AND LEARNING

Aim

We will advocate the pedagogical value of learning with objects – through research and by building networks with students and colleagues to extend the use of our collections in teaching – and will pioneer object-based e-learning.

The appointment this year of an Object-Based Learning Teaching Fellow has transformed our capacity to develop a more strategic approach to teaching with objects, artworks and specimens and to work more effectively across disciplines. As a result we have been working not only with departments with collections, but with those such as Mathematics and Computer Science, which do not, to foster their use of collections of relevance to aspects of their programmes. It takes time to build the relationships that lead to changes to courses and programmes and the integration of collections as a resource, but making those initial contacts is now a key part of our activity, with 16 new departments contacted this year.

We have also begun to collect and analyse data on student perceptions of object based learning, so that we can better understand and advocate for it across the university; the results of this work will be available very soon. This year also saw the development of the object-based learning Core Course, Object Stories, for UCL's flagship new BAsc programme, which should see hundreds more students using the collections each year.

We developed and ran, with UCL's Centre for Advanced Learning and Teaching, training for probationary lecturers as part of their Postgraduate Certificate in Higher Education. A new promotional video, aimed at helping UCL lecturers use objects in teaching, has been created and posted on the Learning & Teaching Portal. Much of this work has focused on the use of object-based learning to develop key skills; for example a key skills e-resource has been piloted with distance learners in Reproductive Medicine at the Institute for Women's Health. Other new teaching and learning resources created this year included new Pathology teaching collections for the Whittington Hospital.

We have introduced new performance indicators around student volunteering, which indicate the very considerable involvement of our students in museum activity. UCL students are volunteering to undertake a wide variety of projects, from collections care and documentation, through developing learning resources to front of house work with visitors, thereby gaining valuable workplace skills. We are also beginning to work more closely with student societies to help plan events and find new ways of working with them.

A survey of students whose courses include an element of object-based learning – the results of which are still being collated – has provided the headline result that 67% of students agree or strongly agree that object-based learning is more effective for learning than a talk or lecture. The following are quotes from some of the students surveyed:

“Hands on interaction is what I love about science. Actually seeing specimens instead of looking at photos really lets you properly observe and remember (e.g. looking into a skull is much harder in photos).”

“Interactive, memorable, gets you out of the typical Powerpoint classroom setting”

“Hands-on, clearer understanding of subject at hand, greater perspective on subject”

Key Performance Indicators	2010-11
No of UCL courses using collections	103
No of UCL student uses of collections	5,151
No of non-UCL Higher Education uses of collections	1,170
No of courses using Moodle Adlib	5
No of new departments contacted with view to using collections	16
No of UCL students volunteering for museums and collections	39
No of volunteering hours by UCL students	2,397
No of student societies contacted with a view to collaboration	6



COLLECTIONS

Aim

We will centralise collections management and care processes and resources, plan spaces and consolidate knowledge to enable effective physical and digital access to all collections and to maximise their use.

Our new Collections Advisory Group has made cross-collections planning easier, and has proved an effective forum for developing new policies and assessing loan and acquisition requests. A new loans policy, governing all external loans for teaching and research and exhibitions, was drafted and approved by the Museums, Heritage and Cultural Property Committee, and has been much in demand by other university museums as a model for a more environmentally sustainable approach to dealing with loans. The Group has also purchased shared equipment, for environmental monitoring and object movement.

The ground-breaking work on collections review that our service has undertaken in the past continues to act as a model for other museums; our Collections Review toolkit has now been published on the Museums Association website. The Collections Review provided the starting point for the first formal disposals of objects and sub-collections not required for teaching, research or engagement; this

year 17 disposals took place – almost all of the objects concerned going to other museums or institutions where they can be used. A further 45 were approved and are being processed.

We have also made great progress in adding new collections to the shared collections management system, Adlib, which underpins our online catalogues and enables us to store cross-collections data more efficiently. This year, the Art, Geology, Ethnography, Science and Galton collections were all added to Adlib, leaving only the extensive Archaeology collections to add.

This year, for the first time, we have introduced key performance indicators around collections care. These take into account the levels of environmental control, levels of security, levels of documentation, and quality of storage furniture in which each collection is housed.

Key Performance Indicators	2010-11
% of collection stored in desirable environments (security, environment, pest control, working environment)	
Petrie Museum	79
Grant Museum	28
Art Museum	89
Geology	54
Archaeology	48
Anthropology	41
Galton	33
Science	30
Pathology	39



ENGAGEMENT

Aim

We will develop experimental spaces and activities where we use our collections and skills to engage sustainably with our local communities and target schools, and help UCL colleagues and students to do so, in order to promote social inclusion.

One of the most exciting developments of the year was the development and publication of the UCL Estates Masterplan, which foregrounds the role museums and collections can play as a public face of the university. The proposals contained in it – which include the development of a gallery in the central part of UCL under the dome, and the relocation of the Petrie Museum – will give the museums far greater prominence and enable us to function more effectively in academic-public engagement.

This year saw the transformation of two of our public museums. In October, the Petrie Museum re-opened following a substantial refurbishment, including redecoration, new flooring and – crucially – the rearrangement of displays to create a new discussion space at the heart of the gallery. As part of the refurbishment, the Petrie has positioned itself as an experimental space for the application of digital technologies in museums, showcasing current work being undertaken to understand the potential uses of 3D scanning in museums, and other UCL research projects under development that should facilitate visitor dialogue and co-curation.

In March, after 8 months of closure, the Grant Museum re-opened in its new home in the Rockefeller building, to widespread public and media acclaim. Again the move provided an opportunity to create a space that facilitates dialogue – with tables and chairs in the centre of the museum, and the staff visible within the displays. There are spaces for UCL staff and students to showcase their own research, and

the use of new iPad based interactive labels has again helped to position the museum as cutting edge.

The Art Museum this year launched a series of innovative ‘pop-up’ exhibitions, each curated by an academic in a UCL department that would not normally use the art collections. The exhibitions are on show for an hour only, at lunchtime, and have proved an excellent way of drawing in new departments to consider using the collections and the space in their teaching and research, and to build relationships. The exhibitions have generated interest outside UCL also, with other museums keen to adopt this approach.

The work of the Exhibitions Co-Ordinator has transformed the quality of exhibitions now shown in UCL’s public realm areas. New boards and frames in the Cloisters have enabled photographic exhibitions to be mounted cheaply but professionally and the Ink exhibition, and a series of installations by Slade staff and students in the North Lodge demonstrated the versatility of this small but prominent space on Gower Street for new kinds of exhibition. The Head of Learning and Access began work on planning ‘The Thing is..’, an experimental outreach ‘pod’ designed to provide a frame for a conversation about a single object.

The Petrie Museum has continued to develop relationships with Egyptian audiences based in London. The museum successfully attracted funding from the Esmee Fairbairn Foundation

to create new displays in the Egyptian Cultural Bureau, working with Egyptian artists as co-curators. This year’s events in Egypt have understandably delayed the project, but it is on course for completion shortly.

Our work with schools now focuses on schools targeted by UCL’s Outreach team, the aim being to build up stronger links with teachers, pupils and parents than was possible when we operated on a ‘first come, first served’ basis.

Despite the Grant Museum having been closed for the majority of the year, overall visitor numbers to our museums were only down by 4,000 (around 10%) this year, and visitor numbers to the Petrie increased by 27% to over 19,000. Our events programmes are a special draw, as indicated by the following quotes from visitors:

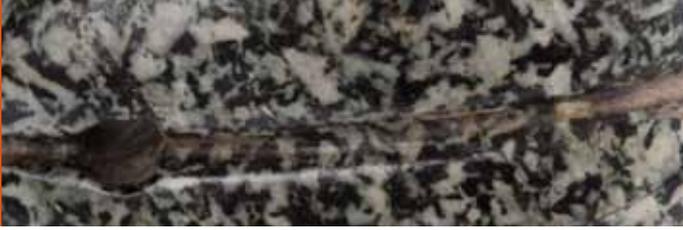
“Academically based but accessible to a non specialist like me. Interesting angle on LGBT.” (visitor to Alexander the Great talk at the Petrie Museum)

“Public Engagement in Science is more alive than ever!”

“Loved the passion”

(visitors to Would Darwin get a job in Science today? event at the Grant Museum)

Key Performance Indicators	2010-11
No of public visits (public, schools, lifelong learners) to museums	40,668
No of primary school children in target schools engaged through outreach	2,389
No of exhibitions staged	14
No of visitors to offsite exhibitions and events	34,509
No of UCL rooms in which artworks displayed	7
No of visitors to those rooms (where recorded)	15,771
No of Friends	994
No of student societies contacted with a view to collaboration	6



PROFILE

Aim

We will raise our profile by communicating our services and achievements to UCL colleagues and key external audiences, largely via social media and a strong online presence.

The appointment of a Digital Communications Officer (a post shared with UCL's Communications and Marketing department) has transformed our online presence. A digital communications strategy is in draft. We now have a museum blog – receiving 2000+ hits per month – to which many of our staff contribute regularly, and the numbers of Twitter and Facebook followers continues to climb.

The museums are holding informal gatherings for key departments as a means of raising internal profile, and are working very closely with

Communications and Marketing to ensure that we make full use of their skills and resources to communicate both internally and externally.

Media coverage this year has been extensive, particularly around the opening of the Grant Museum.

“A creepy but beautiful museum... anyone with a taste for the macabre, the bizarre or just an interest in natural history will be spellbound”

(Charles Spencer, Daily Telegraph, 11 April 2011)

Key Performance Indicators	2010-11
No of website hits	524,532
No of Facebook fans	1,200
No of Twitter followers	2,800
No of awards won	2
No of mentions in any media (aside from standard listings)	109
No of external boards/committees on which our staff sit	16
No of Friends	994
No of student societies contacted with a view to collaboration	6





INTERNATIONAL

Aim

We will contribute to UCL's International Strategy, using our collections, knowledge and skills to develop cultural ties with UCL's key partners.

In October 2010, UCL-Qatar, UCL's second international campus, focusing on cultural heritage and archaeology, was established in Doha, following many years of discussions. Key staff have now been appointed. Our department contributed significantly to the proposals at various stages and will continue to work to support aspects of the programme, such as school and community outreach.

This year, Heritage Without Borders, a new social enterprise, was established by staff from Museums and Collections. The organisation aims to deliver capacity building in heritage skills in situations of poverty and post conflict overseas.





SELECTED STAFF PUBLICATIONS

Quirke, S. *Hidden Hands. Egyptian workforces in Petrie excavation archives, 1880-1924*, London 2010

Quirke, S. **Agendas for Digital Palaeography in an Archaeological context: Egypt 1800 BC**. In Franz Fischer *et al.*, *Codicology and Palaeography in the Digital Age 2*, 2010, pp. 279–294

Quirke, S. **Petrie Archives in London and Oxford**. In Diana Magee *et al.*, *Sitting beside Lepsius. Studies in Honour of Jaromir Malek at the Griffith Institute*, Orientalia Lovaniensia Analecta 185, 2009, pp.439–461

Quirke, S. **Petrie's 1889 photographs of Lahun**. In David Aston *et al.*, *Under the Potter's Tree*, 2010, pp. 769–793

Quirke, S. **Provincialising Elites: defining elites as social relations**. In *CRIPEL 28* (2009–2010), pp. 1–16

Quirke, S. **The Petrie Museum Pottery Gallery. Evolutionary Typology – modern intent and material resistance**. In Patrick and Tristram Fetherstonhaugh, *Lost and Found*, 2010.

Quirke, S. With Bayo Folorunso. **Introduction: Egypt in its African Context**. In Karen Exell (ed.), *Egypt in its African Context*, 2010.

Ashby, J. & Wood, C. 2010: *Lessons in Learning: Primary schools, universities and museums*. UCL, London

West, C. & Ashby, J. 2011: "How many animals are in the room?" *Creative Teaching & Learning*: 2.1: 22–27

Ashby, J. 2011: **Science on the Wild Side**. *New Scientist*: 2812

MacDonald, S. & Ashby, J. 2011: **Campus Treasures**. *Nature*: 471, 164–165

Chatterjee, H. **Evaluating the therapeutic effects of museum object handling with hospital patients: A review and initial trial of wellbeing measures**. *Journal of Applied Arts and Health*.

Chatterjee, H. **Investigating the therapeutic potential of a heritage-object focused intervention: a qualitative study**. *Journal of Health Psychology*.

Chatterjee, H **Generic Wellbeing Outcomes: Towards a conceptual framework for wellbeing outcomes in museums**. *Museum Management and Curatorship*.

Chatterjee, H. **Object-Based Learning In Higher Education: The pedagogical power of museums**. *University Museums and Collections Journal*.

Chatterjee, H. **How many digits does a cetacean have? Developing a practical zoology Open Educational Resource for the Biosciences based around Museum specimens**. *HEA Centre for Biosciences Bulletin*.

Chatterjee, H. **Object Based Learning in Higher Education: Pedagogical perspectives on enhancing student learning through collections**. Centre for Excellence in Teaching and Learning Through Design, University of Brighton.



INCOME AND EXPENDITURE

	INDIVIDUAL COLLECTIONS						
	TOTAL	Petrie Museum	Art Collection	Grant Museum	Teaching and Research Collections	Collections Sub Total	Cross Collections
	£	£	£	£	£	£	£
UCL Contribution	884,974	258,224	75,225	115,350	135,760	584,559	300,415
External income:							
AHRC	261,000	180,000	31,000	50,000	0	261,000	0
Donations	36,765	4,689	8,658	2,347	0	15,694	21,071
Sales (eg. books, filming)	23,869	8,387	5,232	2,850	0	16,469	7,400
Grants/Awards	203,902	89,070	0	5,000	7,458	101,528	102,374
Exceptional receipt – 2010 Flood insurance	75,000			75,000			
Total External income	600,536	282,146	44,890	135,197	7,458	394,691	130,845
TOTAL FUNDING	1,485,510	540,370	120,115	250,547	143,218	979,250	431,260
Expenditure:							
Salaries (UCL)	776,171	233,370	79,755	105,350	127,260	545,736	230,435
Salaries (AHRC)	257,994	13,823	0	94,759	70,409	178,991	79,003
Collections Care (eg. conservation, security)	94,819	29,815	40,237	2,797	8,751	81,600	13,219
Exhibitions, Events and Publicity	88,138	29,351	7,563	3,453	89	40,456	47,682
Staff Training	13,097	657	485	1,295	709	3,146	9,951
Office Costs	20,561	7,826	1,539	1,170	784	11,319	9,242
Outreach (freelancers)	10,127	1,440	0	324	0	1,764	10,127
IT	6,866	961	15	0	7	983	5,883
Grants/Awards	150,777	56,574	0	0	8,726	65,300	85,477
TOTAL EXPENDITURE	1,418,551	373,819	129,594	209,149	216,734	929,296	491,019
Surplus/Deficit in Year	66,959	166,551	-9,479	41,398	-73,516	49,954	-59,759



INCOME AND EXPENDITURE cont.

Research Grants (continuing)	
RGAB - AHRC - E-Curator	124,917
RGAE - AHRC - Heritage in Hospitals	258,442

New Awards 2010–11	
MLA Designation Challenge Fund	£58,975
AHRC Heritage in Hospitals	£40,000
MLA Diversify Next Steps	£2,000
AHRC Gemma Moore (Beacons)	£7,933
MA Effective Collections Special Project Grant	£25,000
AIM Development Grant	£5,000
UCL - Teaching Innovations Grant	£5,000
Heritage Lottery Fund	£50,000
UCL Learning Technologies Support Service	£2,705
MLA Conservation Grant	£2,550
MLA Digitisation Grant	£1,500
John Lyon Trust	£3,000



