

ICOM Special projects 2011 Final Report and Financial balance

Materials for the CIDOC Summer School

Seminars in museum documentation



Introduction

CIDOC, the ICOM International Committee for Documentation, in collaboration with the Museum of Texas Tech University (MTTU), is developing an innovative training programme: the *CIDOC Summer School*. The present report provides a summary of the inaugural session that took place from June 25th – July 1st in Lubbock, Texas on the MTTU campus.



Objectives

Broad audience

The CIDOC Summer School programme is intended to appeal to a broad audience: both experienced museum personnel and newcomers to the field of museum documentation. To this end, the programme is conceived as a series of interrelated modules, covering both basic and advanced topics, allowing participants to tailor the curriculum to their individual needs and interests. We hope this will ensure that the programme is both comprehensive and accessible.

Credibility

CIDOC can call upon an international network of specialised domain experts; some but not all have teaching experience. In order to ensure a solid and credible academic framework we have established a partnership with the Museum of Texas Tech. Tutors for the 2011 Summer School were drawn from members of the CIDOC board and MTTU faculty, working together to create a blend of practical and pedagogical expertise. Furthermore, successful completion of the Summer School core programme leads to a CIDOC/MTTU *certificate of competence*. This will be taken into consideration for students who enrol with Texas Tech's Master's programme in Museum Science.

Sustainability

It is important to ensure the consistency and coherence of the programme over time. The goal is to be able to provide and maintain a complete, high-quality teaching programme in the three ICOM languages. All teaching material prepared for the Summer School is intended to be reusable: contributors use a common template and sign a contributors' agreement giving exclusive rights to ICOM CIDOC. CIDOC will be working in close partnership with related organisations to ensure quality and consistency but also to make sure that the programme responds to evolving real-world requirements.

Proximity

Our aim is to ensure that editions of the CIDOC Summer School can take place at different locations around the world, at the places where training is most needed. This should help to reduce overall costs since it is less expensive to transport a small number of tutors than a whole class of students. The Summer School will normally be given in one of the three main ICOM languages (English, French and Spanish), but other languages may be arranged on demand. We are also hoping to use distance learning and teaching techniques to improve accessibility.

Marketing and publicity

The 2011 CIDOC Summer School was publicised via CIDOC's own website and also appeared on the ICOM website events calendar and the Museum of Texas Tech website events listing. CIDOC also set up a special Summer School website (in English) providing information about the programme and allowing online registration, and designed a brochure that was distributed via email. Announcements appeared in ICOM news and the ICOM e-newsletter. Email announcements were sent individually to all of CIDOC's members in their preferred language (English, French or Spanish) and a general announcement was sent to the ICOM mailing list. UNESCO also circulated information about the Summer School and some professional associations posted news of the CIDOC Summer School on their own websites.

All of these actions were offered as 'in kind' contributions and required no direct expenditure.

This marketing effort stimulated an adequate response in a wide range of countries, reflected in the number and the geographical spread of registrations. However, news of the Summer School does not seem to have penetrated as rapidly as we would have wished. Many potential participants discovered the programme only after the registration deadline had already passed.

Registration

In all, twenty seven people registered for the CIDOC Summer School, from a wide range of countries. These included inscriptions from Europe, Asia, Africa, Mongolia, India and Egypt. Many of these initial registrations were not followed up, but they do reflect our success in making information about the school available.

CIDOC and MTU highlighted the need to apply for a visa in good time and provided invitation letters to help expedite administrative processes. However, some potential participants were nevertheless discouraged by difficulties with obtaining visas. These problems underline the need to finalise planning and arrangements well in advance of the start of the Summer School and to emphasize the time needed to complete visa formalities.



Participants

Twelve participants finally attended the 2011 CIDOC Summer School. Of these, five were members of ICOM and qualified for a reduced registration fee, three received financial support (towards travel expenses and registration fee) while three volunteered services "in kind", in lieu of registration. Two UNESCO-sponsored participants were also granted a special rebate.

The size of the teaching group was ideal since it was small enough to allow all the participants to get to know each other very quickly, but was large enough to make group activities interesting. The wide range of backgrounds and experience was of considerable benefit, creating a strong multi-cultural and international atmosphere. The inclusion of volunteers in the courses proved particularly beneficial: international students formed close ties with local students who were able to share their knowledge of the area. All the students were enthusiastic, highly motivated and participated actively in the seminars. The geographical spread of the participants and their varied levels of expertise correspond to the broad audience we were aiming to attract.

List of participants

Firstname	Surname	Institution	Registration
Julia	Rosenow	Hochschule fuer Technik und Wirtschaft Berlin, Germany	ICOM+BURSARY
Tariana Maici de	Souza Stradiotto	MASP - Museu de Arte de São Paulo, Brazil	ICOM+BURSARY
Esther	Chipashu	National museums and Monuments of Zimbabwe	BURSARY
Dana	Al Ghafri	Qatar Museums Authority	ICOM
Laura	Phillips	Qatar Museums Authority	ICOM
Hans-Dieter	Gerber	Qatar Museums Authority: Qatar Olympic & Sports Museum	
Sayed	Othman	NMEC, Cairo, Egypt	UNESCO
Mahrous	Elsanadidy	NMEC, Cairo, Egypt	UNESCO
Lori	Waters	Museum of Texas Tech University, USA	ICOM
R.G.	de Stolfe	Museum of Texas Tech University, USA	VOLUNTEER
Amanda	Reed	Museum of Texas Tech University, USA	VOLUNTEER
Jacqueline	Salter	Museum of Texas Tech University, USA	VOLUNTEER

Bursaries

Three participants received a bursary of \$2000 dollars towards their travel and accommodation costs. In addition, registration fees were also waived for bursary recipients. The beneficiaries were selected on the basis of a detailed application which included a CV, estimation of costs, letters of recommendation and a statement of motivation. Funding for the bursaries was provided by the CIDOC bursary fund. Bursary recipients were reimbursed cash-in-hand at the Summer School and each provided a copy of an identification document, travel documents and signed a receipt. Money to cover the bursaries was provided initially from personal funds by the CIDOC chair (bank transfer from Switzerland to the US) and subsequently reimbursed from the CIDOC account in Paris. This system functioned without any major difficulties. It would be preferable, however, to enable the direct transfer of funds from the CIDOC account in the future. In addition, we intend to apply for additional funding from other agencies for future editions of the CIDOC Summer School.



Teaching staff

Seven instructors drawn from CIDOC and MTTU faculty and staff delivered a total of ten training modules. Each instructor prepared the modules they delivered. Stephen Stead (CIDOC treasurer) gave three modules and Nick Crofts (CIDOC chair) gave two. The remaining modules were delivered by the five MTTU faculty members. This corresponds to a 50/50 split of authoring and presenting of teaching material between CIDOC and MTTU.

Both MTTU faculty and CIDOC members gave their time as in-kind contributions to the CIDOC Summer School.

CIDOC and MTTU staff cooperated successfully on the preparation and delivery of the modules. However, the initial schedule for the preparation and validation of teaching material proved to be over optimistic. This meant that little time was available for quality control, stylistic harmonisation and comparison of the teaching modules. Thanks in large part to the use of a common template for

presentations, developed previously for the CIDOC Train The Trainers programme, the level of consistency was nonetheless satisfactory.

Modules

Ten modules were delivered during the Summer School, forming the core of the basic training programme in documentation principles and practice.

101 Introduction to museum documentation	Nick Crofts
102 How to set up a basic inventory system	Nicola Ladkin
103 Marking objects with identification numbers	Cynthia Lopez
104 Photographing objects for inventory purposes	Bill Mueller
111 Defining and maintaining a Descriptive System: information fields and terminology lists	Stephen Stead
112 Defining and maintaining a Procedural Manual: documentation policy and methods	Stephen Stead
121 Job descriptions and organizational structure	Nick Crofts
122 Budgets, productivity, planning, and reporting	Stephen Stead
211 Condition reports: reporting damage and loss	Matt Renick
212 Setting up a bar-coding system	Terri Carnes

The modules covered both theoretical and practical aspects of museum documentation. Participants had the opportunity for hands-on practice, marking and labelling objects using a variety of techniques during module 103, and comparing different lighting techniques and taking photographs in module 104. All modules contained a mixture of presentation, discussion and exercises.

Tutors were asked to prepare a reusable power point presentation as a support for their modules. These presentations each contain a *study plan*, *expected outcomes* and *pedagogical notes* intended for use by tutors. When modules are delivered at future session of the Summer School, the presentations can be revised and improved in the light of feedback received. In this way we hope to put in place a process of continuous quality control.

It is our intention to translate all teaching modules into the three main ICOM languages: English, French and Spanish.



Study visits

One day was set aside for study visits. Participants visited the Palo Duro Canyon State Park¹ and the Panhandle Plains Historical Museum². Participants were given a 'behind the scenes' tour and met with curators and documentation specialists. Transport and drivers were provided by MTTU.

¹ http://www.tpwd.state.tx.us/spdest/findadest/parks/palo_duro/

² <http://panhandleplains.org/pages/home.asp>



Evaluations

Participants were asked to provide feedback for each of the teaching modules. A standard form was provided with a series of questions (Appendix A). Additional written comments were also solicited. Participants were also asked to fill-in a general evaluation (Appendix B) for the whole CIDOC Summer School.

The evaluations are calculated using a *net results* method (positive - negative answers / number of responses). For example, if 8 out of 10 responses are positive while the remaining 2 are negative, the overall *net* result is 6. This approach is used to highlight any weak points or areas of dissatisfaction.

Results for the course evaluations (Appendix C), show general satisfaction levels averaging 78.3%, while the final evaluation (Appendix D), shows a net global satisfaction level of 79%. The evaluation forms were annotated with extensive comments and much useful constructive criticism. Many of the participants expressed an interest in bringing the CIDOC Summer School to their home countries.

A critical analysis of these results, combined with the participants' comments will allow us to focus on specific issues and areas needing improvement.

Certificates

All students were provided with a certificate of attendance listing all the modules in which they had participated. Participation will also be registered in a central database to allow tracking. This will be needed particularly for students wishing to complete the basic training programme leading to a *certificate of competence*.

Transport, food, and accommodation

Using their own vehicles, volunteers provided a "taxi" service to and from the airport and local hotels. MTTU provided two minibuses to transport all the participants for the field trip. Tea, coffee, snacks and a buffet lunch were provided each day. These were all offered as 'in kind' contributions by MTTU.

Participants covered their own transport costs to and from Lubbock and selected their own accommodation. MTTU provided assistance with booking arrangements. In order to lower costs, some participants agreed to share rooms. In future we will offer this as an option on the registration form.

Financial report

Final CIDOC budget (in Euros)

	Income	Expenditure
Registration fees	2550	
2011 "Support to the ICOM network" grant	3000	
Bursaries		4475*
Travel and per diem expenses		4000
Totals	€5550	€8475
Net CIDOC expenditure		€2925

*6000 USD at exchange rate (€1 = \$1.34)

Revenue from registration fees was a little more than half of that originally anticipated and the ICOM "special projects" subsidy was exactly half the amount requested. The total income for the project was thus almost exactly half the original estimate of €11,000.

To compensate for this reduced revenue, two items of expenditure, translation of the training materials into Spanish and French, were cut, saving €2000. Travel and per diem expenses for the CIDOC instructors (Nicholas Crofts and Stephen Stead) were capped at €4000, saving €1000 while the cost associated with the compilation and development of new course material were treated as "in-kind" contributions, saving €4000. In total, these economies amount to €7000.

Bursaries were an item of expenditure not budgeted in the original project proposal. The total amount was €4475, equivalent to \$6000. These were covered by the CIDOC bursary fund.

Net expenditure for CIDOC of €2925 remains considerably less than the projected €5000 announced in the Implementation Plan for 2011.

In kind contributions (in Euros)

	CIDOC	MTTU
Registration waiver for bursary recipients	1100	0
Summer School website	2000	0
Printing, brochures, training, and support material	500	500
Tea, coffee, lunch	0	1200
Hotel and airport "taxi" service	0	750
Study trip transportation (van hire \$125 + fuel)	0	170
Use of teaching rooms and facilities	0	1500
Compilation and development of new course material	2000	2000
Staff time 2 + 3 FTE for 6 days	6000	9000
Totals	€ 11600	€ 15120

Total amounts for in-kind contributions are roughly equivalent to those estimated in the original project proposal, though the itemised breakdown differs. These in-kind contributions reflect the value of the serviced offered by MTTU and CIDOC, costs that would have to be met were it not for the generosity of our project partners.

Conclusion

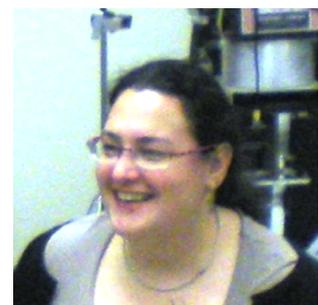
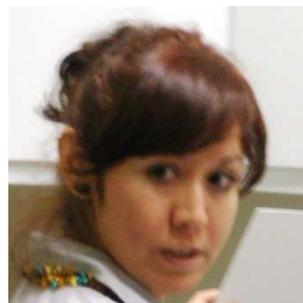
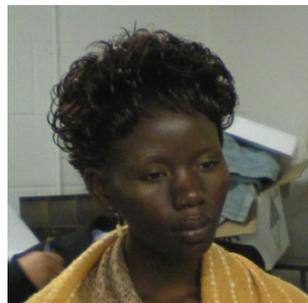
The overall outcome of this first edition of the CIDOC Summer School is undoubtedly satisfactory.

Thanks are due to the executive director of MTTU, Dr Eileen Johnson, for welcoming the Summer School to Lubbock and for generously providing staff, facilities and other services, without which the event could not have taken place. The collaboration was mutually beneficial and MTTU has agreed to host additional CIDOC Summer Schools in the future.

Much experience and useful information has been gained from this first offering, both concerning the pedagogical and practical aspects of organising the programme. Detailed costing, including in kind contributions, will allow us to better estimate global costs for future editions.

The model for professional training we have developed has the potential for application in other fields. We would be very happy to work with other ICOM committees wishing to establish similar initiatives in other areas.

We are already working on plans for the 2012 and 2013 editions of the CIDOC Summer School, which will allow us to extend the range of courses on offer and to cover other languages.



Nicholas Crofts
Chair ICOM CIDOC



APPENDIX A



Participant Module Evaluation

Summer School 2011

Module code

Module title

Presenter

Date

1. The slides were clear and easily understood

Agree

No comment

Disagree

2. The presenter spoke clearly and was easy to understand

Agree

No comment

Disagree

3. There was too much material, it was difficult to follow

Agree

No comment

Disagree

4. The examples and illustrations were helpful and interesting

Agree

No comment

Disagree

5. The exercises were thought provoking

Agree

No comment

Disagree

6. There were not enough exercises

Agree

No comment

Disagree

7. The presenter made sure that all the students were able to contribute

Agree

No comment

Disagree

8. The subject matter was irrelevant : this module should be removed

Agree

No comment

Disagree

Please use reverse side for other comments

APPENDIX B



Summer School 2011

Participant Final Evaluation

1. For an introductory course, the overall level of difficulty was :

Too easy Just right Too difficult

2. The modules were consistent, logical and complementary

Agree No comment Disagree

3. There was too much material, for one week, there should be fewer modules

Agree No comment Disagree

4. The study trip was interesting and useful

Agree No comment Disagree

5. The balance of theory and practice was :

Too theoretical Just right Too practical

6. The catering (lunch, coffee breaks, snacks) was

Too much Just right Too little

7. The material will be directly useful for me in my work

Agree No comment Disagree

8. I will recommend the CIDOC Summer School to my colleagues

Agree No comment Disagree

9. The Summer School has increased my understanding of Basic Documentation

Agree No comment Disagree

10. I would like to help organise a CIDOC Summer School in my country

Contact

Please use reverse side for other comments

APPENDIX C Module evaluations

	101	102	103	104	111	112	121	122	211	212
Q1	1.00	1.00	0.80	0.90	1.00	1.00	1.00	0.75	1.00	0.90
Q2	1.00	1.00	0.90	1.00	1.00	1.00	1.00	1.00	0.56	0.70
Q3	0.75	0.89	0.70	0.60	1.00	1.00	1.00	0.88	1.00	-0.55
Q4	1.00	1.00	0.80	0.90	1.00	0.91	1.00	0.88	0.80	0.50
Q5	0.86	0.38	0.67	0.70	0.36	0.20	0.78	0.63	0.67	0.10
Q6	0.63	0.50	0.70	0.50	0.09	0.20	0.56	0.88	0.67	-0.10
Q7	1.00	1.00	0.67	0.90	0.83	0.91	1.00	0.88	0.78	0.30
Q8	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.88	1.00	1.00
Net Total	90.4%	84.5%	77.9%	81.3%	78.6%	77.7%	91.7%	84.4%	80.8%	35.7%

Responses were noted 1, 0 or -1:

a favorable response (agree, or just right) is noted as 1,
no comment answers are noted 0,
negative answers are noted -1.

The net result was calculated as the sum of all the responses to each question (Q1 – Q8).

Results for each question are given for each module (101 – 212)

The Net Total line gives the overall total for each module as a percentage.

APPENDIX D Global evaluation

	Agree	No Comment	Disagree	Total responses	Net Result
Q1	8	0	2	10	0.6
Q2	10	0	0	10	1
Q3	2	0	8	10	0.6
Q4	10	0	0	10	1
Q5	7	1	2	10	0.5
Q6	8	0	2	10	0.6
Q7	10	0	0	10	1
Q8	10	0	0	10	1
Q9	10	0	0	10	1
Q10	6	4	0	10	0.6
Net Total					79.00%

Responses were noted 1, 0 or -1:

a favorable response (agree, or just right) is noted as 1,
no comment answers are noted 0,
negative answers are noted -1.

The Net Result for each question is calculated as the sum of all the responses (positive responses minus negative responses).

The Net Total gives the overall result for all 10 questions as a percentage.