

# Enhancing **impact**, inspiring **excellence**

Collaborative approaches between  
archives and universities

**4 September 2013**

in association with

**RLUK** Research Libraries UK

generously supported by

## Welcome to the conference!

This is a collaborative conference between The National Archives and the University of Birmingham, in association with Research Libraries UK, and generously supported by Adlib Information Systems and the Institute of Historical Research. It brings together archivists, academics, and students to discuss the ways in which archives and universities can work together, strengthen existing partnerships, and identify those for the future.

The conference will take the format of a series of practice-led case studies examining ways in which academics, archives, and universities are already working together and how these relationships can be developed and shared. It will highlight the important role archives can play in supporting universities in teaching and research, the means of developing joint initiatives, and areas of future collaboration.

Archives have had a long history of working collaboratively with academics, universities and funding councils. Whether belonging to universities, local authorities or private institutions, archives have delivered joint doctoral programmes, have shared staff and expertise, and have provided valuable learning experiences to undergraduates and postgraduates alike.

The collections held by archives frequently sit at the heart of ground-breaking academic research of international importance, in a range of disciplines. This research is often at the centre of the 2014 REF (Research Excellence Framework) and working partnerships between archives and academics can contribute to the REF impact agenda. Academics have provided invaluable insight into the historical importance of collections, have placed their contents within wider historical landscapes, and have introduced new audiences to the possibilities of archival research. Yet the opportunities for establishing collaborative working and partnerships between archives, universities, and individual academics are frequently unclear. They often depend on geographical proximity between an archive and a university or correspond with the research interests of an individual academic.

This conference will showcase some of the varied work completed by the academic community when working with archives. It will also showcase the unique skills and knowledge held by archivists and how these can contribute to wider research agendas and student learning experiences. This conference will inform archivists of the opportunities available to them for working in partnership with universities, including the building of their research profiles and for further collection development.

The conference organisers would like to thank the **Institute of Historical Research** and **Adlib Information Systems** for their generosity in supporting the conference.

### **Sue Worrall**

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# Conference Programme

**Please Note:** Panels consist of a combination of 20 minute papers and 10 minute 'case studies' (in italics). Time has been allocated for questions at the end of each panel.

## 09.00-10.00            **Registration and refreshments**

[Foyer: Muirhead Tower]

## 10.00-11.30            **Panel 1- Opening: Forging Partnerships**

*This panel explores the landscape of collaboration between archives and the HE sector, whilst outlining the nature of the conference.*

[Lecture Theatre G15]

**Panel Chair:** Isobel Hunter, Head of Engagement, The National Archives

Michael Whitby

Welcome and conference opening address

**Pro-Vice Chancellor and Head of the College of Arts and Law,  
University of Birmingham**

Oliver Morley

Conference opening address

**Chief Executive and Keeper of The National Archives**

Mike Mertens

'To HE or not to HE? On supporting research collections, wherever they are'

**Deputy Director, Research Libraries UK**

Sian Roberts and Ian Grosvenor

'The City a Light and a Beacon: Genealogy of collaboration across the archive/academy divide'

**Library of Birmingham, University of Birmingham**

## 11.30-11.45            **Changeover**

*Throughout the rest of the day there will be two panels running simultaneously in each time block.*

## 11.45-13.15            **Panel 2 – Archives and the student learning experience**

[Lecture Room 112]

*Examines ways in which archives contribute to the undergraduate learning experience and ways in which students can interact with archival collections.*

**Panel 2:** Ian Grosvenor, Deputy Pro-Vice Chancellor for Cultural Engagement and Professor of Urban Educational History

Sarah Girling

'HE & Archives: Forging a new relationship in Essex'

**Essex Record Office and the University of Essex**

Esther Hallberg and Judy Burg  
'Contextualising History – creating paths to study and employment'  
**Hull History Centre and the University of Hull**

*Helen Fisher*  
*'Engaging with Archives and Heritage: charting the student experience at the University of Birmingham'*  
**University of Birmingham, Cadbury Research Library**

*Tricia Cooper and Richard Hawkins*  
*'Black Country Partners: The University of Wolverhampton and the Wolverhampton City Archives'*  
**University of Wolverhampton and Wolverhampton City Archives**

*Judy Lindsay*  
*'In Exchange: Putting Archives to Work'*  
**Central St Martin's College of Art and Design**

### **Panel 3 – Interdisciplinary approaches to collaboration**

[Lecture Theatre G15]

*Explores the use of inter-disciplinary research and learning techniques to facilitate multi-authored responses to archival collections.*

**Panel Chair:** Valerie Johnson, Head of Research, The National Archives

Helen Clifford and Keith Sweetmore  
'The East India Company at Home, 1757-1857'  
**University College London and North Yorkshire County Record Office**

Matthew Blake and Maggie Andrews  
'On the Move: Evacuation in Staffordshire'  
**Staffordshire Record Office and the University of Worcester**

Janice Holmes and Stephen Scarth  
'Having What the Other Guy Doesn't: the PRONI-OUI local history lecture series'  
**The Open University Ireland and Public Record Office of Northern Ireland**

*David Amigoni and Jill Rezzano*  
*'Social gerontology, theatre archives, and the (inter-) generation of cultural capital: community impacts produced between Keele and Staffordshire Universities and the New Victoria Theatre, North Staffordshire'*  
**Keele University, Staffordshire University, New Victoria Theatre**

13.15-14.15

**Networking lunch**

14.15-15.45

#### **Panel 4 – Archives within the university**

[Lecture Theatre G15]

*Examines how universities are encouraging students and researchers to make greater use of their collections, and those in their care, through teaching, cataloguing, outreach and research.*

**Panel Chair:** Sheila Hingley, Head of Heritage and Special Collections, Durham University

Sarah Jane  
'Archivist or Teacher? The Falmouth University Experience'  
**Falmouth University**

Roberta Anderson  
'The University and the Abbey Archive in partnership'  
**Bath Spa University and Downside Abbey**

Clare Scott and Ian Trowell  
'Curious Resources: The National Fairground Archive Experience'  
**University of Sheffield and the National Fairground Archive**

Susan Worrall  
'The value of collections in the undergraduate recruitment process; the role of the Cadbury Research Library in recruiting undergraduate Liberal Arts students'  
**University of Birmingham, Cadbury Research Library**

#### **Panel 5 - Collections Knowledge**

[Lecture Room 112]

*Examines the contribution made by academic collaboration to archival collection knowledge. It also examines how the information contained within a collection of documents can be repurposed when combined with other data sources and interdisciplinary practices.*

**Panel Chair:** Mike Mertens, Deputy Director, Research Libraries UK

Elizabeth New and Susan Davies  
'Exploring Mediaeval Seals: A case study in research and outreach'  
**Aberystwyth University**

Chris Penney and Rachel Johnson  
'Hurd but not seen: the archive of Bishop Richard Hurd unwrapped in partnership'  
**The Hurd Library, University of Worcester and the University of Birmingham**

Catherine Jones and Andrew Janes  
'Geography: the missing link for archives? A case study from the London Blitz'  
**University of Portsmouth and The National Archives**

15.45 – 16.15 Networking refreshments

## **Panel 6 – The postgraduate learning experience**

[Lecture Theatre G15]

*Examines the ways in which archives contribute to the postgraduate learning experience. The panel will have a particular focus on the experiences of students, academics and archivists in delivering collaborative doctoral partnerships.*

**Panel Chair:** Sian Roberts, Head of Collections Development, Birmingham City Archives

Elizabeth Shepherd and Valerie Johnson  
'At the boundary between research and practice: research collaboration between UCL and the National Archives'  
**University College London and The National Archives**

Michele Blagg, Melanie Aspey, Michael Kandiah  
'A "golden" opportunity'  
**Kings College London and The Rothschild Archive**

Rhian Phillips  
'Through a Glass Darkly: connecting schools and universities at Glamorgan Archives'  
**Glamorgan archives and Cardiff University**

Jess Nelson  
'Out of the Library and into the archive: the transformative role of hands-on research skills training in developing the next generation of historians'  
**The National Archives**

## **Panel 7 – Digital partnerships**

[Lecture Room 112]

*Examines the ways in which digital practices enable new forms of collaboration and new mediums through which to interact with archival collections.*

**Panel Chair:** Matt Greenhall, Engagement Manager, The National Archives

Neil Forbes  
'BT Digital Archives'  
**Coventry University, BT plc and The National Archives**

Justin Hughes and Joseph Sivell  
'Touch History'  
**Worcestershire Archives and Archaeology Service and do.collaboration, University of Birmingham**

Simon Dixon  
'A History of Dissenting Academies in the British Isles, 1660-1860'  
**University of Leicester and Dr William's Centre for Dissenting Studies**

**17.45**

**Plenary, feedback and conference end**

[Lecture Theatre G15]

**18.00**

**Drinks reception, evening buffet and informal networking event**

[The Heritage and Cultural Learning Hub, University of Birmingham]

**20.00**

**Close**

# Conference Abstracts

Additional case studies exploring collaboration and partnership between archives and universities can be found here:

## **Panel 1- Opening: Forging Partnerships**

**Panel Chair:** Isobel Hunter, Head of Engagement, The National Archives

Michael Whitby

Welcome and conference opening address

**Pro-Vice Chancellor and Head of the College of Arts and Law, University of Birmingham**

Oliver Morley

Conference opening address

**Chief Executive and Keeper of The National Archives**

Mike Mertens

'To HE or not to HE? On supporting research collections, wherever they are'

**Deputy Director, Research Libraries UK (RLUK)**

Over the past three years, RLUK has gathered a large amount of data on heritage collections in the UK and Ireland, framed within several reports, including Hidden Collections (with The London Library) and the Survey of Special Collections and Archives in the United Kingdom and Ireland (with OCLC Research), as well as through the appointment of a Unique and Distinctive Collections (UDC) Officer.

For RLUK this information has allowed us to understand two essential things more clearly. Firstly, that since heritage collections of all kind stand as a powerful proxy for individual institutions USP, much more work has to be devoted to understanding how they can be more dynamically framed, presented and promoted.

Secondly, and strategically perhaps more importantly for RLUK, that the above material in our libraries gains fullest meaning only in the context of the long tail of unique material that is held by many other research collection holders beyond HE, many of whom contributed vital data to our findings and have since raised the question of how they can be assisted to become even more viable for research.

The presentation will give an overview of the work contained in the reports, what has been learned, map out what RLUK has uniquely established, how the organization has changed as a result, the skills and other support work we think have to be put in place to secure and make available 'unique and distinctive collections' beyond special collections, some examples of the work being done to link collections within and outside UK HE that is achieving this, and the Copac tools we are developing to aid the collective management of a print national research collection.

Mike Mertens is Deputy Executive Director and Data Services Manager of RLUK. He has held posts at the University of Birmingham, in Bibliographical Services (NFF-funded and RSLP projects) and Research Support. At that time he also undertook web portal work for Intute (Eurostudies) and the Foreign & Commonwealth Office. He currently acts as an adviser on the Archives Hub Steering Committee, the Copac Steering Committee and the JISC/RLUK Discovery Advisory Group. He has also served on the Digital Preservation Coalition Board and on the LIBER Steering Committee for Digitisation and Resource Discovery.

Mike Mertens is still research active, and has recently collaborated on the volume Rolf Gardiner: Folk, Nature and Culture in Interwar Britain (2010), and has also worked with the artist Olivia Plender on the project 'Life in the Woods' (2011) and her exhibition 'More or Less Witches 2/3: Tests Ritualized', (Paris, 2012), using folk culture for new forms of collective art practice and education.

Sian Roberts and Ian Grosvenor

'The City a Light and a Beacon: Genealogy of collaboration across the archive/academy divide'

**Library of Birmingham, University of Birmingham**

This paper will document a genealogy of archive and university interactions between 2001 and 2012. It will offer a case study of ways of collaborating, from an individual personal bilateral relationship to a strategic externally funded cross-institutional common project of research and engagement. The case study will be used to explore mechanisms for building an effective cross-sector partnership between an archive service and a university. The collaboration resulted in a cultural shift in the professional practice of Birmingham Libraries and Archives. Within the University of Birmingham it enabled an accommodation of the knowledge exchange and impact agendas emerging within the HE sector. The genealogy will show a journey from an initial single focus on delivering supporting research material for an international conference on the history of education, to an incremental raft of projects which increased the accessibility and diversity of archive collections and audiences, and contributed to the emergence of new research agendas.

The paper will conclude with brief reflections on the lessons learnt over ten years of collaboration, and the presentation of a transferable model of practice of value to archive practitioners, funding bodies and researchers within the academy.

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## **Panel 2 – Archives and the student learning experience**

*Examines ways in which archives contribute to the undergraduate learning experience and ways in which students can interact with archival collections.*

**Panel Chair:** Ian Grosvenor, Deputy Pro-Vice Chancellor for Cultural Engagement and Professor of Urban Educational History

Sarah Girling

'HE & Archives: Forging a new relationship in Essex'

**Essex Record Office and the University of Essex**

The Essex Record Office and the University of Essex designed a one-day session for first year History undergraduate students with the aims of breaking down barriers that might stop them from using ERO, build confidence in using a local archive, give experience of the types of documents local archives hold and how they might be used, introduce the research process, engage them in critical analysis, prompt ideas for dissertation topics and ultimately to encourage a repeat visit.

A total of 77 students visited over three days. The visits consisted of a tour, case studies, an introduction to the Essex Sound and Video Archive, a look at original documents and a short research task.

It was important for us to ascertain at the start what the students' prior experience of the Essex Record Office was, and so we asked them whether they would currently visit. The majority of 66% indicated that they would not currently use the ERO, with only 10% indicating that they would. At the end of the visit 71% indicated that they would now use the ERO for their research whilst only 1 person said that they would not.

We also asked students about their perceptions before and after their visit. We found that by the end of the day students felt that the ERO was more relevant to them and their research. They also commented that they felt more confident in using documents and the ERO itself.

There are definitely areas to improve on, for example using the university staff to lead on discussions about critical analysis and trying to help the students 'find their voices'.

In future we would like to work with the second year students to remind them of their visit and to help them further with their dissertation topics.

Esther Hallberg and Judy Burg

'Contextualising History – creating paths to study and employment'

**Hull History Centre and the University of Hull**

The Hull History Partnership (HHP) was formed in 2009 by staff in the University of Hull History Department, Hull History Centre, with involvement from several participating History teachers from local

schools and colleges. It aims to promote and enhance History teaching and learning experience in Hull and the East Riding. The idea for the partnership was prompted by links between local school pupils, Hull undergraduate students, those who go on to train as teachers and work in local schools, and the schools education programme within Hull History Centre. The partnership seeks to reap benefits from these connections to provide mentoring for sixth-form History students to facilitate transition to university study and to support Hull University undergraduate students as they build their CVs for employment. It has been supported by funding from HEA and from Ferens Education Trust, in Hull.

Since 2009 40 undergraduates have completed the second year Applied History Module placement in one of our 3 strands; *Education, Research or Archives* and many have used this experience to enter further training or employment in those fields. HHP has forged close links with local schools, holding regular meetings, organising workshops for pupils, placements for students and showcasing our work to potential participants.

In this paper we would like to discuss;

- The origins of the partnership and relationships with school and archive partners
- The Applied History Module
- Student progression case studies
- Advocacy and outreach - campus, Hull History Centre and further afield
- Future plans for HHP
- The impact of HHP's work on the teaching and learning of History in the locality, the work of the University of Hull and Hull History Centre

### **Intense Case Study**

*Helen Fisher*

*'Engaging with Archives and Heritage: charting the student experience at the University of Birmingham'*  
**University of Birmingham, Cadbury Research Library**

The Cadbury Research Library and the School of History and Cultures ran a project for postgraduate College of Arts and Law students with the aim of encouraging use of the university archives for research into the history of the university, providing opportunities for learning archive skills, collecting contemporary material to add to the archive, and promoting the university's history to wider audiences.

The project ran from October 2012 to March 2013, and twelve students were involved in project activities on a voluntary basis during this time. Two day schools were held to promote the project and the university's history to a wider audience, and four students gave presentations at the second day school based on research they had done.

Although some activities were not successful, we hope to continue to work with students to use the university archives for undergraduate and postgraduate research and to make more effective connections with the university's Alumni Office to facilitate the collection of new archive material

### **Intense case study**

*Tricia Cooper and Richard Hawkins*

*'Black Country Partners: The University of Wolverhampton and the Wolverhampton City Archives'*  
**University of Wolverhampton and Wolverhampton City Archives**

Our paper will provide a case study of our university's partnership with our local city archives which dates back to the 1960s. Often partnerships between universities and archives are history discipline focused. However, our partnership has always encompassed additional disciplines such as engineering, the creative arts, and architecture. In 1969, one of the university's predecessor institutions, the Wolverhampton College of Technology, launched a new academic journal to promote local studies, *West Midlands Studies*. During the following two decades, this journal provides testimony to the wide variety of projects that have resulted from our partnership with the city archives. More recently, the current city archivist, Heidi McIntosh, has further strengthened the partnership. Each year all Level 4 undergraduate historians go on a fieldtrip to the city archives where they are introduced to its resources and encouraged to make use of them in their studies. The university offers work placement opportunities at all levels of study and each year students undertake placements at the archives. Undergraduate historians are also encouraged by the university to consider local history topics for their undergraduate dissertations in order to take advantage of the archives' resources. Our history tutors also make use of the archives for their academic research. For example, a forthcoming motoring themed update of the *Oxford Dictionary of*

*National Biography* includes a new entry by one of the presenters on Wolverhampton's counterpart to Henry Ford, John Marston. Furthermore, our Faculty of Arts is currently working on a number of funding bids in partnership with the archives. These include a project to catalogue and digitize the historic photographic archive of the local newspaper, the *Express & Star*. This archive would then be rehoused and preserved in the city archives. Another funding bid involves the cataloguing of the Weller Archive, the records of a former local architectural practice.

### **Intense case study**

Judy Lindsay

*'In Exchange: Putting Archives to Work'*

**Central St Martin's College of Art and Design**

University museums are uniquely placed to act brokers between the higher education and museum/archive sectors and are the ideal place to run pilot projects that prove the value of partnership working.

The *In Exchange* project had its inception in 2010 as Central Saint Martins prepared to move from 100 year old buildings to a new campus at Kings Cross. During this period multiple boxes of archive material documenting an important period in the development of teaching practice and critical thinking were 'rescued' from store cupboards and basements.

After the initial gathering in, several grant applications were made to trusts and foundations with the intention of getting funding to catalogue and order the material, but without knowing a great deal about what was in the boxes it was hard to make a coherent argument for dedicating resources to find out more.

We made the unorthodox decision to allow the unlisted archive material out of the archive to be put to work in a laboratory style teaching project with BA Fine Art students. For 6 weeks they worked with material, mapping and ordering it and inviting retired staff and alumni back to talk about their personal histories. Visitors were able to take copies of documents in our archive away with them, and to copy material from their own archives to leave behind.

This first iteration of the project was exhilarating but chaotic, and we have since honed it to a carefully managed project run with MA Culture, Criticism and Curation students. The students learn about the history of archiving, catalogue a selection of material, interrogate it and mount a display of their findings, which is formally assessed. They gain experience of the issues around archiving and I get box listings, catalogue entries and the pleasure of sharing their voyage of discovery.

Judy Lindsay, Head of Museum and Study Collection  
Central Saint Martins College of Art and Design  
London, N1C 4AA

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### **Panel 3 – Interdisciplinary approaches to collaboration**

*Explores the use of inter-disciplinary research and learning techniques to facilitate multi-authored responses to archival collections.*

**Panel Chair:** Valerie Johnson, Head of Research, The National Archives

Helen Clifford and Keith Sweetmore

*'The East India Company at Home, 1757-1857'*

**University College London and North Yorkshire County Record Office**

The East India Company at Home 1757-1857 is a three year (2011-2014) research project based in the Department of History at University College London and funded by the Leverhulme Trust. The project examines the British country house in an imperial and global context. Via a series of interlinked case studies, of people, objects and homes in England, Scotland and Wales (available online from the project website: [www.ucl.ac.uk/eich](http://www.ucl.ac.uk/eich)) it seeks to create a research base that will underpin analysis of change over time and space within British country houses, focusing specifically on the acquisition, use, meaning and circulation of Asian luxury goods.

Integral to its design is the integration of academic, community-based local and family history and curatorial research. This engagement across the full range of the historical community enriches both the research available to the academic team and through the project's website and database, and helps bring genealogical research undertaken by family historians into a wider public domain.

This paper will focus on one of the project's most successful collaborations, with North Yorkshire County Record Office. We will present the practice, theory and results of one of the case studies that have resulted from this partnership, to show how an archive and an academic team can work together to integrate amateur and professional research, to create exciting new insights into an important aspect of Empire.

Matthew Blake and Maggie Andrews  
'On the Move: Evacuation in Staffordshire'  
**Staffordshire Record Office and the University of Worcester**

This case study explores the cooperation which has taken place between Staffordshire Record Office, Staffordshire Museum Service, and initially the University of Staffordshire and then the University of Worcester around a Heritage Lottery funded project entitled *On the Move: Evacuation in Staffordshire*. The project serves as a case study of the multiple interweaving layers through which archives and universities can work together to: facilitate student work experience, enhance student and staff research and provides examples of public engagement and impact.

The Heritage Lottery Fund grant, financed the employment of a project officer who between 2009 and 2011 undertook approximately 90 oral history interviews of wartime evacuees to Staffordshire and their host families. It was the first major project on wartime evacuation to focus on an evacuation reception area. This research was supplemented by students from Staffordshire and Keele Universities undertaking work experience, who examined for example: school log books, newspapers, and undertook oral interviews of relatives. This was supplemented by wider academic research to produce a publication with input from university, record office and museum service personnel. The publication was presented to all interviewees and targeted to appeal to libraries and schools in Staffordshire.

The research base produced by the *On the Move* project has now become the focus of an undergraduate assessment on a third year module on the Home Front at the University of Worcester and has been utilised in a range of undergraduate dissertations. Furthermore, it has provided the springboard for wider academic research on the interrelationship between motherhood femininity, domesticity and evacuation in the Second World War, leading to conference papers, journal articles, and a book contracted to be completed for Bloomsbury Academic in 2014.

*Matthew Blake*, Participation and Engagement Officer, Archives and Heritage, Staffordshire County Council, Staffordshire Record Office [matthew.blake@staffordshire.gov.uk](mailto:matthew.blake@staffordshire.gov.uk)

*Professor Maggie Andrews*, Associate Head of the Institute of Humanities and Creative Arts, University of Worcester [maggie.andrews@worc.ac.uk](mailto:maggie.andrews@worc.ac.uk)

Janice Holmes and Stephen Scarth  
'Having What the Other Guy Doesn't': the PRONI-OUI local history lecture series'  
**The Open University Ireland and Public Record Office of Northern Ireland**

Since 2011 The Open University in Ireland (OUI) and the Public Record Office of Northern Ireland (PRONI) have been working together to deliver a free evening lecture series to the general public. Focusing on local history and its sources, the series aims to provide historical context to popular local history topics and 'how to' advice for starting individual research projects.

A lecture series, it could be argued, is not a particularly innovative way for universities and archives to collaborate. However, this format, and the partnership upon which it is based, has proved a valuable experiment in working together. OUI, for instance, had the scholarly expertise, the discretionary budget and a video camera. PRONI had the detailed source knowledge, access to substantial publicity networks and a YouTube channel. In this respect, the series worked because each partner had some of what the other guy did not. This paper will outline, through the experience of the PRONI-OUI partnership, some of the key features of a successful partnership and how the respective strengths of a university and archive can enable benefit not easily achieved by working alone. It will show how, over time, partners can build on past experience to develop impact and reach, particularly in the area of online activity.

Although the lecture series has generated a range of positive outcomes for both partners, it has not been without its problems. The distinctive needs of each organisation can make agreement a challenge. This paper will argue that despite these issues, the biggest obstacle to developing a more ambitious partnership has been the institutional inflexibility of the partner organisations themselves. If partnerships like this are to develop, then large organisations need to provide greater room for small initiatives.

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### **Intense Case Study**

*David Amigoni and Jill Rezzano*

*'Social gerontology, theatre archives, and the (inter-) generation of cultural capital: community impacts produced between Keele and Staffordshire Universities and the New Victoria Theatre, North Staffordshire'*

***Keele University, Staffordshire University, New Victoria Theatre***

The Victoria Theatre Archive, recording Peter Cheeseman's (1932-2010) pioneering creative work at the Victoria Theatre, North Staffordshire ('the New Vic' from 1986) is a unique collection of materials and artefacts recording in rich detail the working life of the first purpose-built theatre in the round in Britain between 1962-1998. Held at Staffordshire University by the department of Information Services, and directed by the Honorary Archivist Romy Cheeseman, the archive is at the heart of a research project about the place of theatre in community memory and its significance for an enhanced understanding of the place of creativity in the ageing process, conducted at Keele University and funded under the auspices of the ESRC/AHRC New Dynamics of Ageing Project ('Ages and Stages: the place of theatre in representations and recollections of ageing', <http://www.keele.ac.uk/agesandstages/>). Our intensive case study, by a literature and cultural history researcher from Keele and the head of the education department at the Vic Theatre (both from the Ages and Stages project: the archive director will be in attendance to participate in Q&A discussion), will illustrate the way in which the project has developed a partnership between the archive, the theatre, and the universities; and how the archive has helped to generate both scholarly outputs *and* a wider-range of public engagement outputs, ranging from new pieces of intergenerational drama, fashioned from the kind of community-led 'documentary drama' whose original sources are central to the archive's deposits; to exhibitions. The presentation will reflect on the archive's role in generating impact by both preserving *and creating new* forms of cultural capital for cross-generational audiences; while seeking to forge new partnerships with cognate archive and university partnerships – we will reflect on our relationship with Pam Schweitzer's 'Reminiscence Theatre' archive, recently relocated to the University of Greenwich.

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### **Panel 4 – Archives within the university**

*Examines how universities are encouraging students and researchers to make greater use of their collections, and those in their care, through teaching, cataloguing, outreach and research.*

**Panel Chair:** Sheila Hingley, Head of Heritage and Special Collections, Durham University

Sarah Jane

'Archivist or Teacher? The Falmouth University Experience'

**Falmouth University**

Archivist Sarah C Jane will outline her approach to teaching Undergraduates and Postgraduates at Falmouth University and University of Exeter's Cornwall Campus. This pedagogic approach embraces a shared Community of Practice between Archivists and Academics and this paper will argue that it is this Community of Practice, as well as collaboration between *individual* archivists and academics which is key to encouraging use of archival resources by HE students at all levels.

This paper builds on Falmouth University's 2010 'Out of the Box' project, and paper at ICA SUV Conference (Alberta, Canada) 2011 which investigated pedagogical approaches to using archives with Creative Writing students. This particularly explored the concept of Wenger's 'Community of Practice' and demonstrated how this can be applied to the shared ground between Archivists and Academics. The project also identified a number of factors considered to be key to successfully engaging students with archival resources, which will be outlined here.

While Jenkinson's Primary and secondary responsibilities have long been discarded, Outreach will continue to be an 'additional' task until using archives for education, in all its forms, becomes a core part of an Archivist's Education. By undertaking a PGCHE qualification Sarah has developed the required skills necessary to implement the findings of Out of the Box, taking a new pedagogic approach to working with both academics and HE students. This paper will outline the changes to teaching practice that undertaking the PGCHE has brought about, particularly looking at how she has become embedded within the academic academy through supervising undergraduate film dissertations.

This paper will conclude by summarising suggestions for implementing this pedagogic approach elsewhere across the profession, as well as looking to future areas of development at Falmouth University and University of Exeter's Cornwall Campus.

Roberta Anderson

'The University and the Abbey Archive in partnership'

### **Bath Spa University and Downside Abbey**

The partnership between Bath Spa University and Downside Abbey has been in place for three years and was formalised in January 2013. In 2010 the Department of History at BSU created a suite of modules at Level 5 and 6 (Humanities @ Work I, II, III [H@W II is a summer placement – most students take all three modules) which allow students to spend one day a week out of university working on project placements which provide them with the opportunity to develop skills in manuscript handling, caring for archival material, cataloguing electronically and developing other skills of design, working with volunteers and managing projects. Of the projects available to students the most significant have been those at Downside Abbey.

The Library has recently been awarded a Heritage Lottery Fund (First Phase) grant for the regeneration of its internationally significant collections. Two groups of students from the University are currently helping Dr Simon Johnson in four exciting projects: working to digitise and catalogue important parts of the overall collection, including architectural drawings from Pugin to Pollen, medieval documents from the Wilberforce Papers, Vatican II papers and the collected papers of the British Catholic Military chaplains who served the British Army in the Great War. In the forthcoming academic year, 2013-2014, there will be eleven students on placements at the Abbey and, with the exception of three new students; all the students will have already completed placements at Downside.

Since the formalisation of the partnership students have been encouraged to use the Library for dissertation research, and indeed, as a source for dissertation subjects. July 2013 will see our first collaborative PhD candidate, based at the Abbey, beginning his work on the Catholic Military Chaplains.

As part of the partnership staff from the Abbey currently teach at the University and it is planned that some teaching, for example, my own *Religion and Society* module, will take place at the Abbey.

### **Intense Case Study**

*Clare Scott and Ian Trowell*

'Curious Resources: The National Fairground Archive Experience'

### **University of Sheffield and the National Fairground Archive**

This paper is a practice-led case study documenting the last three years of a strategic approach to outreach from within the National Fairground Archive (NFA) to create sustainable outcomes for teaching, learning and research across the University of Sheffield. The paper focuses on particular work and outcomes gained with the Faculty of Arts and Humanities, though the archive approach is currently being applied to other faculties.

The NFA was established in 1994 as a unique special collection focusing on fairground and travelling entertainments. It has built a wide user base of academics and non-academics from areas such as family history, local history, cultural practitioners, etc. In 2010 it was decided to try and unite the resources with

teaching, learning and research within the University of Sheffield itself, after a survey revealed that many staff were not aware of the resource.

The University Library has an academic liaison structure in place, working with the five faculties of the University. The outreach proposal from the NFA was felt to be best directed through the faculty liaison route. This built on existing expertise and networks.

A key feature of the outreach is a thematic approach to present the possibilities of the NFA material (which has a wide scope in both format and subject) to different academics to fit with current teaching and research. This is not strictly re-purposing but more contextualising.

Where interest was shown at teaching and research level the focus then switches to dialogue and collaboration producing pedagogical material, and the production of resources that have both sustainability and continuous research development potential.

### **Intense Case Study**

*Susan Worrall*

*'The value of collections in the undergraduate recruitment process; the role of the Cadbury Research Library in recruiting undergraduate Liberal Arts students'*

**University of Birmingham, Cadbury Research Library**

This paper will examine how archival and wider cultural collections can add value to the student recruitment process for HE institutions. It examines the case study of collaboration between the Cadbury Research Library and the College of Social Sciences at the University of Birmingham in the development of a new four year Liberal Arts and Sciences degree. This case study will be used to explore how the inclusion of archives and cultural collections within the initial student recruitment process can enhance the reputation of the institution with prospective students and provide an interactive hands on learning environment which informs the selection of top class candidates from the point of view of the institution. The paper will look at the lessons which were learnt throughout the collaboration. It will discuss how individual sessions were developed and evolved through the lifecycle of the collaboration. It will examine factors such as the influence of facilitator involvement on student engagement and how inclusion of different types of archives and collections in varying media impacted on the student engagement.

The paper will conclude by discussing the future potential for involvement of collections and archivists and curators in the student recruitment process.

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### **Panel 5 - Collections Knowledge**

*Examines the contribution made by academic collaboration to archival collection knowledge. It also examines how the information contained within a collection of documents can be repurposed when combined with other data sources and inter-disciplinary practices.*

**Panel Chair:** Mike Mertens, Deputy Director, Research Libraries UK

Elizabeth New and Susan Davies

*'Exploring Mediaeval Seals: A case study in research and outreach'*

**Aberystwyth University**

This paper focuses on AHRC-funded research on *Seals in Medieval Wales (SiMeW)*, 2009-12, and its 'follow-on' project, *Exploring Outreach through Medieval Seals (ExOMS)*, funded to 2014.

Success at all stages has depended on effective collaboration between archives and researchers and demonstrated the value of including both perspectives from initial planning to identifying impact and knowledge transfer opportunities. Key factors in achieving such collaboration are mutual understanding of the nature of archives and the archivist's role and of historical research based on archival material, and recognising the value of linking researchers with archivists in such projects and what each can bring to a shared 'table'.

*SiMeW's* researchers spent extensive time in archive repositories, drawing on preparatory research *via* finding aids and on the good will and expertise of archivists in order to gather the required data on seals and their use in authenticating documents. This involved the creation of an extensive database. Outreach

'outputs' included a large exhibition at the National Library of Wales, curated by the project team, digital images for online exhibitions, and talks to archivists and 'friends' groups, as well as conference papers and research seminars. The follow-on project, 'Exploring Medieval Seals,' is an outreach programme based on *SiMeW's* research, which has been facilitated in Wales by CyMAL: Museums, Archives and Libraries Wales (a Division of the Welsh Government) through its extensive cross-sectoral networks. Aimed at a wide range of potentially interested parties, such as teachers and education policy makers, local / community and family historians, and representatives from commercial sectors, this programme also includes workshops provided by the project team to support professional development for curators, archivists, archaeologists and conservators, both within and beyond Wales. For further information see: [www.exploringmedievalseals.org](http://www.exploringmedievalseals.org)

Chris Penney and Rachel Johnson

'Hurd but not seen: the archive of Bishop Richard Hurd unwrapped in partnership'  
**The Hurd Library, University of Worcester and the University of Birmingham**

The Hurd Library was founded at Hartlebury Castle in 1781 by Richard Hurd (1720-1808) when he became Bishop of Worcester. Containing some 5,000 printed volumes it is an outstanding example of the Age of Enlightenment and the only example of an Anglican bishop's library still on its original shelves in the room built for it. The collection of archives, though comparatively small, is largely unexplored and has great potential for research. It consists of the papers of Richard Hurd and of his nephew, young Richard (1750-1827), comprising letters, commonplace books, notes, formal documents recording Hurd's clerical appointments, a number of single manuscripts written by both men on various subjects and records of the building and growth of the library itself. They provide the raw material for research in particular on the life and thought of an 18<sup>th</sup> century scholar bishop of wide interests and on library history. The printed books contain marginalia which are also of great value to students.

Since 2010 the library has enjoyed a formal relationship with the University of Worcester. Academic staff of the Early Modern Research Group, in collaboration with Bath Spa University, are working on Hurd's commonplace books to uncover evidence of the use he made of his reading and how it influenced his thinking. Undergraduate students from the Digital Arts Course at the University recently used the library as a subject for an assessed assignment.

This paper will illustrate the use being made of the archives by the Universities of Worcester and Bath Spa. It will also touch on fruitful relationships with other academic institutions, including the University of Birmingham, Emmanuel College Cambridge and some universities in the United States. It will emphasise the mutual benefit of such relationships, demonstrating the advantages both to the academic user and to this relatively unknown library.

Catherine Jones and Andrew Janes

Geography: the missing link for archives? A case study from the London Blitz'  
**University of Portsmouth and The National Archives**

Bomb Sight uses geography to link together historical maps, photographs and personal narratives within a web-mapping and mobile application. Developed from the 'Stepping into Time' project, a collaboration between the University of Portsmouth and The National Archives, and funded by JISC, it provides a case study of how a partnership between archivists and academic geographers vastly improves awareness of and accessibility to data that was previously 'hidden'.

By digitally extracting information from original Bomb Census maps and combining it with historical data from other sources, our project has created new and innovative tools to facilitate the discovery and exploration of archival resources.

This case study will outline the impacts and benefits of this collaboration for the academic sector, the archives sector and members of the public with little or no awareness of or contact with archives. These include:

- Demonstrating the importance and relevance of archival sources for academic disciplines beyond 'straight' history
- Illustrating the benefits of using geography to link different archival sources together
- Enhancing and transforming archival data through the creation of digital information
- Utilising technology to help us balance the conflicting needs of access and preservation

- Illustrating the importance of engaging users in the development of such technology
- Supporting students to develop their knowledge and skills both in the computer lab and the field
- Connecting academic work on archival sources with widespread public interest in and understanding of historical events
- Engaging with audiences via social media

We will also explore some challenges involved in steering even a tightly-defined and relatively inexpensive collaborative project through to completion, including:

- Differences in institutional structures and working cultures
- Intellectual property and licensing
- Long-term sustainability
- High-volume public and media interest

To conclude, we will consider the different ways that future projects involving ourselves or others could build on our work and outline how academics, archivists and users of archives could collaborate for mutual benefit.

*Bomb Sight website:* [www.bombsight.org](http://www.bombsight.org)

*Project blog:* [blitzbombcensusmaps.wordpress.com](http://blitzbombcensusmaps.wordpress.com)

## **Panel 6 – The postgraduate learning experience**

*Examines the ways in which archives contribute to the postgraduate learning experience. The panel will have a particular focus on the experiences of students, academics and archivists in delivering collaborative doctoral partnerships.*

**Panel Chair:** Sian Roberts, Head of Collections Development, Birmingham City Archives

Elizabeth Shepherd and Valerie Johnson

'At the boundary between research and practice: research collaboration between UCL and the National Archives'

### **University College London and The National Archives**

A joint paper (20 minute) case study presented by Dr Elizabeth Shepherd, Department of Information Studies, UCL, and Dr Valerie Johnson, The National Archives, examines three perspectives on research collaboration in the discipline of archives and information management: the practitioner archive professional, the archive academic and doctoral students who have negotiated the boundary. This paper will draw on successful and unsuccessful research collaboration between TNA and UCL to learn some lessons about what works and what does not. In particular, the paper will look at the experience of three collaborative doctoral awards funded by the AHRC held at UCL DIS since 2007, two with TNA and one in collaboration with the Wellcome Library. The speakers will consider a range of issues from the three participating perspectives (archivist, academic and student) including what the benefits and disadvantages were of collaborative approaches to research, compared with more singular approaches; what problems were encountered along the way at the stages of drafting the funding application, setting up collaborative agreements and structures, decision making processes, managing the projects jointly, dealing with different demands and outcomes, ensuring successful completion; ways of working in partnership which respects the different perspectives and questions of power and control; what worked well and was successful; what we would do differently in future; and also what happened with failed (unfunded) projects. The case study will provide other university/archive partnerships will some ideas for approaches to research collaboration.

Michele Blagg, Melanie Aspey and Michael Kandiah  
'A "golden" opportunity'  
**Kings College London and The Rothschild Archive**

On 24 April 2013, with the City of London as a backdrop to a meeting room on the ninth floor of the investment bank N M Rothschild & Sons, Michele was awarded a PhD in History. The event marked the successful completion of her doctoral thesis charting the business history of the Royal Mint Refinery, a venture operated by the Rothschild family. The project was the first of three collaborative doctoral awards (CDA) funded by the Arts and Humanities Research Council (AHRC) in partnership with KCL and hosted by RAL. The express purpose of the CDA is to develop partnerships that would widen the variety of opportunities open to the research student and create an enhanced platform for knowledge transfer in contrast with more traditional-route doctorates.

This 'case study' provides an insight of the CDA scheme from the position of the Student, the Archivist and the Academic. It also presents an opportunity to share the unique and rare experience with a wider audience. Consideration of the negotiation process, challenges encountered and development of inter-working relations are discussed. In addition the study demonstrates how networks were expanded, awareness of the archive collection increased and ways the scheme captured both academic and non-academic audiences.

The CDA scheme demands of the host institution a certain level of commitment to the progress of the doctorate, but this engagement is positively beneficial to the archivists in understanding the progress of research at this level. Whilst the student gains an understanding of the full range of responsibilities of the archivists to the business, to the department and to the archives themselves, which surely has an impact on the way they relate to and interpret sources. Too often the relationship between the scholar and the archivist can be a 'them and us' relationship, with researchers having little sympathy or knowledge of what priorities and challenges that archives and archivists have to face, or little understanding for conservation or cataloguing issues: researchers should be more than passive consumers of what archives have to provide. Consequently, locating students in archives via CDAs has been a way to bring together researchers and archivists.

Joint paper presented by:

*The Student* – Dr Michele Blagg, King's College London, [Michele.blagg@kcl.ac.uk](mailto:Michele.blagg@kcl.ac.uk)

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*The Academic* – Dr Michael Kandiah, Institute of Contemporary History, King's College London (KCL),  
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### **Intense case study**

Rhian Phillips

Through a Glass Darkly: Connecting schools and universities at Glamorgan Archives  
**Glamorgan Archives and Cardiff University**

This is a partnership between Glamorgan Archives and a PhD student at Cardiff University with the aim of developing the public engagement element of her research. The student was formerly a teacher in secondary schools / FE colleges and recognised the potential relevance of her work to school students; the Archives has experience of delivering services to schools. Following discussions with staff at the Archives, the student produced a resource for schools based on her research and Glamorgan Archives collections, which was offered to students studying for the Welsh Baccalaureate. The workshops were delivered at the Archives jointly by the student and Archives staff. Funding from the Afterlife of Heritage initiative was used to provide teacher cover and fund transport costs for the initial school visits.

Combining a student's knowledge with the expertise of Glamorgan Archives staff led to a successful - and sustainable! - project.

For further information see:

[www.glamarchives.gov.uk](http://www.glamarchives.gov.uk)

[www.cardiff.ac.uk](http://www.cardiff.ac.uk)

<http://heritageafterlife.wordpress.com/>

## **Intense case study**

Jess Nelson

*'Out of the Library and into the Archive: the transformative role of hands-on research skills training in developing the next generation of historians'*

**The National Archives**

In late 2012, The National Archives (TNA) received funding from the AHRC to set up a series of archival skills workshops for postgraduate students, providing intensive week-long sessions in developing the skills necessary to successfully find and use archival holdings (focusing primarily on TNA holdings but including input from local archivists). The first tranche of these workshops took place in April and May 2013.

This paper will look the background and context of the workshops, exploring how the growth of family history and emphasis on developing resources for 'non-traditional' audiences arguably led TNA to sideline the needs of more traditional academic users. This in turn led to a re-evaluation of TNA's services to academics, including those intended to develop the skills of postgraduates. The paper will discuss how and why these were found wanting, and the evolution of TNA's attempts to respond to the problem, which led eventually to the AHRC-funded workshops.

It will then look at the workshops themselves – appraising what went well, what went less well and the feedback received. It will lastly consider how TNA can take forward its attempts to ensure that academic researchers are able to make the most of archives in their work, and consider the possibility of developing an approach which more fully bridges the gap between 'archives' and 'academia'.

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## **Panel 7 – Digital Partnerships**

*Examines the ways in which digital practices enable new forms of collaboration and new mediums through which to interact with archival collections.*

**Panel Chair:** Matt Greenhall, Engagement Manager, The National Archives

Neil Forbes

'BT Digital Archives'

**Coventry University, BT plc and The National Archives**

Coventry University, in partnership with BT plc and The National Archive was awarded a major grant by Jisc to create a digitised online version of BT's physical archive, containing much of the information currently held in London. The project is cataloguing, digitising and developing a searchable online archive of almost half a million photographs, documents and correspondence preserved by BT and predecessors over the last 165 years.

It is possible to argue that the modern age has been shaped by telecommunications; it is the history of Britain's leading role in the development of this science and technology and its impact on society that is contained in the internationally-important BT Archives. The significance of the collection is immense in its scope both in the period covered and in its range of subjects: technical reports and other documentation reveal, for example, the development of telegraphic transmission, telephonic communication, optic fibre networks and computerisation.

The need to open up access to existing and newly-created knowledge-bases is growing rapidly, and the need to do this in creative and innovative ways presents us with new and exciting opportunities. At the same time, there is a constant need to reinforce just how important archives themselves are as a repository of knowledge. As progress has been made, the value of the project becomes ever clearer. For researchers from a wide range of other disciplines, and especially historians, digitization will allow the collection to be searched in a way that brings a leap in research productivity. Digitisation processes allow collections to be looked at and even identified in new and unexpected ways, whilst lessons are also learnt about the technical aspects of digitisation. Finally, this project is an excellent example of how partnership working between business and universities can be mutually beneficial and open up content for the benefit of students, researchers and wider society.

Justin Hughes and Joseph Sivell  
'Touch History'

**Worcestershire Archives and Archaeology Service and do.collaboration, University of Birmingham**

The Digital Heritage Demonstrator is a £2.4m collaborative project funded by the European Regional Development Fund. It is being delivered by the do.collaboration team at the University of Birmingham in partnership with Worcestershire Archive & Archaeology Service (WAAS), Birmingham Museums Trust, Ironbridge Gorge Museum Trust and The Library of Birmingham. This paper concerns the specific partnership between WAAS and the University of Birmingham to develop content for 'Touch History' a multi-user, touch table which was installed for the opening of The Hive (Worcestershire's integrated public and university Library and History Centre) in July 2012.

The key aim of the DHD project is to facilitate collaboration between academia, small and medium enterprises and heritage organizations by working on real projects that build cross-sector understanding and trust between participants.

WAAS was the first partner to collaborate with the do.collaboration team and the rewarding and enjoyable work we have undertaken together has achieved two key objectives. First, the Demonstrator table itself has given completion to a 4 year programme during which time the County's Heritage, Music and Arts Service has directly, or in partnership with regional heritage organisations, installed several other digital touch screens across Heritage venues. Second, the collaboration is enabling us to develop further constructive partnership across the business and cultural sectors.

The touchtable is a completely new medium for the Hive, and gives unprecedented access to collections which are not otherwise displayed. The project has had an impact on several stakeholder groups: the general public, archive staff and experienced researchers.

This paper will describe how 'Touch History', which has been shortlisted for this year's Museum and Heritage Innovation Award, and collaboration with academia in particular has made a difference to the new ways in which we will present Archives and Cultural Heritage to our audiences in the 21<sup>st</sup> century!

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Simon Dixon  
'A History of Dissenting Academies in the British Isles, 1660-1860'  
**University of Leicester and Dr William's Centre for Dissenting Studies**

This paper will reflect on the experience of a three-year Leverhulme postdoctoral research fellowship at Dr Williams's Centre for Dissenting Studies. The Centre was established in 2004 as a partnership between Queen Mary, University of London and Dr Williams's Library. It aims to promote the use of the Library's print, manuscript and archival holdings through funded projects, conferences, studentships, fellowships and publications. Since 2008 it has been engaged in a major research project to reevaluate the importance of the Dissenting Academies in British religious, intellectual and cultural life. Academies were first founded after the Restoration and were intended to provide Protestant students dissenting from the Church of England with a higher education similar to that at Oxford and Cambridge, from which they were largely excluded. The presentation will focus on one resource in particular, the *Dissenting Academies Online: Database and Encyclopedia* <<http://dissacad.english.qmul.ac.uk>>, which contains accessible institutional histories of individual academies, biographical articles on leading tutors, and data on nearly 10,000 students. It also contains a comprehensive guide to archival sources at Dr Williams's Library and elsewhere documenting the history of the academies. By making this information freely available online the project is contributing to the REF impact agenda by raising the public profile of these collections.

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