



Meeting Report

Archaeology and Conservation Education Roundtable

February 13–14, 2017

Alice Boccia Paterakis and Thomas Roby



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Getty Conservation Institute, Los Angeles

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The Getty Conservation Institute (GCI) works internationally to advance conservation practice in the visual arts—broadly interpreted to include objects, collections, architecture, and sites. The Institute serves the conservation community through scientific research, education and training, field projects, and the dissemination of information. In all its endeavors, the GCI creates and delivers knowledge that contributes to the conservation of the world's cultural heritage.

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Executive Summary

A two-day meeting of a small group of educators from universities in the United States and the United Kingdom, where both conservation and archaeology are taught at the graduate level, along with representatives of U.S. professional organizations in both fields, was convened by the Getty Conservation Institute (GCI) in February 2017. This Archaeology and Conservation Education Roundtable grew out of workshops at annual meetings of the Archaeological Institute of America (AIA) in 2013 and 2014 and subsequent activities of the Interdisciplinary Training of Archaeologists and Archaeological Conservators Initiative (ITAACI). The goal of this roundtable was to identify how to better integrate the activities of the two fields and thereby improve professional practice through curriculum reform and training and to put forward recommendations and actions to achieve these goals.

The recommendations made during the roundtable by the participants are organized into two broad categories: Education and Communication and Outreach.

Education

1. Develop a co-taught course on archaeological and conservation theory and practice for both archaeology and conservation students at universities where both departments exist, and seek to make such a course a requirement for both.
2. Develop a short course or retreat (one day to one week) for archaeology and conservation students at the beginning of the academic year.
3. Design a 5-day field school module on archaeological conservation to be developed and included in archaeology field schools around the world.
4. Create short courses, or “boot camps,” to teach archaeology and conservation competencies to students and practicing professionals in conjunction with annual meetings of professional organizations and as continuing professional development.
5. Create PowerPoint teaching modules on conservation in a number of languages and make them available on the Internet for use by archaeology professors and students around the world.
6. Create an online repository of archaeology and conservation teaching resources, such as course syllabi and reading lists, and PDFs of important literature.
7. Produce didactic materials for teaching key competencies in both fields, including through student video competitions.
8. Create a traveling lecture program, including short courses, on archaeology and conservation to be presented at universities for students and professors as well as the general public.

Communication and Outreach

1. Professional organizations in both conservation and archaeology should develop aligned communications strategies, including creating a Web portal to link their respective websites and educational resources in archaeology and conservation.
2. Professional organizations should develop in coordination a code of practice for excavation, building on the existing codes of ethics and professional standards for archaeologists and conservators.
3. Organize conservation sessions at European Archaeological Association (EAA) and Society for American Archaeology (SAA) meetings.
4. Develop relationships with allied professionals.
5. Develop a large exhibition on conservation and archaeology to travel internationally.
6. Publish examples of model collaborations between archaeologists and conservators.
7. Disseminate examples of best practices in conservation and archaeology.

Introduction

The roundtable organized by the Getty Conservation Institute (GCI) grew out of two Archaeological Institute of America (AIA) annual meeting workshops in 2013 and 2014 and the Interdisciplinary Training of Archaeologists and Archaeological Conservators Initiative (ITAACI). The AIA workshop *Integrating Conservation and Archaeology: Exploration of Best Practices* in 2013 resulted in the recognition that stronger professional integration of conservation and archaeology is needed and may be achieved through cross-education of archaeologists and conservators. In response, the second AIA workshop, *Interdisciplinary Studies: Archaeology and Conservation*, was held in 2014 from which several suggestions for improved interdisciplinary education resulted. These workshops were organized by Claudia Chemello, Stephen Koob, Alice Boccia Paterakis, and Thomas Roby, members of the AIA Conservation and Site Preservation Committee, and were sponsored by the Committee and supported by the Getty Conservation Institute and the American Institute for Conservation of Historic and Artistic Works (AIC). ITAACI was established by the organizers to address the needs expressed at the two AIA workshops to better integrate the professions of archaeology and archaeological conservation through education by reviewing and revising undergraduate and graduate university curricula. The GCI roundtable was held to continue pursuing the aims of these initiatives and to provide a catalyst for change in both archaeology and conservation education at universities.

Bringing together a small group of educators from selected universities where both archaeology and conservation are taught at the graduate level seemed a practical way to promote genuine dialogue and to arrive at concrete proposals for educational reform. The additional participation of representatives from professional organizations in both fields was considered important to the outcomes of the meeting as they are the entities that establish and enforce professional standards, competencies, and ethics, with which educators must prepare their students to comply.

The goals of the roundtable were (1) to review the state of graduate education in archaeology and conservation, (2) to evaluate how well the current curricula are addressing the needs of future professionals in both fields, and (3) to develop recommendations to meet future challenges and to promote more effective collaboration in both fields through interdisciplinary training or other mechanisms to be identified during the roundtable, both within the universities represented and more broadly at other universities that have programs in only one or the other field.

To facilitate the roundtable discussions, the invited educators from University of California, Los Angeles, University College London, New York University, Durham University, and the University of Pennsylvania were asked to share with their colleagues before the meeting curriculum and degree requirement documents in their respective departments. Mission statements and codes of ethics of all the relevant professional organizations in the United States were also compiled for reference and provided to each roundtable participant. Background materials also included a bibliography on archaeology

and conservation education, offprints of two selected articles, and the summaries of the 2013 and 2014 AIA workshops.

Two senior Getty Villa staff members, an archaeologist and a conservator, were also invited to participate in the roundtable discussions to provide their museum perspective.

This report is organized according to the format of the meeting. It reflects the extensive discussions that were held. It is hoped that this report will provide a useful tool for educators to pursue curriculum change in archaeology and conservation at their universities and recommendations to advance the co-education of archaeologists and conservators.

Day 1

After introductory remarks by the primary organizers of the Archaeology and Conservation Education Roundtable, each of the educator pairs from the five invited universities were asked to present the strengths and weaknesses of how archaeology and conservation are taught in their institution, focusing on how their respective departments provide or could provide opportunities for interdisciplinary training, including fieldwork.

Presentations by Educator Pairs

University of California, Los Angeles (Ioanna Kakoulli and Willeke Wendrich)

The Cotsen Institute of Archaeology houses two interdepartmental programs: the archaeology program and the conservation program. The UCLA/Getty Interdepartmental Degree Program on the Conservation of Archaeological and Ethnographic Materials includes both movable and immovable heritage. Research and practice are the focus of this cross-disciplinary and multidisciplinary conservation program with a global reach, and complementary skills are brought to the program by the various faculty members. The goals are to make long-term contributions to the field; enhance technology infrastructure, education, and training; create new competencies; and establish a PhD program. The Conservation Program offers several courses combining conservation theory and laboratory work, one of which is geared towards conservation in the field and is mainly designed for archaeologists, yet few students from the Archaeology Program take it. The Archaeology Program involves site and landscape management in addition to excavation. There is an emphasis on non-destructive techniques, including digital techniques and digital preservation.

University College London, Institute of Archaeology (Caitlin O'Grady and Corinna Riva)

Twenty-one postgraduate archaeology degree programs, including conservation and archaeological science, are offered. The strengths of the program are its breadth and size; flexibility in course choices; co-teaching of classes, which aids interdisciplinarity; and a focus on training in the field, both theory and method, integrating conservation from the planning and funding stages. An undergraduate course and MA, MSc, and PhD degrees in conservation are offered, as is a degree in the management of archaeological sites. The MA and MSc programs in conservation emphasize nuanced decision-making by providing students with academic and practical training in conservation theory, collections care management, conservation materials science, and conservation treatment. The diverse research interests of faculty and research (permanent and grant-funded) staff offer students a wealth of opportunities to participate and train in a number of archaeological excavations all over the world. Further, UCL's location in London enables access to world-renowned

artifact collections and resources available at museums and archaeological research institutes. The institute gives students access to a well-equipped laboratory of non-destructive and destructive analytical instrumentation for use during their graduate and undergraduate studies. Due to degree restrictions, conservation students are only able to enroll in archaeological courses during the MA program, and archaeology students have little access to conservation-specific courses.

University of Pennsylvania (Clark Erickson and Frank Matero)

The first challenge in achieving interdisciplinary training at UPenn is that the Historic Preservation Program is in the School of Design while anthropology and archaeology are in the School of Arts and Sciences, so one has to teach across schools, not just disciplines. The core MSc in Historic Preservation curriculum of 10 course units addresses history, theory, technology, and praxis. In addition to the core curriculum, students are required to identify a “focus area” defined by additional courses that support that area of expertise. Focus areas are Architectural Conservation, Preservation Planning, Site Management, and Public History and the Built Environment. The conservation courses incorporate the competencies identified in the AIC Competencies for the Conservation Professional. A co-taught course in the Historic Preservation Program and Department of Anthropology on the conservation and management of archaeological sites and landscapes currently provides the model for interdisciplinary education, which includes interaction in the field during the course at sites abroad and in the U.S. Southwest. The course covers cultural landscapes as much as archaeological sites. It is an elective only for both departments, which suffer from a lack of funding for its students in general.

Durham University (Chris Caple and Chris Gerrard)

The archaeology presentation went beyond the scope of the department at Durham and provided an overview of the current academic situation throughout the United Kingdom, where there are 300 undergraduate archaeology courses offered by 44 institutions, yet there is a shrinking number of applicants. The four challenges these programs face are the prioritization of science subjects by employers, the incorporation of archaeology in other subjects such as history, the lack of opportunity for teenagers to study archaeology, and severe funding shortages that affect museums. Initiatives to address these challenges are (1) an archaeology professional standards benchmark statement to be agreed upon by the universities and the government; and (2) the emergence of the Chartered Institute for Archaeologists (CIFA), the professional organization that represents archaeologists and the accreditation proposal through university programs. Post-Brexit, a 25% to 46% increase in archaeologists will be needed for future infrastructure projects in the United Kingdom. The archaeology program at Durham University introduces conservation and degradation of materials during burial. The MA conservation degree is a two-year program within the archaeology department that covers the conservation of archaeological and museum artifacts. It receives no money from the university, so it must be self-sustaining from fees. It covers on-site artifact conservation in the core modules of the course. A Preservation of Archaeological Sites In Situ course is offered, which does not include fieldwork. The course is compulsory for conservation students but is an option available to all BA, BSc, and MA archaeology students. There are no resources to do more, and there is no space in the curriculum.

**New York University, Institute of Fine Arts
(Clemente Marconi and Michele Marincola)**

The Institute of Fine Arts offers a 4-year program culminating in a joint degree: MSc in conservation and MA in art history/archaeology. All students take a one-week course in May on working on site as a conservator before going to the field in the summer. This course is being redesigned to cover not only conservation students but also archaeology students and students from other programs. The integration of archaeology and conservation is practiced at all four of the Institute-run excavations: Samothrace in Greece, Aphrodisias in Turkey, Selinunte in Italy, and Abydos in Egypt. The archaeology and conservation students receive training together at Selinunte on excavation methods. Conservation students are fully funded, but fund-raising is needed to sustain the archaeological excavations and the Field School in Conservation course. There is no conservation science course for archaeology students and no archaeological theory and methods course for conservation students.

DISCUSSION FOLLOWING THE UNIVERSITY PAIR PRESENTATIONS

The topics and opinions raised during the discussion included the following:

- Curricula should relate to subsequent employment opportunities.
- The trend toward growing specialization in education versus the need for greater breadth of training and increased collaboration between disciplines.
- Core competencies as the baseline in curricula need to be established.
- A benchmark of professional standards across programs is the goal.
- Benchmark standards for conservation courses are being attempted by the Institute of Conservation (ICON) in the United Kingdom.
- Lack of understanding leads to a lack of mutual respect between the two fields.
- Conservation as interpretation: understanding the importance of the physical fabric in informing the site narrative is necessary in order to integrate conservation work into site presentation and research.
- University programs are teaching within disciplines, whereas the world today demands interdisciplinarity.
- Co-education of archaeology and conservation students should start at the undergraduate level in the classroom, by studying together, not just working together in the field.
- Accreditation/licensing of the conservation professional is required for mutual respect and equal standing; public trust can be established through accreditation.
- More outreach and advocacy are required by the conservation profession.
- Make known the contributions of conservators to archaeology and art history.
- Most archaeology degrees in the United States are based in anthropology, art history, and classics departments.
- The intersection between archaeology and conservation is a twenty-first-century skill.
- Both archaeology and conservation are increasingly aware of the importance of working closely with local populations.
- Joint archaeology and conservation advocacy is called for.

Presentations by Professional Organizations

In the afternoon of the first day, representatives from selected U.S. professional organizations in archaeology (AIA, SAA, and ASOR) and conservation (AIC) were asked to make brief presentations on the mission of their organizations and the role they do and can play in fostering interdisciplinary training and collaboration between the fields, establishing professional standards and ethics, and initiating curriculum reform in their discipline.

Archaeological Institute of America (AIA) (Bonna Wescoat)

The goals of the AIA include fostering archaeology on the public and professional levels through education and outreach while emphasizing heritage and conservation through its Site Preservation Grants. Currently the AIA is restructuring some of its committees due to a recent change in leadership. While community outreach will continue to be an important component of the AIA's work, more emphasis will be placed on the role of the professional archaeologist and his or her needs. Although the AIA has not weighed in on curricular issues, the new vice president for research and academic affairs will report on this roundtable to this new committee.

American Institute for Conservation of Historic and Artistic Works (AIC) (Pamela Hatchfield)

The AIC is the primary membership organization for conservation professionals in North, Central, and South America that promotes education, research, publication, advocacy, and public outreach. It has expanded to include affiliated professionals in recognition of the increasingly interdisciplinary nature of the field. AIC may not be in a position to influence graduate curricula, but it can offer continuing education through the Foundation of the American Institute for Conservation (FAIC). The FAIC advances the conservation profession by funding and administering professional development workshops. The Archaeological Discussion Group (ADG) was founded in 1999 as part of the Objects Specialty Group and has created an AIC Wiki page (http://www.conservation-wiki.com/wiki/Archaeological_Conservation). The goal is to promote communication between conservators and allied professionals and archaeological organizations regarding archaeological conservation.

Society for American Archaeology (SAA) (Catherine Cameron)

The goal of the SAA is to promote research and interest in archaeology. SAA has a long history of advocating for training in archaeology and conservation. It established the Collections and Curation Committee (CMCC) and published recommendations for graduate training in the practice and ethics of archaeology through its Task Force on Curriculum in the late 1990s. SAA has developed the undergraduate and graduate curriculum resources *Making Archaeology Teaching Relevant in the XXI Century (MATRIX)* and *A Model Curriculum for a Masters in Applied Archaeology*. A set of guidelines was established for the protection of archaeological materials. In 2012, the Archaeological Collections Consortium (ACC) was formed as a national group of representatives from the SAA, the American Cultural Resources Association (ACRA), and the Society for Historical Archaeology (SHA) to promote archaeological and museum collections. Ongoing efforts to link training in archaeology and conservation include sessions and workshops at SAA's annual meeting, a new Webinar, and upcoming articles in SAA's *Archaeological Record*.

American Schools of Oriental Research (ASOR) (Andy Vaughn)

ASOR is an interdisciplinary group of archaeologists and related professionals focusing on the Near East and Mediterranean world. It has 1,700 members and publishes three journals and two book series. The participation of conservators in ASOR activities has grown, resulting in the establishment of a standing conservation session during ASOR's annual meetings. ASOR's Cultural Heritage Initiatives is a cooperative agreement established in 2015 between ASOR and the U.S. Department of State that is designed to document, protect, and preserve the cultural heritage of war-torn Syria and northern Iraq. Conservators will be called on as part of a capacity-building program to contribute to the repair of war-related damage through education, specifically by training Syrians in Turkey.

QUESTIONS AND DISCUSSION FOLLOWING THE PRESENTATIONS OF THE PROFESSIONAL ORGANIZATIONS

How are the four organizations carrying out advocacy in Washington, DC?

- ASOR has worked with the Council for American Overseas Research Centers, the National Communities Alliance, and the National Endowment for the Humanities (NEH) to advocate for the importance of cultural heritage. It has worked with other groups, including the U.S. Committee for the Blue Shield, to promote House Resolution 1483 to protect and preserve cultural property from and in Syria, and has advocated for funding for the NEH.
- SAA has a dedicated public affairs committee that is addressing the recent threat of funding cuts for the Advisory Council on Historic Preservation. This would have major repercussions on funding for contract archaeology at the federal level.
- AIC is collaborating with the National Humanities Alliance and the U.S. Committee for the Blue Shield to develop a memorandum of understanding between groups in order to have a larger voice. AIC cannot afford to hire lobbyists. AIC's strategy is to collaborate with similar organizations to acquire strength and a larger voice. Awards are given to entities that promote legislation.
- AIA is in a similar position, defending the NEH in the face of the recent threat of funding cuts. It has supported the training of the military stationed in Iraq and elsewhere in the Middle East in the importance of safeguarding cultural heritage sites and museums. The newly named AIA vice president for cultural heritage will have an impact.

What are the impediments to collaboration between archaeologists and conservators, and what are some of the things we can do to improve it through education or other activities?

- Greece was set out as a model nation that requires the submission of a complete program involving conservation and long-term site management as part of the excavation application process. Turkey is another country that requires a conservation component in the excavation application to receive a permit to dig. In lieu of this national rule, the need for all excavation directors to draft a complete program of site conservation and management prior to beginning an excavation was acknowledged. In order to make this happen as a matter of course, education to

promote the mutually respectful collaboration needed to conserve the archaeological heritage would be a good starting point.

- The national authorities that issue excavation permits need to recognize the importance of the involvement of conservation professionals both before and during excavations and encourage archaeologists to budget for conservation during the planning stages of their projects.

How do we improve collaboration between archaeologists and conservators through education and in other ways?

- Field directors should agree on a code of practice for excavation that incorporates the requirements of both archaeologists and conservators and that can be used to ensure the design and execution of a multiyear program that includes conservation from beginning to end.
- An excavation requires two directors who are equal, not the conservator under the archaeologist, and who have two separate budgets. These are the two prerequisites during the negotiation process between an archaeologist and conservator prior to undertaking an archaeological excavation. However, it is recognized that for many smaller excavations in countries such as the United Kingdom, there are so few finds and so few conservators that this is not a realistic prospect.
- Challenges that younger, less well established professionals in the field face when applying for excavation permits may be overcome in some cases by bringing funding to the site. The national or local authority may be more inclined to grant excavation permits for projects that are self-funded. A code of practice would aid the archaeologist and the archaeological conservator when negotiating their project roles and responsibilities.
- Draft this code of practice and have it approved by the various national archaeological organizations such as the AIA, ASOR, and SAA.
- Co-teaching an archaeological conservation class by one archaeology professor and one conservation professor could bring more importance to the class and better attendance if the class is an elective. The cross-listing of courses in the university course catalog may add some traction to class enrollment.
- There is a 5-day course on archaeological conservation at NYU in the spring for everyone who will be working on an excavation. It is offered to art history, conservation, and archaeology students. Enrollment by archaeology students has increased recently, and the course content has been modified accordingly.

How can we encourage and increase the enrollment of archaeology students in archaeological conservation classes that are electives?

- There needs to be wider recognition in the archaeological community of the value of conservation, and archaeology students need to be made aware of the knowledge and skills required for conservation. It is desirable to create a basic, core conservation course that is required for all archaeology degrees.
- In the United Kingdom, approach CIFA with the idea of creating 5-day courses as continuing professional development (CPD) to be taken by students and practicing archaeologists and conservators.
- Form a committee to develop a short course in the conservation and management of archaeological sites, lasting from five days to three weeks. It could be

based on the model of the GCI short course already in place. It must address both archaeological sites and objects. Having the relevant organizations endorse this course may lead to its use in other countries. It was suggested that if this course were subsidized (with grants or stipends) it would encourage participation. National organizations could cosponsor this course and therefore make it a benefit to their members. The course should be offered to students and professionals; if the demand is created, funding will be found. Establish a competition for grants to attend the course, thereby creating incentives to participate.

- Professors must make a concerted effort within their university programs to create additional required courses in the curriculum. At least one course in cultural heritage should be required for archaeology students.
- Create a jointly taught seminar on the theory and method of archaeology and conservation at NYU.
- Offer a 4-day orientation class on archaeological conservation at the beginning of the semester to undergraduate and graduate students in archaeology and conservation.
- Include a conservation category in the National Science Foundation (NSF) application process for grants. Include conservation projects in the Research Experiences for Undergraduates (REU) program of the NSF that funds the student and the supervising professor.
- Provide conservation resources online, for example, a PowerPoint presentation of five case studies with bibliography and other reference information, that can be used in the classroom.
- Create enough of an understanding and a common language between archaeologists and conservators so that we are better able to communicate and work together.
- Explore the possible overlap in the learning of digital technologies between archaeologists and archaeological conservators.
- Promote archaeological conservation in the United Kingdom by focusing on social media and advocacy of alumni who are employed and who received degrees in archaeology or conservation. Alumni should return to their high schools to talk about the profession.
- Provide resources in one place, such as a dedicated website. Make this website essential for students and professionals. The AIA and ASOR websites were mentioned in this regard. The AIC website was discussed as well, along with the need to share links among informational pages, including "Find a Conservator," which now features archaeological conservation as a specialty.

At the end of the first day, the roundtable tasked itself with determining what defines archaeological conservation and what are the essential competencies needed by the archaeologist and the conservator. This information would be used to develop short and long courses to achieve these competencies.

Day 2

During the morning of the second day, the Archaeology and Conservation Education Roundtable was divided into working groups, first by profession to identify competencies and what the other profession needs to know about their field, then in mixed groups of university pairs and professional organizations to identify education priorities and actions to achieve them. The AIC representative distributed to participants copies of its 2003 document, “Defining the Conservator: Essential Competencies,” in order to facilitate discussion.

1st Break-out Working Group Session

The conservator working group reported on the competencies and awareness of conservation required by archaeologists:

- The material value of artifacts as analogous to the value of context for the archaeologist
- What a conservator can do and how a conservator can add value to the archaeological mission
- When to call a conservator
- Basic understanding of materials and their behavior during and after burial
- Preventive care after excavation, especially for particular features; continued handling and storage of artifacts
- What is typically done by a conservator and in what sequence, examination and then treatments. Information gathering can be aided by cleaning to reveal a surface.
- Costs involved and time required for conservation
- Different expertise within conservation
- Local heritage laws
- Digital literacy
- Site protection, temporary and long-term
- Conservation integrated into archaeological project/excavation planning; involving a conservator from the start
- Ethical standards a conservator is obliged to follow, which can be considered either constraints or driving forces for activities
- Finds processing: from excavation to cleaning to data collection, recovery, and storage
- Similarities and differences in “finds processing” between what a conservator does and what an archaeologist does
- Health and safety, responsibilities of the conservator and site director

- Technical terms used in conservation, on site and in relation to collections, in order to facilitate communication

The archaeologist working group reported on the competencies and awareness required by conservators:

- How treatments can interfere with analyses such as DNA and C-14
- Process of site formation
- The archaeological context is considered equally or more informative than objects
- Object as evidence in the context
- Record keeping and documentation and its integration
- Stakeholders and the local community
- Digital technologies
- Checklist of things to be attended to before the excavation starts
- What specialists will be on site
- Biography of the objects
- What constitutes an archaeological site
- Archaeological theory and methods
- Organizational structure of the project and the excavation team
- Local laws and national and international conventions/guidelines and heritage issues
- Absolute and relative dating methods
- Principles of stratigraphy
- The site and the cultural heritage to be uncovered
- Broad knowledge of materials and construction (in the case of site conservation)
- Non-excavation exploratory techniques
- Photography
- Historical methods of archaeology
- Site versus landscape
- Awareness of time factors; time coordination and management

DISCUSSION FOLLOWING THE REPORTS FROM THE 1ST BREAK-OUT SESSION

Digital literacy is required for documentation and recording in archaeology and in conservation. The two professions must have a shared knowledge of documentation and recording. There is a need to streamline the process so that the baseline can be shared and the same base data can be used. Shared literacy and knowledge of documentation and recording and awareness of the pros and cons of the different methods are necessary. Integrated documentation and recording is the goal. Each discipline has its own goals and priorities that must be integrated. Expectations and research deliverables of the archaeological expedition must be kept in mind when applying for funding.

2nd Break-out Working Group Session

Participants were divided into three working groups, each of which included both university pairs and professional organizations, to consider educational and advocacy proposals to ensure improved competencies and awareness.

Group 1 (NYU, UCLA, ASOR)

The following proposals were made for activities that could aid students, archaeologists, archaeology faculty, conservators, and conservation faculty:

- Create a joint course at NYU on theory and methods of archaeology and conservation, required for archaeology and conservation students, to be offered in the spring semester of the second year.
- Offer a short course on conservation competencies for archaeology students. This could be a short retreat over a weekend.
- Produce short videos that introduce the key competencies in archaeology and in conservation to be used by faculty in the classroom.
- Use videos in peer-to-peer teaching and establish a competition among university programs to produce the videos.
- Create a UCLA short workshop during orientation for first-year students in archaeology and conservation to discuss competencies in teams. This could be a one-day event that will also promote existing conservation courses within the archaeology program.
- Develop a one-day boot camp on conservation awareness and competencies for archaeologists to be presented after ASOR annual meetings and develop a similar boot camp on archaeology awareness and competencies for conservators to be presented before AIC annual meetings.
- ASOR to look into funding for the one-day boot camp.
- Combine the two groups for the one-day boot camp in conjunction with the ASOR or AIA annual meetings that both professions attend.
- Develop a 5-day short course on archaeology awareness and competencies for conservators after AIC annual meetings.
- Combine the two groups for the 5-day course in conjunction with the AIA or ASOR annual meetings that both professions attend.

Group 2 (Durham, SAA, Getty Villa staff pair)

The following proposals were made:

- Utilize online resources and link them to professional organizations.
- Emphasize social media and outreach.
- Develop PowerPoint teaching modules on conservation, and make them available on the Web in several languages for use by archaeology professors around the world.
- Create informational brochures.
- Use online Wiki approaches targeting the public, not just professionals or students.
- Create a traveling lecture program to teach a 2-day short course at universities for students and as CPD for professionals
- Organize an international archaeology field school that incorporates conservation training.
- Establish an institute, a participatory program to which people can apply for more intensive training.
- Publish model collaborative projects.

Group 3 (UCL, UPenn, AIA, AIC)

The following proposals were made:

- Invite archaeologists to conservation laboratories to see what conservators do.
- Hold conversations between archaeologists and conservators about best practices.
- Utilize YouTube for outreach and to promote best practices.
- Professional organizations should serve as a central repository of expertise and advocacy. Incorporate a variety of teaching models, syllabi and reading lists, successful examples, and didactic materials for integration in a course or for creating a new course.
- Invite a conservator to serve on the Research and Academic Affairs Committee of the AIA.
- Pursue outreach and communication with other specialized fields of archaeology such as underwater archaeology.
- Use Internet resources as teaching tools: Webinars and Mass Open Online Courses (MOOCs) that students take as a prerequisite to taking a class.
- Formalize a communication structure between the Archaeological Discussion Group (ADG) of the AIC-OSG and archaeological organizations such as the AIA.
- Remove the ADG from the AIC-OSG and have it become a network in order to make it more visible.
- Collaborate with the EAA.

The final discussion period involving most participants covered all topics addressed over the course of the two-day meeting and resulted in the drafting of a series of recommendations, next steps, and tasks, summarized below under the headings Education and Communication and Outreach.

Recommendations

Education

Within the University

The challenges of creating new courses in university curricula, either mandatory or elective, include lack of space and time in the already established full course load requirements, inflexibility of university departmental committees to change, and lack of incentives for students to take them. However, the recommendation was made that a jointly taught course on archaeological and conservation theory and practice be made mandatory for both archaeology and conservation graduate students. As a first step, it was proposed that the various archaeology and conservation programs share their syllabi to promote communication and collaboration. It was not decided whether such courses should include both finds and site conservation or be deliberately focused on one conservation specialty, recognizing that both specialties should be represented on excavation sites.

Since at UCLA participation in the existing elective class on conservation for archaeology students is low, ways will be explored to increase their attendance. UCL also offers a very popular (frequently oversubscribed) course on conservation to undergraduate archaeology students offered every other year as an elective. Discussions with the institute's teaching committee will determine whether this could become mandatory within the existing curricula.

NYU proposed creating a new course for both archaeology and conservation students that would be co-taught by one conservation professor and one archaeology professor; if possible, the course would be required for both groups.

Due to the difficulties of adding courses to university curricula, especially required courses, other solutions were explored to introduce conservation to archaeology students and archaeology to conservation students. These solutions include short workshops and courses and retreats, lasting from one day to one week, for students at the beginning of the academic year. Overall consensus favored co-teaching by one conservation professor and one archaeology professor to a class of both conservation and archaeology students to increase the cross-education of the students.

One example of a functioning short course is the 5-day seminar on the theory and methods of archaeology and conservation required at NYU for all students who will be working on the excavation offered in May of each year. The number of archaeology students taking this course has increased over the years, so the curriculum is being adjusted to accommodate them.

Some students enrolling in the Historic Preservation program at UPenn have an archaeology background, and students have the opportunity for training with anthropology and archaeology students during weeklong field schools.

STUDENT VIDEOS

The creation of short videos instructing key competencies for flipped classroom instruction and peer-to-peer teaching was suggested. The students would choose a competency and explain it in a video. These videos can be linked to an annotated bibliography. A competition could be established to determine which student group produces the best video. The Association of North American Graduate Programs in Conservation (ANAGPIC) will be explored as a venue for this competition between university programs.

POWERPOINT

PowerPoint teaching modules on conservation should be produced and made available on the Web in several languages for use by archaeology professors around the world. The PowerPoint could show five case studies, for example, and include a bibliography.

Outside the University**BOOT CAMPS AND WORKSHOPS**

Boot camps were proposed to teach archaeology and conservation competencies for students and practicing professionals. The successful completion of a one-day boot camp in archaeology and conservation competencies would lead to eligibility to attend a 5-day boot camp that explores these topics in more detail. It was proposed that these boot camps be held just after the ASOR or AIA annual meetings and/or just before the AIC annual meetings. They could be designed to target the two professions together or individually, depending on the demographics of the conference audience. Sources of funding for the boot camps were discussed and will be explored.

FIELD SCHOOLS

The development of a 5-day module in archaeological conservation was proposed for incorporation in archaeology field schools around the world, including the Institute of Field Research. The 5-day field school module could be introduced one day per week to facilitate its incorporation in the existing field school program. There are projects where both conservation and archaeology is presented to all participants, but this is often done on an ad hoc basis. The development of a module that could be used by professional conservators on a number of sites at no additional cost to the excavation is recommended. If the module could be sent to the field school with a professional conservator who would present it, there would be no cost to the excavation. Suggested field school venues include Koç University excavations in Turkey, the Athienou excavation in Cyprus, and the Japanese Institute of Anatolian Archaeology excavations in Turkey. Conservation training for cultural heritage mitigation in war-torn areas of the world was raised as another possible target for field school modules. Sources of funding for the teaching module in archaeological conservation were discussed and will be explored. The Kress Foundation will be approached as a supporter of conservation practice and education on archaeological sites.

TRAVELING LECTURE PROGRAM

A traveling lecture program could be implemented to present lectures or to teach a short (one- or two-day) course at universities for students, professors, and the general public. One or two dynamic speakers would be selected to present case studies of broad interest. NYU offered its annual Seminar on Greek and Roman Art and Architecture as a potential venue for a lecture in New York. It was proposed that the traveling lecture program could be part of upcoming Getty Villa exhibitions. The annual World Science Festival in New York

was also proposed as a potential venue for a program. Funding for this program will be explored.

OTHER TEACHING RESOURCES

The creation of a repository on the Internet for teaching resources such as guidelines for framing courses in archaeology and conservation fieldwork, teaching models, syllabi, and reading lists was proposed. A PowerPoint format can be used, as mentioned above under Education within the University. Students could take Webinars and Mass Open Online Courses as a prerequisite for certain classes or as part of the curriculum. The FAIC is a funding body that has supported similar initiatives. Another suggestion was to lobby for the inclusion of a conservation category in the ROU grant program of the NSF that funds the student and the supervising professor.

CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Five-day workshops and seminars in advanced topics for practicing professionals were proposed.

Communication and Outreach

Professional Organizations

AIC proposed to develop a communication strategy with professional archaeology organizations such as the AIA, ASOR, SAA, SHA (Society for Historical Archaeology), RPA (Register of Professional Archaeologists), and ACC (Archaeological Collections Consortium). It also proposed formalizing a regular presence at each other's annual meetings. The AIC suggested removing the Archaeological Discussion Group from the Objects Specialty Group of the AIC in order to give it more freedom to network.

The AIA also plans to develop a communication strategy to work more closely with the professional conservation organizations and to include a professional conservator in the AIA Research and Academic Affairs Committee. This committee will break out into smaller subcommittees, and one of these can be assigned to build this relationship between professional organizations.

The need was expressed for the professional organizations to develop in coordination a code of practice for excavation that builds on the existing codes of ethics and professional standards for archaeologists and conservators.

Internet

It was proposed to connect the various archaeology and conservation organizations and resources through a series of links that are hosted by one primary organization's website. The GCI was proposed as a possible candidate for the Web portal; it needs to be determined if this is feasible. The utilization of other Internet resources such as Wiki and Academia.edu and the social media Facebook, Twitter, and Instagram was recommended.

U.K. and European Initiatives

Communication with CIFA was proposed to encourage the organization to consider including conservation modules in undergraduate degree requirements. As CIFA is currently exploring an accreditation program, now is the time to include conservation requirements.

If successful, this will increase the undergraduate hours spent on archaeological conservation and will be the most powerful mechanism by which to incorporate conservation training. This could affect the curricula in all U.K. archaeology departments simultaneously. It was proposed that CIFA be approached through the ICON Archaeology Group to advocate for conservation modules in undergraduate archaeology programs. The EAA is another group that can be reached through the organization of conference sessions. The British School at Rome and the British School at Athens are two other institutions to be approached.

Outreach and Advocacy

Ideas for outreach and advocacy include making available best practices videos on YouTube, publishing model collaborations and informational brochures on the Internet, providing “Find a Specialist” resources on the Internet, approaching alumni to champion the goals of the roundtable, influencing students through their parents, and establishing an open door policy for visits to conservation laboratories and archaeological sites. Outreach to allied professionals such as underwater archaeologists not included in the roundtable is a crucial component. Other ideas were to showcase prominent archaeology and conservation alumni around the world, to establish an International Conservation Day, to create a large exhibition on conservation and archaeology highlighting prominent professionals that would travel internationally.

Roundtable Participants

Durham University

Chris Caple

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Chris Gerrard

Head, Department of Archaeology

New York University

Clemente Marconi

Professor in the History of Greek Art and Archaeology, Institute of Fine Arts

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Ioanna Kakoulli

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Willeke Wendrich

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Professor, Department of Anthropology, School of Arts and Sciences

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Director, Architectural Conservation Lab, School of Design

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The Getty Conservation Institute