

# IMPACT AND ENGAGEMENT

University Museums for the 21st Century

**UNIVERSITY  
MUSEUMS  
GROUP**

**UNIVERSITY  
MUSEUMS  
IN SCOTLAND**



More than 100 University Museums  
are open to the public  
in England, Scotland,  
Wales and Northern Ireland

Nearly 4 million  
public visitors,  
3500 public events,  
200 exhibitions last year

## FOREWORD

**THE UK'S UNIVERSITY MUSEUMS** hold some of the nation's most important collections. In England and Wales, they hold 30% of nationally significant ('Designated') collections yet constitute only 4% of museums overall. In Scotland, three University Museums alone hold 14% of such significant collections. Together they represent a resource of outstanding scholarly, educational and cultural importance. This report celebrates their exceptional contribution to the quality and impact of academic research, to teaching and the student experience, to the profile of universities nationally and internationally as well as their economic and social contributions as visitor attractions and cultural destinations.

Recent years have seen a step change in the contribution that University Museums make to the academic missions of higher education, alongside a remarkable record of wider public engagement. At the same time, a sustained period of investment, development and professionalisation has placed University Museums in the vanguard of the nation's museum community, experimenting with innovative approaches and technologies and acting as laboratories and ideas factories for the cultural sector. University Museums now lie at the heart of the evolving Higher Education sector: they deliver 'real world' skills to students and researchers, they engage with local, regional and national communities as well as working effectively on the international stage.

This report illustrates how and why our universities, in partnership with generous funders and stakeholders, continue to invest in these unique resources, and the benefit this investment brings to academia and to society as a whole.

On behalf the University Museums Group (UMG) and University Museums in Scotland (UMIS), we hope it also provides a valuable perspective on the great potential of University Museums to enhance the quality and vitality of higher education in challenging economic times.

**Sally MacDonald**

**Kate Arnold-Forster**

(Chairs, University Museums Group)

**Neil Curtis**

(Chair, University Museums in Scotland)

front cover image:  
Museum of Domestic Design and Architecture,  
Middlesex University

**UNIVERSITY MUSEUMS PROVIDE** an extraordinarily rich and prestigious resource for higher education, the museums sector and the wider public, both nationally and internationally. Their world-class collections inspire new research, cross disciplines, stimulate new areas of investigation and deliver research impact. They support researchers worldwide through providing access to collections and collections-related expertise, and broaden and deepen student learning by developing specialist and transferable skills and providing opportunities for 'real-world' work experience.

With dynamic exhibition and learning spaces, staff skilled in public engagement and well-established community partnerships, University Museums act as important interfaces between the University and the wider public. They work closely with schools and Further Education colleges and contribute significantly to aspiration raising and widening participation. Through their research links, loans and exhibitions they underpin the UK higher education sector's international profile.

The largest and best-known of our University Museums – including Oxford's Ashmolean Museum, the Manchester Museum, the Fitzwilliam Museum in Cambridge and the Hunterian Museum in Glasgow – serve as the main cultural provider in their areas. A wealth of smaller and specialist museums, in subjects ranging from archaeology to zoology, are visited by many tens of thousands of people annually, and bring depth and distinctiveness to the UK's museum sector. A further 300 or so collections serve as vital University research and teaching resources, used regularly by students and researchers from across the world. A University Museum is a space to encounter extraordinary collections, take part in intellectually rewarding events, witness inspirational teaching and engage with ground-breaking research.

## INTRODUCTION



## RESEARCH AND ITS IMPACT

**UNIVERSITY MUSEUMS HOLD EXCEPTIONAL COLLECTIONS** and are international centres of collections-focused scholarship; University Museum staff are frequently recognised experts in their own field. Many museums hold collections of ‘types’, specimens that are the very definition of taxonomic and scientific names, and which play a fundamental role in understanding biodiversity: research which simply could not take place without extensive and well-documented collections. Furthermore, museum collections offer a vital historical dimension to research, for example in documenting climate change or the development of ideas. Museums continue to collect, and to experiment with novel approaches to collecting; they foster partnerships with source communities, professional bodies, citizen science groups and lifelong learners. Increasingly collections are held in digital as well as physical form, and are accessed internationally online as well as through more traditional means such as loans, research visits and public exhibitions. As dynamic research centres, University Museums enable the next generation of collection-focused researchers to develop practical skills in object-based research.

University Museums are well placed and well equipped to respond to the increasing expectation that universities and researchers will promote and extend the impact of their research. Exhibitions, events, debates and wider public programmes are extremely effective at engaging public audiences with collections-based research, while museum staff are skilled in communicating with non-specialist audiences, in evaluating engagement and demonstrating impact, and can work with their academic colleagues to develop and share good practice.

The **Museum of English Rural Life** (MERL) at the **University of Reading** offers a range of creative opportunities to partner and support high quality impact activities and research that exploit its outstanding collections, including new pathways to doctoral research. Through the collections, these connect to a broad spectrum of disciplines including agriculture, design, anthropology, material culture studies, social policy and rural history. A MERL research fellowship scheme recently explored the impact of climate on the agriculture in the twentieth century, while an AHRC-funded project employs people with learning disabilities as participant researchers, working alongside academics, to design sensory objects inspired by the museum’s collections to help enhance their understanding of cultural heritage.



Museum of English Rural Life, University of Reading

Substantial  
research impact  
through  
public engagement

Delivering  
and supporting  
collections-based  
research  
across disciplines

Oxford University Museum of Natural History



**Glasgow School of Art’s** Archives and Collections Centre recently collaborated with the Fashion and Textiles Department and Centre for Advanced Textiles on the **AWAKEN** project, examining the conceptual possibilities of reinterpreting archive material for contemporary and future textile-related contexts. Staff from GSA’s Department of Textiles used items from the School’s archives and collections as a starting point for developing new work for an exhibition, publication and seminar which examined the nature and influences of archive material on the creative process.

**Revealing the Hidden Collections**, an initiative by **University Museums in Scotland**, brings more than 1.8 million objects held by university museums across Scotland into the light of the twenty-first century. The entire collections of the universities of Dundee, St Andrews, Stirling, Glasgow, Edinburgh, Aberdeen, Heriot-Watt, Robert Gordon, and the Glasgow School of Art are available, in the form of collections-level descriptions, object records and photographs, through a single search on the UMIS website, with data also available to users of the Collections’ Trust Culture Grid and Europeana, marking a substantial step forward in improving the accessibility of the objects within these institutions.

**Oxford University Museum of Natural History**, the **Sedgwick Museum of Earth Sciences**, **University of Cambridge** and the **Manchester Museum** are currently collaborating with the British Geological Survey, Amgueddfa Cymru – National Museum Wales and JISC on **GB3D Type Fossils Online**, a database of high-resolution photographs, stereo anaglyphs and 3D models of around 25,000 British type fossil specimens, creating a highly valuable resource for taxonomic research. All images and models are available for free download, while the project website will also include a range of online educational resources, including video clips of scientists talking about key specimens and the techniques used to create the images.

# INSPIRING STUDENTS AND ENHANCING THEIR LEARNING ACROSS DISCIPLINES

**COLLECTIONS HAVE BEEN USED FOR TEACHING** since the very early nineteenth century and have shaped how disciplines as diverse as geology and drama are taught. Today, students use collections in new and different ways across a wide range of disciplines in seminar rooms, laboratories, museum galleries and online.

Objects – be they fossils, paintings or innovative new materials – are vital to the teaching of many undergraduate and post-graduate courses, with handling sessions, gallery discussions, problem-based learning and practical classes providing deeper and more memorable experiences than might be offered by more traditional types of teaching. New online catalogues, 2D and 3D image libraries and dynamic and imaginative teaching resources are enabling students to access, interrogate, and work with objects outside the university, personalising and sharing collections use, deconstructing objects and ideas. Museums and galleries provide unusual and absorbing environments for both formal and informal learning; they uniquely enhance the experience of being a student.



Peirre Museum of Egyptian Archaeology, UCL

Students learn using museum objects on more than 700 university courses in subjects as diverse as business studies, law, medicine, interior design, education, languages and computer studies



Fitzwilliam Museum, University of Cambridge

The **Fitzwilliam Museum, University of Cambridge** has developed a fruitful collaboration with the **University of Cambridge Faculty of Education**, enabling object -based learning to be embedded in the teaching of all Primary PGCE students, and subject specific Secondary PGCE students including English, Religious Studies and Modern Foreign Languages. In 2013, more than 200 students took part in sessions with museum staff, who demonstrated the principles and practice of object-based learning. Students carry out structured placements in museums across Cambridge, developing their own teaching resources and exploring how the diverse collections can be used to enrich and extend their future professional practice.

The **Museum of Domestic Design & Architecture** at **Middlesex University** instigated the **Arthur Silver Award**, an undergraduate prize which encourages Art, Design and Media students to use the Museum's collections for inspiration. The collections are an excellent resource for visual research leading to students' own creative practice. This annual prize has substantially raised students' awareness and use of the collections. In 2012-13 the number of Middlesex students visiting either individually or in groups increased fivefold, while analysis of the website suggests that they are engaging deeply with the collections online, that they return to the website often, and that website visits are frequently followed up by visits in person. The Museum's goal is to maximise the potential of the collections as a source of creative inspiration, leading to enhanced student achievement and employability.

**Object Based Learning for Higher Education (OBL4HE)** is a collaborative project between **UCL Museums** and **University of Reading Museums**. New learning resources have been developed around the combined museums' collections, underpinned by around 150,000 digital object records. These resources are tailored to meet the needs of higher education students, and are available for other educational use across the wider HE sector. Examples include *Vertebrate Diversity* for Life Sciences students, *Portrait Highlights* based on Art collections, and resources aimed at Museum Studies students on topics such as the ethics of displaying animal and human remains. These Open Educational Resources (OERs) are already being used in 20 modules for teaching at undergraduate and postgraduate levels across both institutions.

The **Hunterian Associates Programme, University of Glasgow** provides an inventive platform for postgraduate researchers to share their expert knowledge with a wider public audience and to develop their experience and skills in public engagement. By developing creative ways to discuss and debate their ideas with the broader public, Hunterian Associates enhance their perspectives on their own research, and explore ways in which their subject knowledge connects to the University's collections and their histories. The programme has inspired and informed the development of new collaborations where researchers gain tangible experience working with industrial, cultural and heritage partners. In 2013, the Programme was nominated for a prestigious Times Higher Education Award in the Outstanding Support for Early Career Researchers category.

The collections of **UCL Art Museum** serve as **teaching resources for a wide range of disciplines** including English, Geography and Advanced Philosophy of Science. In surveys across a range of UCL disciplines, 67% of students say that object-based learning is a more effective way of learning than listening to a talk or lecture.

A student on placement from the MSc in Computing at the **University of Stirling** has created an app which enables visitors to access information about sculptures in the University's **Art Collection**, unlocking additional information such as films and audio files and locating other sculpture on campus.

## ENHANCING THE STUDENT EXPERIENCE

## DEVELOPING SKILLS, EXPLORING IDEAS

**MUSEUMS ARE STIMULATING, INFORMAL AND SOCIAL SPACES** which promote discussion, debate and performance. They provide opportunities for students to experiment with ideas and to develop creative and innovative thinking, to engage with unique cultural resources and to gain skills and employment experience.

Through involvement in museums and museum-related public programmes, students are able to develop a wide range of transferable real-world employability skills: self discipline, confidence, project management, team working and communications. Furthermore, public events and exhibitions provide opportunities for students to develop their subject-specialist skills and gain experience directly relevant to employment in the wider academic, cultural and creative sectors.

Such projects offer students the chance to take the lead in engaging the public with their subject matter and research and to consider how their studies can impact on and benefit the wider community, while at the same time, museum visitors benefit from students' energy and fresh perspective.

Projects and placements develop students' subject specialist knowledge and transferable employability skills



Students engage with the public and demonstrate research impact

Grant Museum of Zoology, UCL



Whipple Museum of the History of Science, University of Cambridge

The **Hunterian, University of Glasgow** has recently introduced regular public gallery tours led by student **MUSEs (Museum University Student Educators)**. Guides are recruited in conjunction with the University's Careers Service. The popular 30-minute tours offer an excellent learning experience to the students and a unique interpretative perspective on the collections for visitors. The public response has been extremely enthusiastic. In the first year of the programme, student MUSEs came mainly from Arts based disciplines but 2013 has witnessed a growing interest by students from science and social science based disciplines, increasing impact across the University's four Colleges. MUSEs increasingly help to communicate student engagement activities to the wider student body at University Open Days and Freshers Fairs.

A recent project at the **Betty Smithers Design Collection at Staffordshire University** demonstrates how collections can provide an alternative approach to enhance the student experience. A severely visually impaired student on placement at the Collection undertook a project on the changing attitudes toward clothing. Because of the BSDC approach to handling objects, she was able to 'read' how garments from the 'Make Do and Mend' era compared to modern disposable fashion from outlets such as Primark. By being able to feel the different fabrics used and the different methods of construction she could investigate and contrast the making processes used then and now.

At the **Manchester Museum**, students are engaged in knowledge creation through to knowledge exchange, all based around collections. Museum staff deliver distinctive forms of teaching on biodiversity and environmental change, object-based learning and creative learning, Museum collections and exhibitions form the basis of lectures, student projects, tutorials or self-led tours, Collections are supplemented by online films, smartphone apps and an augmented reality 'field trip'. PhD students deliver educational sessions for schools as part of A-level study days. Students, including volunteers and students on placements, assist with curatorial activities and with public events, gaining both subject specialist and transferrable skills.

Museum of Domestic Design and Architecture, Middlesex University



## WIDENING PARTICIPATION IN HIGHER EDUCATION

**FOR MANY CHILDREN AND YOUNG PEOPLE**, a visit to a University Museum will be the first contact they have with a Higher Education Institution. Museums can provide friendly and engaging experiences, and hence play an important role in stimulating an interest in further study and overcoming barriers to higher education. Through their work with widening participation target schools, University Museums help to raise and broaden the aspirations of children, their families and teachers.

University Museums have well-established relationships with schools, and have worked with them to develop a wide range of stimulating curriculum-linked resources and activities. Popular subjects for primary school visits include Ancient Egypt and Greeks and Romans, but museums are supporting a much wider range of subjects across the early years, primary and secondary curricula. These include Business Studies, Modern Foreign Languages and Citizenship, Art and Design; museums also contribute to fostering interest and understanding of STEM subjects. The breadth of University Museum collections and the subject knowledge upon which they can draw enables them to respond flexibly to the needs of schools, in many cases acting as a link with a range of academic departments; some offer work experience opportunities for students from target schools.

Research studies carried out in University Museums have substantially contributed to understanding of the impact and value of learning outside the classroom, to observation and description skills around object-based learning and the development of best practice in museum education.



Oxford University Museum of Natural History

The **Children and Young Peoples' Widening Participation Officer** at the **University of Cambridge Museums (UCM)** is a new post jointly funded by Arts Council England through the Major Partner Museum programme, and the University's Widening Participation Project Fund. Through exciting and participative projects, the role is building sustainable partnerships with young people in target schools in collaboration with the University's Admissions Office. This post has also enabled the School Liaison Officers in the individual Cambridge colleges to use museum visits and the UCM's collections as an open portal to the University.

Schools and colleges access research expertise and work experience opportunities

University Museum of Zoology, University of Cambridge



More than 165,000 children and young people visited a University Museum with their school last year

**Animating Art History** is an on-going widening participation partnership between **The Courtauld Institute of Art** and **University of the Arts London**. Each year, twenty six young people aged 16-19, from families with no prior engagement in higher education, take part in the innovative course which combines art history, photography and animation. Following research and experimentation led by academics from both institutions, students produce final works of art inspired by The Courtauld Gallery collection, both in animation and photographic format accompanied by short texts outlining their research.

**Oxford University Museum of Natural History**, with support from the Wellcome Trust and the Association for Science and Discovery Centres, delivers practical **molecular biology workshops** to A Level students from local schools. Using research-standard equipment, students extract, amplify and visualise their own DNA, complemented by museum-based work on fossil evidence for human evolution. Workshops are delivered by specialist education officers, while scientists from university departments provide practical support as students learn new techniques, and also have the opportunity to share their research and careers advice.



Oxford University Museum of Natural History

## POWERFUL LINKS BETWEEN THE UNIVERSITY AND ITS COMMUNITIES

**MUSEUMS OFFER ENORMOUS POTENTIAL** for the development of meaningful partnerships between universities and their local and regional communities; they may be a university's main or only space where academic-public engagement can take place. As accessible and inspiring community resources, the museums offer ways to engage with social and cultural groups who might not otherwise engage with the university. The culture of innovation and experimentation at the heart of University research extends to the museums, which are often prepared to take risks in developing new ways of working with audiences to explore complex and challenging issues.

Larger University Museums serve as the principal museum services in their area, welcoming hundreds of thousands of visitors every year, while smaller museums are in many cases extremely popular with the public and bring a diversity of cultural provision to their regions. Family activities form a well-established and substantial part of many museums' public programmes, with activity days, school holiday events, pre-school activities, outreach visits, clubs and even sleepovers introducing large numbers of family visitors to museums on campus.

University Museums make an important contribution to lifelong learning, working with Continuing Education departments to provide expertise, resources and spaces for a wide variety of accredited courses. Many participate in national initiatives such as Adult Learning Week and work with partners such as the University of the Third Age, Friends' organisations and volunteers, drawing new learning communities to the university. Community engagement work extends beyond learning: University Museums have well-established and well-respected programmes around health and social welfare agendas, working with researchers to study the outcomes and impacts of their work in ways that would be less effective outside the higher education environment.



Sedgwick Museum of Earth Sciences, University of Cambridge

4 million public visitors, 3500 public events, 200 exhibitions in 2011-12

Active outreach and an open door to connect with communities through collections

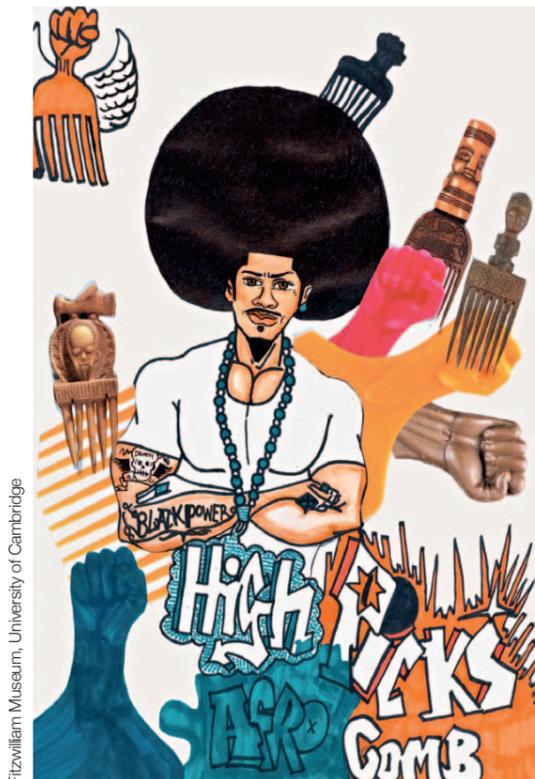


Manchester Museum

The loan of the 2,500-year-old Lindow Man, Britain's best-preserved bog body, by the British Museum resulted in an award-winning temporary exhibition, **Lindow Man: a Bog Body Mystery** at the **Manchester Museum**. Staff had been working on the ethical treatment of human remains in museums; the exhibition attempted to raise the issue for public debate. Following a public consultation, staff decided to interpret the body from a number of perspectives, in order to show what the remains meant to different people. The exhibition and accompanying programme of events received a wide range of responses regarding human remains in museums, their display and retention.

The **Oriental Museum at Durham University** is home to a volunteer-run **Chinese School**. Every Sunday the group uses classrooms in the teaching space adjacent to the museum free of charge and are encouraged to use the museum socially and for teaching. The Museum's Chinese collection is by far its largest and most significant, so this relationship is of mutual benefit, and has helped staff to get to know members of the Chinese community. The head teacher of the school has recognised the impact this relationship has had on enhancing the students' cultural and linguistic education, as well as enriching the lives of adult members of Durham Chinese School.

The **Fitzwilliam Museum, University of Cambridge** has developed an extensive research engagement programme across 23 prisons working with 4000 prisoners, 300 members of staff, and delivering 400 sessions in the four years to 2013. The project began by focusing on the Museum's ancient Egyptian and Sudanese collections and now delivers new research in the fields of Egyptology, archaeology, anthropology and criminology as a means of enabling men of African, Black British and Caribbean descent to engage with their history and cultural heritage. From this work, a research project developed in collaboration with prison groups and community members culminated in a major exhibition and public programme *The Origins of the Afro Comb* in the summer of 2013.



Fitzwilliam Museum, University of Cambridge

## A RESOURCE FOR THE WIDER MUSEUMS SECTOR

**UNIVERSITY MUSEUMS INCREASINGLY ACT AS A RESOURCE** for the wider museums sector as well as their own institutions. Financial cutbacks in recent years have eroded collections-based expertise in other types of museums, while many University Museums still retain subject specialists with teaching and research skills, many internationally recognised experts in their fields. Subject Specialist Networks and regional partnership schemes such as Arts Council England's Major Partner Museums programme complement informal networks by which staff provide leadership and support for colleagues across the museum sector. Furthermore, museums provide a route by which the museum sector can access specialists and resources in the wider university, for example conservation and collections care staff in University Museums can draw on expertise in chemistry departments and access to cutting edge analytical equipment. More fundamentally, the university culture of experimentation and analysis empowers University Museums to act as test beds for the wider sector, experimenting with new practices and technologies and carrying out robust and reflective impact studies.

The provision of museology, conservation and heritage studies courses within University Museums brings the opportunity to integrate academic and experiential learning. Through the provision of volunteering and work experience opportunities, paid internships, project work and apprenticeships, University Museums make an important contribution to the development of the future museum workforce.



Museum of Archaeology and Anthropology, University of Cambridge

Outstanding collections-based research

Expertise and teaching in conservation and museology benefits the wider museums sector

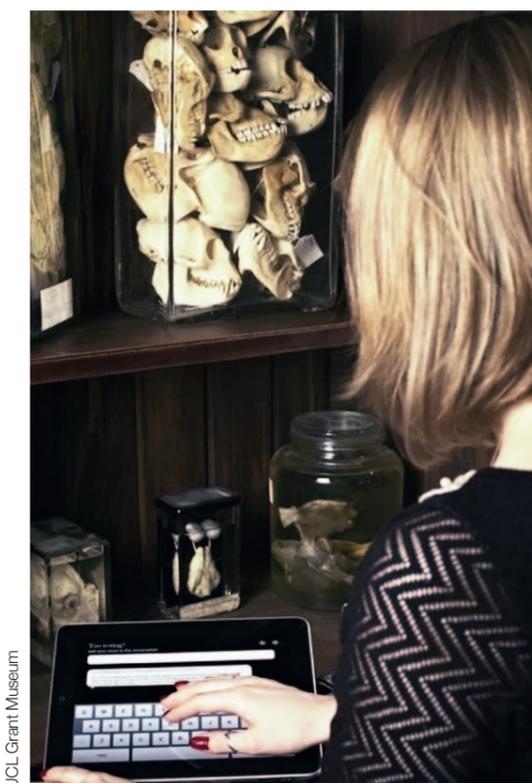


Museum of Design in Plastics, Arts University Bournemouth

The **Museum of Design in Plastics (MoDiP)** at the **Arts University Bournemouth** manages the **Plastics Subject Specialist Network (SSN)**, which has 114 members representing 75 organisations, mainly other museums. Since the 1970s, plastics have become the most used material group in manufacturing and are thus an increasingly important material for our heritage. Working with Plastics SSN members, MoDiP has developed online and physical resources to help curators of collections with little knowledge of plastics identify and look after objects in collections. It is developing an online resource to foster best practice in the care, and thus preservation, of plastics objects in museums.

The **Oxford ASPIRE Events Programme**, a series of knowledge-sharing workshops for museum and cultural professionals, is led by the ASPIRE team at **Oxford University Museums** as part of their Arts Council England-funded Major Partner Museum activity. Workshop themes include Fundraising and Philanthropy, Commercial Enterprise, Digital and Managing Museums. These have attracted delegates from across the country, are free to attend, and resources are freely available via the ASPIRE website and blog. Key to the success of these events is a focus not only on the experienced speakers invited to present and the facilitation of knowledge sharing and continued peer support between delegates.

**UCL's Grant Museum** acts as a test-bed for new technologies for visitor interaction. Academics from several UCL departments developed **QRator**, a ground-breaking interactive iPad label system. The success of the museum pilot led to QRator's being cited internationally and to a subsequent funded collaboration with the Imperial War Museum. UCL is now partnering with University of the Arts London in the **Share Academy programme**, which aims to broker academic partnerships with London's specialist museums and bring QRator and similar innovations – notably an experimental UCL Museums developed measure of wellbeing – to the wider cultural sector.



UCL Grant Museum

## INTERNATIONAL RELATIONSHIPS AND NETWORKS

**UNIVERSITIES WORK ON A GLOBAL STAGE** and their museums play a key role in this international approach. The global origins of the collections themselves enable development of important and sustainable links with their communities of origin across the world, stimulating research links as well as contributing to community cohesion and sense of identity.

As well as contributing to international research networks and initiatives, University Museums host international exhibitions and conferences, and loan material for research and exhibition abroad. The reputation of the UK's University Museums in terms of research and museological excellence means they are popular destinations for international research and student placements; high quality collections can themselves be a powerful draw for many international students. Increasingly, collections-based skills are in demand by countries seeking to develop their museum and tourist sectors, and some University Museums are involved in delivering international professional training and short courses. Exhibition catalogues and museum gifts are used in a diplomatic context, and museum spaces used to host events for commercial supporters and visiting international delegations.

The global origins, quality and diversity of University Museum collections, and the expertise of their staff, means they hold rich potential for new international relationships, collaborations and strategic partnerships.

Rich potential  
for new  
international  
relationships,  
collaborations  
and strategic  
partnerships

UCL Qatar



Pitt Rivers Museum, University of Oxford

**Visiting with the Ancestors: The Blackfoot Shirts Project** led by curatorial and conservation staff at the **Pitt Rivers Museum, University of Oxford** and in collaboration with the University of Aberdeen, involved the development of mutually beneficial collaborations with Blackfoot First Nations in Canada. Historic hide shirts from the Museum's collections were loaned to museums within traditional Blackfoot territory, where elders, ceremonialists, teachers and youth were able to handle them under supervision, prompting participants to share traditional knowledge, arts, rituals and social practice with each other. This project contributed to the survival of endangered arts and cultural heritage, strengthened social relationships and Blackfoot identity and contributed to social healing after colonial trauma.

At **Durham University**, the Curator of University Museums is working with colleagues from the Department of Archaeology on a project designed to enhance the conservation and interpretation of the **Buddha's birthplace at Lumbini, Nepal**. In 2013 he travelled to Lumbini and met representatives from the National Museum in Kathmandu and local museums at Lumbini and Tiluarakot and presented a paper on future options to a meeting organised by UNESCO and attended by representatives of UNESCO; the Lumbini Development Trust; the Nepali Government's Department of Archaeology; the University of Tokyo and other key national and international partners in the Lumbini Development project.

**UCL Museums** have played a key role in the establishment, in 2010, of **UCL Qatar**, a campus dedicated to research, post graduate teaching and professional development in museum studies, conservation and archaeology. UCL Museum staff have contributed to strategy, governance and regional staff support and help organise UK student placements. In its first year, 16 Masters students graduated in Museum and Gallery Practice, and 420 regional museum staff attended 40 professional short courses. As the first UK university in Qatar, this campus is set to play a significant role in the development of rapidly expanding museum services in the Gulf and wider Arab world.

## CORE SUPPORT, FUNDRAISING AND RESILIENCE

**ALL UNIVERSITY MUSEUMS** are supported by their Universities to a greater or lesser extent, and this core funding provides vital support for museum activities. The more successful ones have aligned themselves closely with the corporate objectives of their host universities, and demonstrated their ability to deliver on key priorities. In addition to revenue funding, a number of universities have recently made significant further investment to support major capital projects, enabling a step change in the level of service that museums can deliver.

The Higher Education Funding Council for England (HEFCE) provides invaluable core support currently for 31 museums, totalling £10.5m in 2012-13. This fund specifically recognises the role of University Museums in serving the wider academic community. The Scottish Further and Higher Education Council (SFC) has recently increased its museums, galleries and collections grant to £6 million over five years and all Scottish universities with Accredited collections are now in receipt of a Funding Council grant. These two core funding schemes are crucial to the sustainability of many University Museums, enabling them to plan effectively and to leverage significant additional external funding from private and public sources.

Many University Museums have a strong track record of attracting external funding from sources ranging from the Research Councils, the European Union, Arts Council England and a wide variety of trusts and foundations. In the last five years, HEFCE funding to University Museums has enabled an increase in leverage of non-HE funding by 179 per cent to £20.34 million. The last ten years have also seen a significant increase

in the proportion of museum funding secured from other sources; many University Museums have been successful in philanthropic fundraising and have developed excellent relationships with corporate and individual donors. Income streams from trading activities, such as retail sales, venue hire, teaching and international consultancy are increasingly vital to University Museums' business models.

Despite many encouraging signs, the majority of University Museums remain under-funded and under-exploited by their host universities. Only 10% of the 400+ collections held by universities in England can access HEFCE core funding, while most University Museums currently lack the capacity to fully engage with their university's mission and demonstrate their real worth. With increasing expectation placed upon large institutions, and greater funding pressures on smaller university museums and collections, the extent and distribution of core funding does not yet reflect their considerable potential to deliver academic and public benefits.

Strategic investment  
in University Museums  
offers significant  
academic and societal  
benefits: wider access  
to university, deeper  
student learning, stronger  
community engagement  
and many opportunities  
for research impact

Four University Museums either lead or are involved as partners in the **ACE Major Partner Museum** funding programme, totalling £19m to those four MPMs over three years to 2015.

The **Ashmolean Museum's** £61m redevelopment was made possible by a £15 million grant from the Heritage Lottery Fund, enhanced by donations from trusts, foundations and private donors.

Following a successful pilot, the trading arm of the Fitzwilliam Museum has recently opened a **University of Cambridge Museums Shop** on Cambridge's Kings Parade.

**UNIVERSITY  
MUSEUMS  
GROUP**  
[WWW.UMG.ORG.UK](http://WWW.UMG.ORG.UK)

**UNIVERSITY  
MUSEUMS  
IN SCOTLAND**  
[WWW.UMIS.AC.UK](http://WWW.UMIS.AC.UK)

© UMG/UMIS 2013

Design by paulallitt.com  
Text by Liz Hide and UMG/UMIS



More than 100 University Museums are open to the public in England, Scotland, Wales and Northern Ireland

Internationally recognised collections-based research and substantial research impact



Nearly 4 million public visitors, 3500 public events, 200 exhibitions last year

Students learn using museum objects on more than 700 university courses

**UNIVERSITY MUSEUMS GROUP**  
[WWW.UMG.ORG.UK](http://WWW.UMG.ORG.UK)

**UNIVERSITY MUSEUMS IN SCOTLAND**  
[WWW.UMIS.AC.UK](http://WWW.UMIS.AC.UK)



University Museums Group

**UMIS** | University Museums in Scotland