Reflections on Archaeology

BRITISH ACADEMY
for the humanities and social sciences

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Introduction

Archaeology is usually defined as the study of the human past through material remains, distinguishing it from history, where the human past is studied through written records. The material remains of the past include not just 'material culture' like monuments and pottery but also biological remains such as bones, seeds, soils, and ancient DNA. Archaeology is the study of things abandoned, discarded or buried by past generations, and as all human societies leave material traces of their passing, archaeology uses these to address what it means to be human over the full four million years of human history and with a global perspective.

Though usually fragmentary and affected by many biases of survival, the archaeological record bears witness to the entirety of the human past at local, national, and international scales, from the actions of individuals to the great revolutions of human prehistory and history. As a set of methods, it can be applied to the study of any period, whether an Ice Age cave or a Cold War nuclear bunker. The material evidence is combined with written texts and oral testimony in the case of historical periods, where the role of archaeology is often critical in providing evidence about people's unrecorded life experiences (of 'people denied history'). With such scope the practice of archaeology inevitably draws on a variety of analytical techniques across a wide spectrum of the humanities, social sciences and natural sciences. Whether global or local, its findings continually attract significant public and media interest. It is also a contemporary and socially-relevant discipline: despite the rather cosy connotations of the term 'heritage' with which archaeology is sometimes unhelpfully conflated, archaeological findings are regularly used and misused in politically contested arenas such as land and burial rights and competing ethnic histories.

The archaeological landscape in the UK is multi-faceted. The two main employment sectors are the academic, in universities and museums, and the professional. The latter consists of commercial 'units' operating as independent trusts or attached to universities or local authorities, undertaking work for developers within the planning framework. There are professional bodies, as well as national representative bodies for these sectors and for the large amateur sector, in particular the Chartered Institute for Archaeologists, the Council for British Archaeology, the Royal Archaeological Institute and the Society of Antiquaries. There are also numerous learned societies promoting particular aspects of the discipline such as the many county societies established in the late 19th century, period-based societies and associations supporting particular research communities.

Since the 1970s archaeology has been an expanding subject in UK universities, with a healthy provision of undergraduate courses, a wide range of specialist master's courses, and strong PhD cohorts. University training in archaeology provides a unique education that combines practical skills in the field and in the laboratory with numeracy and literacy. Its practical emphasis has attracted many students from non-traditional educational backgrounds, encouraging them to aspire to a high level of achievement. University-based research in archaeology in the UK has been recognised as world-leading in successive national reviews, supported by notable success in attracting competitive large-scale research funding and in training future researchers. Archaeology departments reported research grants totalling over £96 million and over 800 completed doctoral degrees to the 2014 national Research Excellence Framework (REF) for the period 2009–2013. The strong research culture and excellent teaching have produced graduates who have been successful in the academic, professional and the burgeoning heritage sectors, and also more generally within the employment market in the UK and beyond.

The subject also faces major challenges. Despite the huge public interest in 'touching the past', media coverage of archaeology is invariably 'discovery-led' and sometimes trivialises it rather than engaging seriously in the important things the subject has to say about the human past. Its long-term perspective has particular relevance for studying the grand challenges facing present and future generations such as global warming, food security, health and well-being, migration and cultural diversity. Undergraduate recruitment is under pressure from a variety of factors. This includes higher teaching costs than humanities subjects and the STEM[1] recognition problem leading to possible knock-on effects for postgraduate recruitment and the future research base. The withdrawal of the single provider examining A level Archaeology is a further threat to the discipline's future health because whilst most students taking archaeology courses at university have not taken Archaeology A level, it can represent a significant life chance for those that do. The contraction in continuing education funding has had a larger impact on archaeology than on many disciplines because one important and traditional component of archaeology degrees was adult learners being enthused to take a university degree after experiencing archaeological fieldwork. While the contraction in the professional sector following the 2008 financial crisis and parallel fall in construction work are now being reversed, the archaeological

needs of major infrastructure projects such as the HS2 rail route and the third Heathrow runway are likely to expose a significant skills shortage. The latter will affect not only the commercial sector and academia but other traditional employment fields such as the museum, heritage and tourism sectors.

It is in this context, of the significant strengths of UK archaeology but also the constellation of challenges it needs to deal with if it is to continue to thrive, that the British Academy as the national body for the support of research excellence in the humanities and social sciences, in its concern for the future health of the discipline, undertook the work underpinning *Reflections on Archaeology*. Three round tables were held in the Academy in 2016, on the following topics: "What archaeology is, what it does and how it tackles global challenges and global questions", "The educational landscape of archaeology across the life course", and "Speaking for the discipline". A wide variety of stakeholders attended the round tables, with contributors from other disciplines to provide a comparative perspective (attendees are listed in the Annex). The invitation to participants noted that the round tables were "aimed at sparking in-depth discussion about the current state of the art of Archaeology, the issues it faces as a discipline, and constructive suggestions for tackling them". We, the steering group, have structured our comments broadly in the order of the round tables, beginning with research and education but adding separate sections on professional practice and public engagement – both themes that featured significantly in all three round tables and are key aspects of archaeology – and incorporating our reflections on the voice(s) of the discipline in the final section.

Research

Archaeology has revolutionised present understanding of the human past, from the emergence of ancestral forms of our species several million years ago to the development of capitalism, globalisation and modernity. It has provided a uniquely long time perspective on the history of subjects as diverse as human health and well-being, the relationship of humans to climate change, economic risk and resilience, violence versus cooperation, ecological sustainability, inequality and identity.

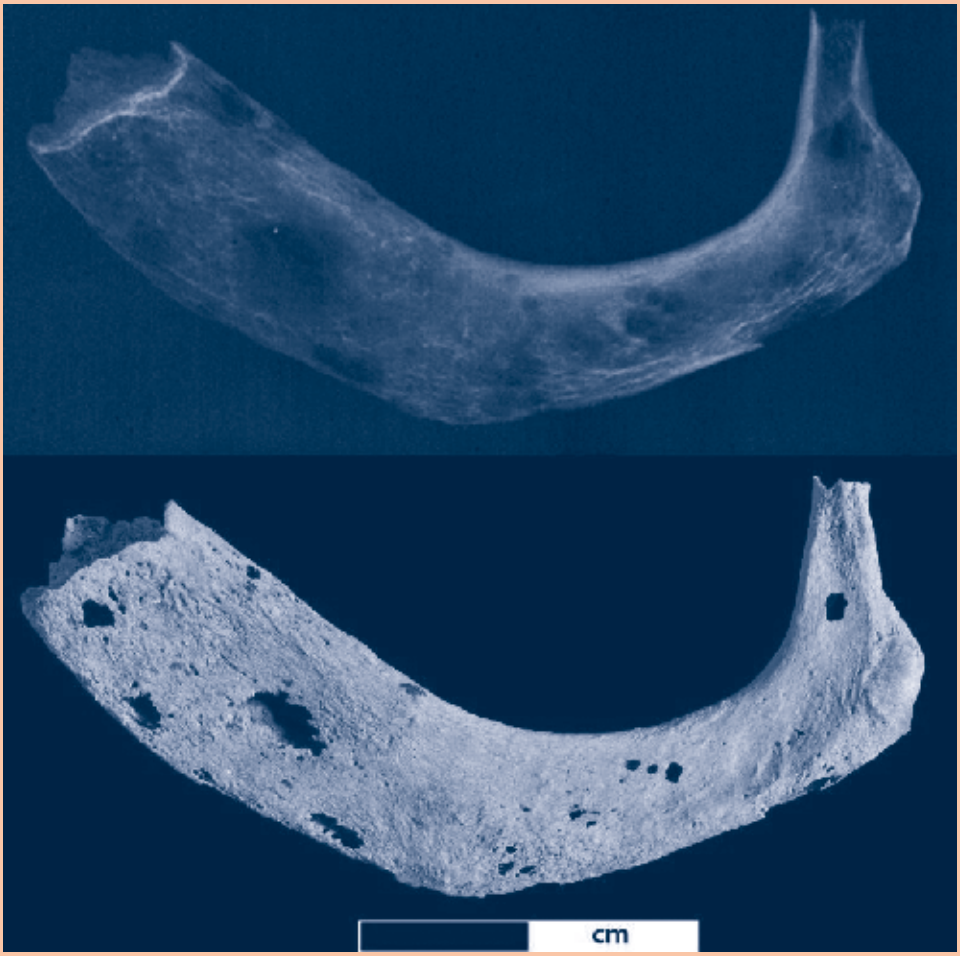
In playing a leading role in developments in archaeological theory, field methodologies and archaeological science, British archaeology has long been respected worldwide as 'boxing above its weight'. British archaeology is globally successful. The four top ranked archaeology departments in the world are from Britain in the latest QS world university rankings. Archaeology has won over 25 'gold standard' European Research Council (ERC) grants, including Starter, Consolidator and Advanced awards, each worth up to 2.5 million euros, for projects looking at sites and landscapes of all periods in Africa, Asia, continental Europe and the UK, with topics ranging from cutting-edge archaeological science to radical humanistic approaches. The recent Global Challenges Research Fund has also seen archaeological success, with research funded on topics ranging from archaeological approaches to understanding refugee camps to the cultural issues surrounding reconstructing Hindu sacred buildings destroyed by earthquakes in Nepal. As a subject bridging science and the humanities, archaeology is well-placed to garner research funds from a more diverse range of sources than many other disciplines, and does so successfully, with a track record of consistent success with the full range of UK research councils and the Wellcome and Leverhulme Trusts, as well as European funders like the ERC.

In recent decades, archaeology has expanded greatly within Britain, often as a result of commercially-funded work which can carry out large-scale excavations at a landscape scale, such as the work at Terminal 5 at Heathrow,[2] rather than focusing on individual sites. Many British archaeologists undertake fieldwork abroad in collaboration with researchers of the host country, the intense nature of archaeological fieldwork leading to close intellectual relationships and personal friendships. Participating in overseas field projects as an undergraduate or graduate student has been the critical formative experience underpinning many established archaeological careers. Many archaeological researchers also work in libraries and archives, from the Römisch-Germanische Kommission in Frankfurt to the Forbidden

City in Beijing. These ties are shifting with broader global changes, so that collaborative research links with China, India, southeast Asia, sub-Saharan Africa and Latin America are increasingly common and valued.

The general perception of archaeology emphasises fieldwork and discovery, and it is true that archaeologists carry out surveys and excavations on land and under the sea. Archaeology is also an intensely social discipline, as it requires complex teamwork, sometimes in physically challenging conditions, and often in collaboration with local communities as well as with fellow researchers in various parts of the world. Fieldwork is only part of the process, however. Much background research is carried out before a trowel disturbs the earth, and much skill, time and money are needed to process the materials excavated and generate results once fieldwork is completed. Interdisciplinary research around archaeological sites and materials is not just valued, but necessary. Increasingly analytical techniques derive from the sciences, whether this be radiocarbon dating, materials analysis, the reconstruction of past ecological and landscape contexts, using bone chemistry to tell us about human diet or movement, or investigating human skeletons for indications of health including what diseases people experienced and the variability in that experience across social strata. The genetics of humans, animals and plants are a major focus of current study and have made important contributions to the history of human dispersals, though require understanding against a background of social and cultural change. The best projects investigate large questions through a complex integration of techniques, which often involve developing new modes of analysis with applications outside archaeology. Some archaeologists do not ever engage in fieldwork, their research instead relies on existing information often now in so-called 'big data' projects, building large databases of compatible information and analysing them digitally, with an especial emphasis on the spatial and temporal patterning of information.

Archaeology is also a philosophical discipline, questioning how we can best think about the processes which underlie the 'human career'. On the basis of a mass of empirical work the archaeological narrative of world history is increasingly shifting from an emphasis on direction and progress towards an acknowledgement that any form of life is held in temporary tension between a whole series of forces, which derive from past states, but not in any easily predictable manner. The framework for the history of the world that derived from the 19th century and which was brilliantly formalised in the 20th century by Gordon Childe saw three key revolutions in human



A rib with destructive holes and its radiographic image from a 1200 BC young male skeleton with cancer from Amara West, Sudan.
Source: Trustees of the British Museum.

history: farming, urbanism and the industrial revolution, the latter two each predicated on the one before. This made sense of much of the archaeological evidence from Europe and the Middle East, where the majority of early archaeological fieldwork was carried out. However, archaeologists now have a series of doubts, partly for the broader cultural reason that it is harder now to see the world as improving than it was in the 19th and earlier 20th centuries, but also because there are both empirical and intellectual reasons to doubt the three-fold revolutions of world history.

For instance, it is clear that farming was not a single invention at a particular moment in time. In southwest Asia, for example, a series of communities from Turkey and the Levant to Iran experimented with a range of plants and animals in the period from around 12,000 years ago (the transition from the Ice Age or Pleistocene to the Holocene, the modern climatic era). However, they did quite radically different things, combining genetically-altered and undomesticated plants and animals, as well as exploring the material properties of pottery, stone and a range of other materials. Such a burst of experimentation cannot be seen as a single revolution with singular causes (such as climate change) or predictable consequences. Indeed, the roots of this experimentation may well go back into the Ice Age at least 20,000 years ago.

A very different set of trajectories has been found in China, with an emphasis on boiled and steamed foods and hunter-gatherer groups using the earliest pottery in the world at least 20,000 years ago. Nor is it at all clear now what a city is, with the famous urban sites of the Middle East such as Uruk and Ur varying amongst themselves and also differing considerably in the density and organisation of people and buildings from places like China, India or Mesoamerica. In many cases, mass worship and religion seem to have been at least as important to these early large-scale communities as any economic functions. Whereas Childe's view of the agricultural and urban revolutions was socio-economic, any modern assessment of the evidence has to embrace a range of factors including the impacts of magic and religion, a reminder of the dangers of approaching the study of the past with the assumptions of post-Enlightenment rationalism.

The archaeology of continents such as Australia is a further reminder of the dangers of ethnocentrism and of the sheer variety of human life, in this case predicated around a broadly cosmological view of the landscape and its histories that is radically different from any world views of the northern hemisphere. The rainforests of the Amazon, West Africa and Southeast Asia look wild to western

eyes but are the products of complex histories that have included humans as important shaping agents for many millennia. It may seem ironic that after some 150 years of archaeological endeavour, archaeologists are less certain now about the shape of world history than their Victorian predecessors. However, the openness of current archaeological interpretation is exciting as well as challenging: the discipline continues to ask big questions of what it means to be human but in a manner that does not assume a particular answer from the start.

One crucial realisation shaping much archaeological research derives from the post-colonial perspective of the late 20th century, that archaeology is practised today in the context of contemporary concerns and power structures. Western archaeologists, from multicultural societies, realise that they have to be aware of the political implications of what they do and for whom they appear to speak. Global archaeology can be undertaken through a series of covenants between people from a variety of backgrounds and cultural or political interests, but working out such covenants demands respect and care. Archaeologists can investigate how power relations have been shaped by the spread of colonial powers over the last five centuries, but they can also examine elements of the contemporary world that are poorly documented through written texts – how homeless people live, for example. Nation states are relatively recent creations, so that much of the past cannot (or should not) be thought about in nationalist terms. Of course, local archaeology is locally relevant, but it is invariably enmeshed within broader movements of people along with their materials and organisms. The history of the British Isles, for example, is self-evidently a history of connections. These range from periods of the Ice Age when Britain was joined to Europe, to the earliest farming communities who came from the Continent over six thousand years ago, to Britain as a peripheral but important province of the Roman Empire, to the last centuries when Britain created an empire with profound effects both on the world and on itself.

Archaeology is unusual in that it is carried out by a variety of groups, within different settings and pursuing slightly divergent goals. In Britain, archaeology was initially developed by wealthy individuals, General Pitt Rivers and Lord Avebury being good examples. It was then institutionalised through museums and universities, being carried out also into the colonial world through a variety of agencies, important amongst which were the British Schools and Institutes supported by the British Academy. In the later 20th century university-based archaeological research expanded hugely, to be joined from the 1970s by professional fieldwork units based in local authorities. The

The application of analytical methods from the sciences is a very strong component of any well founded archaeology degree: sample preparation for stable isotope analysis. Source: Department of Archaeology, Durham University.

latter were transformed into commercial companies after a reform of planning policy in 1990 expected developers to pay for archaeological work as part of the permission conditions for development. Archaeology is not just practised by professionals, but has a long and important tradition of local societies and groups, who organise fieldwork, lectures and publications. Such activities tap into questions of local identity and what sorts of histories are relevant to these communities today. Such research is especially important at a time when notions of identity, local, national and global, that are tied to the past in complex ways, are being negotiated in Britain's increasingly multicultural communities.

Archaeological research influences contemporary society through discussions concerning heritage, identity, politics and gender. The impacts of archaeology are multiple (see public engagement). For example, the long-term history of human disease and the changes in forms of infection and medicine since the Industrial Revolution can only be understood using an archaeological perspective. It is estimated that as many different languages were spoken in Roman Britain as are spoken in these islands today, something which has profound implications for what it means to be British in the present or deeper past. As we will see below, archaeological research is not just carried out by professionals, but there are a great range of skilled amateurs engaged in excavation, building surveys or archival research, often supported by bodies such as the Heritage Lottery Fund (HLF). Through fieldwork, analysis and discussion of findings archaeology is a discipline that creates new communities of practice, locally and internationally, amongst both the professionals and the broader public, and increasingly cross-cutting the two communities.

Education

School level provision

Learning about archaeology manifestly appeals to people of all ages from children to the retired. In the UK an important vehicle for early involvement is the Young Archaeologists Club[3] coordinated by the Council for British Archaeology and Historic England. The YAC has around 70 branches across the UK, run by volunteers. This network enables young people up to the age of 17 to get involved in hands-on activities on a regular basis, and where volunteers help them to get inspired by archaeology and find out more about their local heritage through monthly weekend activities, such as trips to archaeological sites and hands-on archaeology days. In schools, prehistoric archaeology is now taught at Key Stage 2 (7–11 year olds). Since 2006 archaeology has not been offered as a separate GCSE subject but aspects of it are taught within other GCSE subjects such as history, and efforts are underway to introduce case studies into science subjects such as biology and chemistry. While classical subjects can be studied at every level at school, from topics on Greeks, Romans and Egyptians in primary syllabuses through GCSEs and A levels (and their Scottish equivalents), archaeology drops from view when students enter secondary education. It is a tremendous shame, given the perspective offered by the discipline on global human history, and on the necessary integration of humanities and science approaches in its practice. The lack of opportunities especially for teenagers to study archaeology in the school curriculum has been significantly worsened by the withdrawal in 2016–17 of the one A level examination board offering it. The absence of archaeology from the Russell Group's promotion of a particular group of 'facilitating subjects' for university entry has been detrimental.[4] The sector needs to engage actively with policy-makers involved in shaping the school curriculum.

Higher education provision

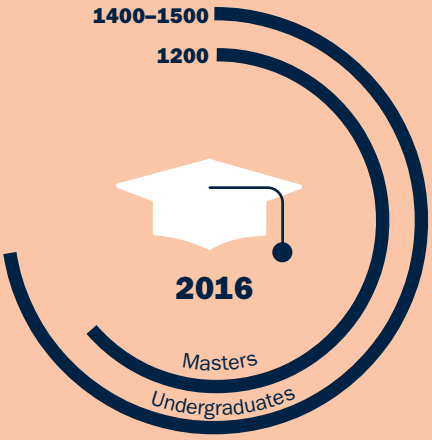
At higher education level, archaeology teaching sits comfortably and equally within the broad fields of the humanities, social sciences and the natural sciences because the discipline utilises theories and practices from all of them, an interdisciplinary stance that, as with geography, frequently sits uncomfortably with university faculty structures based on those divisions. Well-founded archaeology departments in the UK normally have expertise across the major periods of the past from early prehistory to the post-medieval period, and across the humanities/science mix of approaches, with British archaeology commonly taught in at least a European and commonly a global context.

This inter-disciplinarity is not typical of how the discipline is taught in many countries. In many university systems in Europe, for example, expertise in early prehistory and archaeological science is located with geology and quaternary science, classical archaeology with classics, Egyptology and Assyriology with ancient languages, medieval archaeology with history. The integrated nature of the courses offered by most archaeology departments in the UK reflects the same philosophy that underpins and enriches UK archaeology research, of giving equal weight to concepts and methods in the humanities and archaeological science in framing and investigating questions about the human past. Students entering archaeology come from having studied a full range of A level subjects, with graduate students also attracted from a wide range of disciplinary backgrounds.

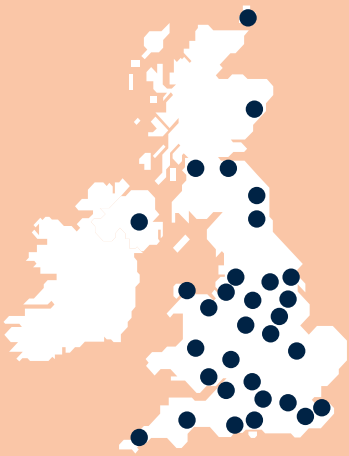
The majority of people working in archaeology, and most in commercial archaeology employment, have a university BA or BSc degree and increasingly have a master's degree in the subject, but studying archaeology in a single or joint honours degree also offers an excellent training for non-vocational students of broad applicability in the 21st century. Along with subject knowledge, learning to practise archaeology at degree level exposes students to an extremely wide range of transferable skills including project management, oral and written communication, computer literacy, numeracy, time management and organisation, data analysis and interpretation, problem solving and paying attention to detail, critical and analytical thinking, the ability to work under pressure, leadership, independence and teamwork. Because of the discipline's global perspectives and engagement with present-day issues, archaeology courses emphasise the diversity of human cultures at a time when rapid globalisation is challenging multicultural empathy and tolerance. An archaeology degree also engages students in primary research, in the case of a training excavation in an exercise that can never be repeated – the soil and the cultural evidence in it cannot be put back into the ground once excavated. These experiences encourage enthusiasm, active learning, and strong bonds between students and teachers. High levels of satisfaction from archaeology students have been the norm in successive National Student Surveys.

There are currently around 30 UK universities that teach single subject BA and/or BSc archaeology degrees, 40 that teach joint honours degrees, and several more that provide combined honours degrees.[5] Many universities also provide part-time courses for adult learners. There are joint honours degrees pairing archaeology with anthropology, business, classics, environmental

Graduates from archaeology or archaeology-combined degrees[6,8]

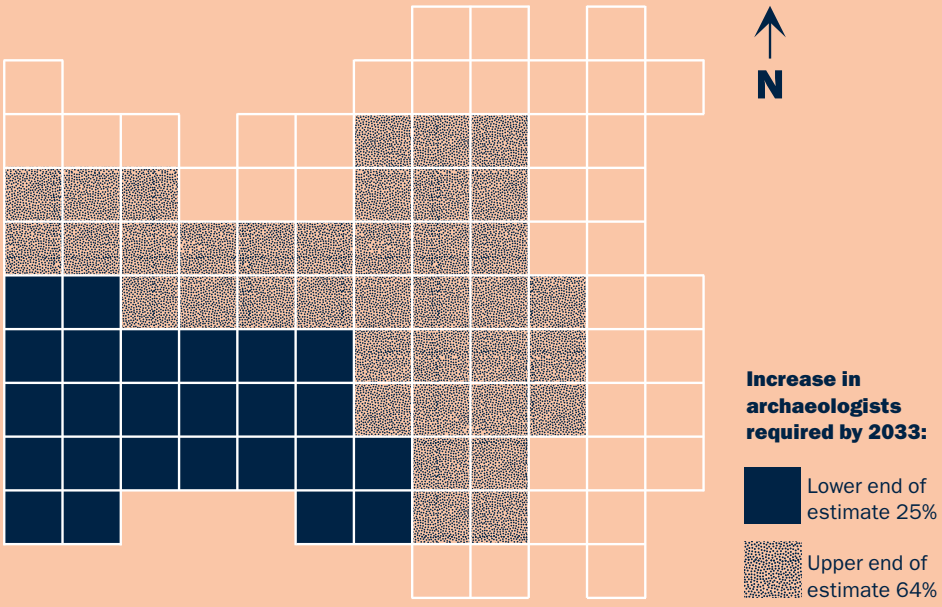


Universities with thriving archaeology departments



Source: University Archaeology UK (2017)
www.universityarchaeology.co.uk/members

Between 2015 and 2033 the numbers of archaeologists need to rise by 25–64% to meet demand[22]



studies, geography, heritage management, history, a language, and even popular music, illustrating archaeology's suitability for cross-disciplinary learning. We estimate that the total number of students who graduated in 2016 with a single or joint honours degree in archaeology was in the region of 1400–1500.[6] Some courses incorporate a placement in the archaeology workplace (e.g. museums, commercial archaeology units, scientific laboratories, heritage organisations), and others include a study abroad year, preparing students more intensively for work in or outside archaeology following graduation. Archaeology courses provide students with opportunities to engage in the practical side of archaeology through direct experience of working in the field (survey and excavation) and in the laboratory processing excavated materials (e.g. evaluating and illustrating recovered artefacts, and identifying and interpreting biological finds such as plant, animal and human remains). Courses need to continuously develop in part because significant new discoveries change understanding, but also because of new developments particularly in archaeological science involving collaborations with a range of disciplines such as genetics, earth sciences, and medicine. For example, 'biomolecular archaeology' and 'environmental archaeology' are both important components of many degree courses, supported by significant investments in facilities and technical staff. They are timely not just for the new information that they contribute about the human past but also because they show how that past informs questions of current concern such as diet and disease histories, food security, and human interactions with climate change.

Recruitment to universities

Against these positives, however, university archaeology teaching in recent years has faced a number of challenges of concern in terms of the future health of the discipline. Possibly related to the 2008 economic crisis and common (but incorrect) perceptions of employment prospects for archaeology graduates, there has been a decline in the total number of applications to universities in England and Wales.[7] The pool of highly qualified applicants is low relative to the available provision. The freedom that universities in England and Wales now have to recruit unlimited numbers of students with A level grades of ABB or better has put pressure on universities to meet their archaeology quotas, because many archaeology applicants come to university with more variable grades than students continuing from

A level straight into the same or a related degree subject (though the 'added value' of an archaeology course results in final degree outcomes that match those of other subjects). Traditionally archaeology degrees attracted numbers of 'second-chance' mature students, often of exceptional calibre, who had been excited by the subject from university continuing education courses or working on an excavation or in a museum. However, the removal of loans for second degrees of equal status, made a few years ago, had a particular impact on mature students taking further degrees, including archaeology. The £9000 student fee could be a disincentive to lower income families, one of the groups providing non-traditional archaeology applicants, and while the devolved governments of Scotland and Northern Ireland have set fees below this level, universities still control entry tariffs and inevitably prioritise students with top A levels. Before the introduction of the £9000 fee, archaeology was classed as a Band 2 (part-laboratory) subject in terms of government support but was not then included as a STEM subject. Therefore, it receives no additional funding, despite the higher costs of delivering a well-founded archaeology course compared with a classroom-based subject, because of the necessary provision of laboratory infrastructure, technical support and fieldwork training. There is also increasing competition from degree programmes taught in English by leading archaeology departments in Europe such as in the Netherlands, with far lower fees than in the UK. UK visa restrictions on overseas students are yet another negative. There is a risk that, if demand by well-qualified students declines further, UK universities may not continue to invest in archaeology degrees – there are signs of this already happening. Such a decline would have a serious impact on capacity, especially for providing the basic academic training required by qualified archaeologists for the commercial sector's growing needs to deal with major development projects, but with negative impacts also on the heritage sector that is so important for tourism and the economy.

Post-graduate provision

At taught master's level UK universities are very well placed in providing opportunities for graduates to pursue specialist interests that consolidate and/or extend their graduate skills and knowledge. In addition to courses developing advanced level specialisms in particular archaeological periods and regions, many courses teach specific approaches or professional skills such as museum studies, heritage management, maritime archaeology,

conflict archaeology, landscape archaeology, conservation, bioarchaeology, archaeological information systems, public archaeology, archaeological survey, geoarchaeology, archaeological science, and environmental archaeology. Nearly 1200 students graduated with a master's degree in archaeology or an archaeology-combined master's subject in 2016.[8] Almost all of these courses have a dual purpose: to provide pre-doctoral training in the subject area of the master's; and to develop professional-level skills that make graduates more employable in the sector and elsewhere. Many PhD graduates go into professional archaeology and the wider heritage sector alongside those who proceed to research and teaching careers in higher education. The Chartered Institute for Archaeologists (CIfA), the leading professional body representing archaeologists working in commercial archaeology in the UK and overseas, has a strong continuing education programme for practitioners,[9] investing over £1.6 million in workplace bursaries in 2006–2014. The Archaeology Training Forum also exists to coordinate training provision, including funding.[10]

With their very wide range of skills archaeology graduates are highly employable. A significant number go into commercial archaeology. The archaeological work before the building of Heathrow Terminal 5 and the London Crossrail project[11] employed hundreds of archaeologists. Many archaeology graduates are employed in the study, understanding, protection and presentation of the heritage to the public. Others go into in a wide range of other employment sectors including the media, law, banking, accountancy, teaching, and publishing (see Table 1).

Education in archaeology for the large general public fascinated by the subject occurs through a wide variety of outlets ranging from talks to members of the Women's Institute to the lecture programmes and site visits of local history and archaeology societies to the annual Festival of Archaeology coordinated by the CBA[12] (see Public Engagement). Museums remain a key education and outreach provider for archaeology, championed by the Museums Association,[13] enthusing visitors with archaeological activities and exhibitions. As the Museums Association says: "Museums enable people to explore collections for inspiration, learning and enjoyment," and the UK has around 2500 of them which range from national to local and university museums, alongside specialist institutions. Although figures for museum visits are difficult to establish, the Museums Association suggests that it is likely to exceed 100 million a year, with London hosting

the top five most visited. In 2013 a survey found that 52% of adults had visited a museum in 2012 at least once.[14] It is a sector, though, that is under considerable pressure as a result of ongoing cuts to public services, like the funding available for extra-curricular school visits. If this trend continues, it will inevitably lessen the public's exposure to archaeology and have a likely knock-on effect on university recruitment. Over 50 museums have closed since 2005, and in a 2015 survey[15] (115 museum respondents), 18% said that part of their museum or its branches had closed to the public in the past year or would do so in the coming year, 8% had introduced charging over the past year (12% said they would do so in the coming year), and 45% said they had increased the number of unpaid staff compared to 32% the previous year. These responses were at the same time as 61% of respondents reported that their institution had experienced an increase in visitor numbers. The huge education role provided for archaeology by the museum sector is to be celebrated, but it is manifestly under threat from cutbacks.

Learning how to recognise and interpret the material remains of the past is an important part of an archaeological degree. Source: Department of Archaeology, Durham University.

Professional practice

Professional archaeologists are employed in all aspects of conserving, managing and understanding the historic environment. They work in both the public and private sector across a wide range of organisations, ranging from major commercial enterprises such as engineering and construction companies through to public institutions such as museums and visitor services, local government and national government agencies, and universities and educational organisations. They have a diverse range of roles and a variety of areas of input (see Table 1), the majority linked to the consideration of archaeology and heritage in delivering sustainable development through national planning frameworks. Commercial archaeology is constantly uncovering and interpreting new archaeological evidence and revealing new histories of Britain's past.

Globally the UK has been at the forefront of approaches to conserve and care for the archaeological heritage. The *Ancient Monuments Protection Act* in 1882 was one of the earliest pieces of conservation legislation in the world. Since then the UK has developed a considerably less state-centred approach than many other countries, placing greater responsibility for heritage on private individuals, businesses, and charitable organisations. This approach has both strengths and weaknesses. It has enabled funding for archaeological investigation at a scale way beyond what would likely be possible through a purely state-funded system (£167 million in 2014–15, 75% of it from private sector clients).[16] The privatised model for archaeology in the UK is generally viewed as a success story both nationally and internationally.[17] It has created a diverse commercial profession working to understand and conserve archaeology with considerable economic and social benefit. Yet there can be challenges, not least the integration of national research agendas with an entirely devolved system in which projects may be undertaken by multiple contractors. The system also relies on local authority planning departments having the necessary archaeological expertise to ensure that the work is undertaken to high standards, like the museum sector, an area under significant financial pressures (see Education).

The 21st century is creating ever-increasing demands on land and natural resources. A growing population, rising food and energy needs (both onshore and offshore), transport and housing requirements, and development driven by new technologies are generating a land use and construction boom that is presenting both opportunities and threats to the historic environment and those who work within it. Conserving the heritage will always be just one of

many competing considerations in relation to decisions about development and land use. Our regulatory frameworks are therefore designed to enable change whilst ensuring either the protection of the threatened heritage resource or mitigating or off-setting the impacts of development on it. Professional archaeologists have worked hard to ensure that their voices are heard and their advice heeded in policy making and educating the public about best practice in the protection and management of the archaeological heritage. A good example of this is the major shift in how the archaeology of the countryside is protected. Archaeologists are making huge efforts to collaborate with farmers to ensure the positive management of thousands of scheduled sites and monuments on their land through changes to agricultural practices such as those designed to reduce damage from invasive ploughing regimes, or prevent damage from livestock.[18]

Yet challenges remain, such as the 750-plus Bronze Age barrows (burial mounds) that have been designated as being at risk from agricultural practices,[19] whilst the vast majority of heritage assets do not have any statutory protection. Recent declines in public spending have seen a reduction in regulatory capacity with cuts in the number of archaeologists involved in local authority planning along with many other heritage staff who had ensured effective development control. In many areas, there are now too few trained people to provide sufficient advice and education or to ensure adequate vetting of planning applications. This issue is exacerbated by a recent threat to 'streamline' planning regulations, creating the potential for further short cuts to be taken in the process with an inevitable impact on conservation standards.

The commercial archaeology units that saw considerable job and skills losses during the 2008 recession are bouncing back.[20] Since 2014 strong growth has been fuelled by large national infrastructure projects such as Crossrail, and the Government's commitment to residential development, which accounted for 50% of the archaeological market income in 2015.[21] The commercial sector works at many scales from multinational environmental consultancies to SMEs (small and medium-sized enterprises) and local archaeological trusts, all conducting field investigation and research services in advance of development work across the UK, and increasingly conducting work internationally. Most are independent entities, with a few allied to university archaeology departments. The CI*f*A provides professional standards, individual membership and accreditation, and there is a strategic

alliance between CI*f*A and the Association of Irish Archaeologists (AIA) who provide the role in Northern Ireland. Commercial archaeology is in a period of expansion with associated increases in staff numbers.

Nevertheless, it is recognised that there is still a serious skills shortage, which will need to be overcome if the commercial sector is to meet the demands of accelerating development. A recent report by Historic England looked at the archaeological capacity required across the UK from 2015–2033 and estimated that the numbers of archaeologists need to rise by 25% – 64% to meet demand.[22]

Commercial archaeologists require a wide range of skills and expertise to be applied within a construction environment. They are involved in activities from commissioning work to assessment of the significance of an archaeological resource, and to the use of prospection methods, traditional field investigations, conservation, public engagement, publication, archiving of finds as electronic resources and producing reports. Projects are frequently complex and multi-disciplinary, often with multiple and complex stakeholder requirements. They can range in scale from large national infrastructure projects such as Heathrow Terminal 5 to small-scale surveys of historic buildings undergoing renovation. Advances in digital mapping, surveying, and new methods such as drone-based photography mean that commercial archaeologists can also frequently be working at the cutting edge of technology.

The question of where the responsibility lies for providing training in the skills needed for the modern professional archaeologist continues to be a vexed one. Whilst all parties view a strong academic underpinning in archaeology as vital for a healthy profession, most university departments see themselves as providing a broad-based introduction to the discipline's theories, methodologies, findings and interpretation as described in the previous section rather than training in role-specific and high-level commercial archaeological skills. Providing the latter training has been a challenge for commercial units operating with tight financial margins, and it is to the great credit of the sector that some of them have developed in-house training programmes, often allied or based on the Archaeology Skills Passport,[23] and/or the National Occupation Standards for Archaeological Practice developed by CI*f*A, which can be used to work towards Scottish/National Vocational Qualifications (SVQs/NVQs).

Making commercial archaeology more resilient, sustainable, and attractive as a career to new entrants is a key challenge for the 21st century,

The pool of trained archaeologists can't grow fast enough to meet this upturn in demand without co-ordinated action from Historic England and partners in the heritage sector. We're addressing the issues found in our foresight report by putting creative, practical and achievable actions in place well ahead of time to fill the gap. Put simply, more spade-work is needed, and this calls for us to think hard about how we can offer a new generation routes into the profession.

Duncan Wilson
Chief Executive at Historic England, May 2016

but is one where considerable momentum has already been achieved. The profession gained a Royal Charter in 2014, paving the way for Chartered Archaeologist status to become a reality, a vital step in recognising the highly skilled nature of the role, endorsing an improvement in pay and contracts, and placing professional archaeologists on an equal footing with other skilled professions in the construction industry. Historic England has also been leading a consortium of organisations to introduce an additional entrance route into the profession via the Trailblazers Apprenticeship scheme for the historic environment due to launch in 2017, and a much stronger relationship between academia and the professional sector is being created, though there is further work to be done. Many university departments have started using the Archaeology Skills Passport within their fieldwork training, and in 2016 CI*f*A and the higher education archaeology subject association University Archaeology UK agreed to work towards the creation of jointly accredited degree courses.

Commercial archaeology is the largest source of primary archaeological research in the UK. The public benefit has been considerable, with access to new finds and discoveries, and opportunities provided by many commercial companies to community groups throughout the country of all ages and levels of experience. Schemes such as Crossrail have given unprecedented access to archaeology across London, including evidence of the great plague of 1665 underneath Liverpool Street station, and the Black Death burial ground at Farringdon. The discovery and excavation of the remains of Richard III in Leicester by University of Leicester Archaeological Services and the spectacular Bronze Age settlement at Must Farm in Cambridgeshire excavated by the Cambridge Archaeological Unit have made international headlines and enjoyed huge public interest. Commercial archaeological units generate important new finds every day up and down the country that add significantly to the knowledge base of Britain's past. These are exciting times for commercial archaeology, and it is paramount that Government infrastructure programmes are used as catalysts to ensure positive change and joined up thinking across the whole discipline, which now sits in a world of multimillion-pound contracts and a Chartered profession.

Local authority development plans
Planning applications for new development
Applications for Listed Building Consent and Scheduled Monument Consent
Minerals planning
Urban design
Landscape design
Infrastructure design
Architectural design
Construction
Environmental impact assessments
Heritage management or conservation plans
Tourism strategies
Research projects for universities, regional or national agencies
Local economic development plans
Transport plans
Planning policy and guidance development
Education strategies
School projects
Community projects
PR or media projects
Film and television programme writing
Housing and regeneration
Forensic investigation

Table 1: The types of projects archaeologists might work on. CI*f*A. The role of the professional archaeologist.
For more information see: www.archaeologists.net/find/clientguide/role

Recent excavations in Niah Great Cave (Sarawak, Borneo) at the site of previous excavations undertaken in 1950s and 1960s. Source: G. Barker.

Public engagement and impact

Archaeology is a public-facing discipline, and the levels of engagement and inclusion in both practice and dissemination represent a significant and unique strength of the discipline. At the same time, the potential of archaeology to demonstrate public value and impact is often underplayed or underappreciated both by those in the discipline and by policy-makers. In the media, archaeology too often has been viewed as a form of light entertainment, exacerbated by the journalistic need for both hyperbole and simplification. The ready availability of social media platforms, online news, and digital access to data has similarly had both positive and negative outcomes in democratising the discipline. Providing the means for multiple uses of the past has significant ethical implications. Even in public dissemination, a traditional strength of archaeology, the serious nature of the discipline and what it has achieved and may achieve can paradoxically be lost in the excitement of recounting new finds and the appeal of the discovery process itself.

Archaeology as a discipline has traditionally been strong in public dissemination, for example from media engagements, extra mural teaching, public lectures, site tours, museum exhibits, popular publications, and school outreach programmes. Examples of good practice are myriad, and celebrated each year through the British Archaeological Awards. The close alliance between archaeology and the museums sector, the financial pressures on which were mentioned earlier, has long served as a critical vehicle for both the development and the dissemination of archaeological insights. In addition to the permanent and temporary exhibitions at the major national museums, archaeology is well represented at the regional and local scale, with close engagement between the museums sector and the academic community providing additional expertise and content. Smaller local museums without physical proximity to a university department also benefit through engagement with travelling exhibitions, such as the well-received travelling Skeleton Science exhibition created by Durham University.

There is a venerable tradition throughout the UK of volunteerism via local historical and archaeological societies, with over 500 such societies supported through their membership of the CBA. Across the UK as a whole, a 2010 report tabulated around 2000 local heritage-related societies serving over 200,000 members.[24] These groups make a fundamental contribution to broader understandings and appreciation of heritage through a multitude

of place-based community initiatives. Levels of public interest can be further gauged through involvement in programmes such as Archaeology Month, Heritage Open Days, and Festivals of Archaeology. The 2016 CBA Festival of Archaeology included 845 separate events organised by 301 volunteers, and attracting an estimated audience of over 300,000.[25] Furthermore, specialist national societies such as the Association for Industrial Archaeology have for a long time reached well beyond the discipline to engage and include interested amateurs amongst their membership, enriching practice through the inclusion of diverse voices and backgrounds.

Traditional modes of dissemination remain key activities which can lead to measurable impacts, but there is an important distinction to be drawn between these approaches and more community-based inclusive practices. In England and Wales, the Portable Antiquities Scheme coordinated by the British Museum has been credited with transforming knowledge of archaeological sites and material culture through engaging positively with avocational metal detectorists. Metal detecting in Scotland is subject to Crown control via the Treasure Trove Unit and is illegal on any scheduled ancient monument (as is the case throughout the UK). In Northern Ireland, metal detecting requires an archaeological licence and all excavations must be fully licensed and led by professionals. Each of these legal frameworks shapes the nature of engagement between the profession and local communities.

Innovative programmes also endeavour to reach non-traditional audiences. Notable examples include the inclusion of homeless individuals in the recording and presentation of urban heritage in Bristol and York, and in advising social services of insights from the materiality of homelessness;[26] integrating archaeological understandings of death into palliative health care programmes;[27] providing archaeological training to youth offenders as part of rehabilitation;[28] and helping rehabilitate injured soldiers recently returned from Afghanistan by getting them involved in archaeological investigations.[29] These types of projects acknowledge that the principal outcomes may not be specifically heritage-related but prioritise broader societal impacts such as social inclusion and rehabilitation, sustainability, and access to dignified care. As such, they acknowledge the role of archaeology as a vehicle for social good and the actions of archaeologists as citizens as well as public intellectuals.

While there is not agreement across the profession about how best to ensure both public engagement and protection of the archaeological

Integrating archaeology and conflict transformation in Northern Ireland

Archaeologists from Queen's University Belfast and Ulster University developed a model for the integration of heritage practice into peacebuilding initiatives and cross-community dialogue in post-Troubles Northern Ireland. This model directly influenced policy and practice in relation to the commemoration of a series of contested historical anniversaries between 2007 and 2016. Despite the cessation of violence, Northern Ireland remains a divided society. Geographic segregation and separate education are the norm and both Catholic and Protestant traditions maintain dichotomous narratives about the events of the early seventeenth century when the north of Ireland was planted by Protestant settlers under King James I. Archaeological evidence challenges these long-held sectarian narratives through revealing the complexities of the plantation process and crucially, evidence for shared, syncretic practices between the incoming planters and the demographically dominant Irish. Involving local community members (including victims of Troubles-related violence as well as former paramilitaries) in the discovery process on contested sites has served as a form of empowerment as well as engaged citizenship, allowing individuals to confront for themselves the physical evidence that contradicts accepted histories.[30]

resource, the impact of postcolonial thought and increasing demands from descendant communities around the globe have precipitated a range of responses, acknowledging the need for alternative voices. The approach taken in Scotland via Archaeology Scotland exemplifies this new emphasis, with professionals playing a supportive and advisory role to community-based organisations leading their own explorations of archaeology and heritage. In part a pragmatic response to lack of professional capacity to adequately assess and monitor the vast numbers of archaeological sites, Scotland's Rural Past engaged hundreds of volunteers in 60 projects to record rural sites, thereby fostering a sense of ownership.[31] Explicit 'adopt a monument' schemes similarly aim to empower local communities in understanding and protecting heritage sites in their midst.[32] In 2015, the significance of community engagement in archaeology was specifically highlighted in the Scottish Government's Archaeology Strategy,[33] and in the inclusion of community archaeologists in the newly organised Historic Environment Scotland.[34] A similar effort bringing the profession and local groups together in community-led heritage projects has been the Connected Communities programme of the Arts and Humanities Research Council in cooperation with the HLF, aimed at capacity building and the promotion of notions of citizen science.[35] The importance and value of community-led archaeological projects is recognised through awards such as the CBA's Marsh Award for community archaeology.

While many such projects focus upon reasonably uncontested sites and landscapes, others present greater challenges. In Northern Ireland, the impact of sectarianism and geographical segregation between Protestant and Catholic communities often leads to conflicting understandings of the meaning and significance of particular archaeological sites. Cross-community engagement in such a context can not only aid in reconsidering the evidence from these sites, and protecting them from sectarian damage, but more importantly demonstrate the value of archaeology in the broader post-conflict transformation process. UK researchers are also directly involved in addressing the ethical and pragmatic challenges of managing heritage sites in places impacted by conflict, through highlighting the contribution of heritage to restoring dignity, building shared identities, and promoting economic regeneration. UK researchers are well represented on the international committee

Archaeology is a public-facing discipline, and the levels of engagement and inclusion in both practice and dissemination represent a significant and unique strength of the discipline.

of *Shirín*, organised in 2014 to draw together global expertise to preserve and protect Syria's archaeological heritage in cooperation with Syrian professionals.[36]

The assessment of disciplinary impacts on non-academic audiences that was a novel feature of the 2014 Research Excellence Framework provided a welcome opportunity to assess, analyse, and showcase the depth and breadth of higher education archaeology's impacts on cultural, political, scientific, and environmental issues. Impact as defined here is distinct from dissemination and engagement activities in that it must be substantive and demonstrable, moving from merely sharing information and expertise to making a real difference in people's lives. The 102 archaeological impact case studies demonstrated the diverse and global impacts of archaeological research undertaken in UK universities.[37] Examples included: understanding and managing climate change impacts on heritage; using plant ancient DNA to help farmers improve modern cropping systems; fostering sustainability and wealth creation through World Heritage inscription efforts; engaging industry in digital innovation and environmental conservation; working with the health sciences in the quality of care and long-term perspectives; developing new methods of education and interpretation; and promoting conflict transformation and heritage management in war-torn areas both within and beyond Europe. Chronologically, examples ranged from DNA analysis of human origins to the archaeological heritage and legacy of World War Two sites, and geographically from Britain and Europe to Africa, West and East Asia, and Central and South America. Notable innovative case studies included archaeozoological techniques isolating bone collagen developed at the University of York that have been widely employed to combat fraudulent practices in the meat industry; UCL's Healing Heritage programme exploring the therapeutic potential of museum visits in mental health treatment; and the University of Glasgow's Old Govan project demonstrating how archaeological research is facilitating urban regeneration in the city.

Sustainability and World Heritage in the Cape Verdean Islands

Cape Verde, a series of small volcanic islands off the west coast of Africa, was central to European expansion and global interactions in the early modern period, serving as a staging post in the transatlantic slave trade and a crucial resupply station for mercantile fleets. The rich heritage of the islands, and particularly its Luso-African creole culture, has been explored over the last decade by Cambridge archaeologists who unearthed significant traces of the Portuguese port of Cidade Velha. The present-day population of Cape Verde (some 500,000 people) is geopolitically marginalised and economically disadvantaged. Demonstrating the crucial linkage between heritage and sustainability, the Cambridge research formed the basis of the successful 2009 World Heritage inscription of Cidade Velha (overturning a 1992 decision to deny World Heritage status) that is contributing measurably to a burgeoning cultural tourism economy. Furthermore, the ongoing archaeological project incorporates an emphasis upon the training of Cape Verdean professionals who are now responsible for managing the site and its responsible promotion as a tourist destination.[38]

Conclusions

UK archaeology has much to celebrate. The academic sector is internationally admired for the quality of its research and undergraduate and graduate teaching. The professional sector is similarly admired for the quality of work undertaken within the planning process and its significant contribution to new knowledge about Britain's past. Community involvement in local archaeology through the CBA network, local societies, HLF-funded community initiatives and innovative projects like the Portable Antiquities Scheme are a notable success story. The discipline enjoys enormous public interest and levels of community engagement. The 2014 Research Excellence Framework demonstrated the diversity and significance of UK archaeologists' impacts on societies in many parts of the world not just in terms of public engagement with the past but in fields as diverse as food security, mental health treatment and urban regeneration.

Archaeological research is transforming our understanding of the human past and in the process contributing to addressing global challenges such as health problems, clean energy, sustainable agriculture, conflict and humanitarian action, and foundations for inclusive growth. The present research agenda has particular intellectual challenges in seeking to bridge some of the divides we have set up between a scientific and a humanistic view of the world. Archaeologists are engaged in an attempt to write new long-term histories that allow for openness, contingency and complexity but that still have shape and present relevance. Some of the findings will no doubt challenge western commonsense views of how the world works in the process of appreciating what other societies have taken for granted. Archaeology can contribute to this new global history not only at an empirical level but also through new frameworks of thought combining the physical and the social, wrestling with complexity and being aware of the political consequences of the narratives it attempts to promote. UK archaeologists have had notable success in securing research grants from a wide range of funders in support of their research. In this context, the nature of post-Brexit access to the ERC grant schemes is a particular cause for concern.

University courses are characterised by the same humanities/science mix in theories and methods that is such a notable strength of higher education archaeology research. Many are designed to engage students not just in the inherent interest of the past and the processes of finding out about it but also in its present-day social relevance. The sector has a strong track record of producing graduates well fitted for employment whether in the discipline,

the wider heritage sector, or other sectors. However, current university funding models do not take into account the significant science component of well-founded archaeology courses. Numbers of applicants for university courses are modest in relation to the number of providers and in contrast with the high public interest in the subject, with recruitment difficulties exacerbated by the competition for students with top A level scores. The subject is only part of the school curriculum for pre-GCSE children; opportunities to engage in archaeology in the secondary years are few and hardly helped by the recent withdrawal of A level archaeology by the single examination provider, though the CBA's Young Archaeologists Club provides important opportunities for aspiring students to get involved in the subject. While departments of archaeology in universities have mitigated some of the challenges they face in recruitment by developing joint and combined honours courses that appeal to a wider market, there is more work to do. Individual universities and the higher education sector as a whole need be increasingly proactive in engaging with schools, careers advisors and parents of schoolchildren before they choose A level subjects and university degree courses. University archaeology departments need to consider whether their courses reflect closely enough what prospective students (and their parents) wish to see in an archaeology degree as the younger generation becomes more concerned for the future of the world.

Most archaeological discoveries in Britain come from developer-funded archaeological projects undertaken within the planning framework rather than academic projects. Though there are excellent examples of collaboration between the academic and commercial sectors, in general this can be improved, in research to share expertise and present new knowledge to best effect to both academic and non-academic audiences and in education to develop a more joined up approach to professional training particularly given the likely skills shortage to meet the needs of major government infrastructure projects such as HS2. In this respect the closer engagement between the university subject association, University Archaeology UK and the professional body, the Chartered Institute for Archaeologists is greatly to be welcomed. The system of developer-funded archaeology within the planning system generally works well, but there are real anxieties that it will be compromised by financial pressures on the local authorities overseeing the planning process and political drivers to 'streamline the planning process'. Our historic environment is under a greater pressure than ever,

and urgent action is required to ensure that the UK's fragile archaeological resource continues to be protected and promoted for research, education and public enjoyment.

Archaeology enjoys huge public interest in its methods and discoveries, and both the academic and commercial sectors put commendable efforts into disseminating their findings to wide audiences. Yet the considerable public appetite for archaeological stories does not always translate into either a cohesive understanding of the discipline, the sophistication of its methods, or of its position as a serious study. It is difficult for a discipline sometimes portrayed in the media as more or less harmless fun to be understood as socially and scientifically meaningful. It is a further factor that cannot but dissuade potential students and their parents of the value of an archaeological education. It is yet another area where the discipline needs an effective voice.

There is a clear need for effective lobbying and concerted action by the discipline given the significant and very diverse challenges that confront it. Many contributors to the third workshop pointed to the effectiveness of the Royal Geographical Society (RGS) in promoting its discipline at all levels and in all sectors with academic and professional activities, support for schools, an admirable programme of public engagement, and providing a single coherent voice for example to government. Archaeology has access to more or less all of the same components as the RGS in terms of resources and activities, but they are divided between (especially) the Chartered Institute for Archaeologists, the Council for British Archaeology, the Royal Archaeological Institute, the Society of Antiquaries, and University Archaeology UK. For all the good work that these and other institutions and committees do, the variety of voices speaking for the discipline, or particular segments of it (notably the academic, on the one hand, and the professional/commercial on the other) is a weakness rather than a strength. In 2003 the All-Party Parliamentary Archaeology Group in its *Report on the Current State of Archaeology in the United Kingdom* stated as one of its major recommendations that "there is a need for a single non-governmental organisation to lobby for archaeology", urging the major players to "clarify and re-define (or merge) their respective functions". The need for a single authoritative voice for the discipline is never more urgent than today. The British Academy therefore recommends that as a matter of urgency the major stakeholder organisations come together to find a solution to this problem that in its considered view threatens the future health of the discipline. The Academy will be pleased to facilitate such a meeting.

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ANNEX: Forums and participants

Roundtables

Reflections on Archaeology – What archaeology is, what it does and how it tackles global challenges and global questions (24 February 2016)
Chair: Professor Graeme Barker, FBA, University of Cambridge
Speakers: Professor Christopher Gosden FBA, University of Oxford and Professor Matthew Collins, University of York
Discussants: Professor David Mattingly, FBA, University of Leicester and Professor Martin Bell, FBA, University of Reading

Reflections on Archaeology – The educational landscape of archaeology across the life course (11 April 2016)
Chair: Professor Charlotte Roberts FBA, Durham University
Speakers: Dr Mike Heyworth MBE, Council for British Archaeology, Judith Aird, AQA, Professor Kate Welham, Bournemouth University, University Archaeology UK, Dr Mark Pearce, University of Nottingham, Dr Gill Hey, Oxford Archaeology and Julian Richards, ARCHAEmedia.

Reflections on Archaeology – Speaking for the discipline (20 June 2016)
Chair: Professor Graeme Barker, FBA, University of Cambridge
Speakers: Professor Chris Scarre, Durham University, Mike Pitts, Society of Antiquaries of London, Council for British Archaeology Magazine, Professor Felix Driver, Royal Holloway University of London and Dr David Shankland, Royal Anthropological Institute

Participants

Professor Andrew Reynolds, University College London
Professor Audrey Horning, Queen's University Belfast and the College of William and Mary
Dr Ben Jennings, University of Bradford
Bob Hook, Historic England
Carl Heron, British Museum
Professor Charlotte Roberts FBA, Durham University
Professor Chris Dyer, University of Leicester
Professor Christopher Gosden FBA, University of Oxford
Professor Chris Scull, Society of Antiquaries of London
Christopher Evans, Cambridge Archaeological Unit
Professor Clive Gamble FBA, University of Southampton
Professor Colin Haselgrove FBA, University of Leicester
Professor Lord Colin Renfrew FBA, University of Cambridge
Dr Colm Donnelly, Queen's University Belfast
Professor Cyprian Broodbank FBA, University of Cambridge
Professor David Phillipson FBA, University of Cambridge
Professor Graham Philip, Durham University
Helen Glass, High Speed 2
Dr Ian Shaw, University of Liverpool
Professor James Graham-Campbell FBA, University College London
JD Hill, British Museum
Professor John Baines FBA, University of Oxford
Dr John Creighton, University of Reading
Professor John Moreland, University of Sheffield
Dr Josephine Quinn, University of Oxford
Kate Geary, Chartered Institute for Archaeologists
Professor Kate Welham, Bournemouth University, University Archaeology UK
Professor Keith Dobney, University of Liverpool
Dr Mark Lake, University College London
Professor Martin Bell, FBA, University of Reading
Mary Teehan, The Discovery Programme
Professor Matthew Collins FBA, University of York
Dr Michael Given, University of Glasgow
Dr Mike Heyworth MBE, Council for British Archaeology
Professor Michael Parker Pearson FBA, University College London

Dr Nick Thorpe, University of Winchester
Professor Norman Hammond FBA, University of Cambridge
Dr Paul Garwood, University of Birmingham
Professor Robert Foley FBA, University of Cambridge
Dr Robert Morkot, University of Exeter
Professor Roger Matthews, University of Reading
Roger Thomas, Historic England
Professor Simon Keay FBA, University of Southampton
Professor Stephen Shennan FBA, University College London
Steve Trow, Historic England
Professor Sue Hamilton, University College London
Dr Susanna Harris, University of Glasgow
Professor Wendy Davies OBE, FBA, University College London
Dr William Davies, University of Southampton

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