

THE HERITAGE EXPERIENCE INITIATIVE

Heritage is engagement with the past in the present. Heritage is, therefore, entangled in, and crucial for a deeper understanding of some of the most important contemporary global challenges: migration/integration, conflict and cultural destruction, climate change, and adaptation to rapid and major technological changes. The Heritage Experience Initiative (HEI), spearheaded by IKOS (Department of Culture Studies and Oriental Languages), and IAKH (Department of Archaeology, Conservation and History) is an ambitious endeavour to develop research with a direct societal impact and new models for teaching. This will be achieved by integrating researchers, students, and heritage professionals working across different disciplines, conceptual and methodological approaches, academic and professional skills, empirical contexts, and institutions.

Aim and objectives

IKOS and IAKH have developed diverse yet complementary approaches and expertise on heritage, based on our respective disciplinary specializations in cultural history and museology (IKOS), and archaeology, history and conservation (IAKH). We are therefore in a unique position to become a national and international cluster in heritage teaching and research. Within this as our foundation, our **aim** is to integrate and expand our disciplines and expertise, in order to develop radically new teaching-models, innovative research, and a heritage network that transcends academia. We want to explore and appraise what constitutes heritage, and why heritage matters today. Our initiative revolves around two main objectives: **1) building a durable, long-term partnership with the heritage sector** (that is institutions concerned with heritage production, policy-making, management, enforcement of legislation, as well as non-governmental organisations and commercial actors), and **2) a pioneering integration of teaching and research** (where learning is enriched through project-based, work-life anchored experiences, and research is driven by teaching).

Humaniora i Norge (Meld. St. 25:43) states that heritage research institutions need a better infrastructure for research funding and improved collaboration with universities. HEI provides such a novel and creative platform for collaboration – from which major societal challenges can be addressed. Moreover, HEI will provide students with excellent qualifications enabling them to bring new knowledge, skills, and perspectives into the future production, management, and mediation of heritage (adhering to the call in Meld. St. 25:41). The added value of this initiative will result in UiO's educational and research outcome being better known in private and public sectors (as called for in Meld. St. 25:6-7). *Kultur for kvalitet i høyere utdanning* (Meld. St. 16) states that study programs should be developed in collaboration with working life. HEI is an answer to this call.

Motivation and framework for teaching and research

Our initiative has a multi-disciplinary and theoretically informed impetus to gain deeper insights into the following two questions:

1) What is heritage? According to UNESCO, heritage is the legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations,

maintained in the present and bestowed for the benefit of future generations. Heritage is thus an ongoing process by which contemporary interests, understanding, and value-perspectives become reified and negotiated through engagement with traditions, narratives, objects, landscapes, and places. Moreover, entangled in both natural and cultural spheres, in human and nonhuman aspects, and in a multi-temporal concerns for both the past and the future, heritage can communicate across many of modernity's cultural binaries (e.g. nature/culture, past/present, matter/mind): a 'diplomacy' that is of great significance for understanding of and reacting to contemporary global challenges. We want to explore, map and critically engage with the complexity of heritage – defined as, but not restricted to, a concept and research field (framed differently in different disciplines and historical periods); a set of practices (across a broad spectrum from archaeological fieldwork to curating collections and experiences); a set of actors (at local, national, global level, within and outside formal institutions); and a political arena. This can only be achieved via a multi- and inter-disciplinary approach that retains close links to practice.

2) What is the significance of heritage today? Heritage takes up various roles in different periods and places. Through time, the past has been transmitted and engaged with in diverse ways, and is continuously negotiated, mediated and contested as a (re)source of conflict and amity. At the same time, heritage has become mobile and diasporic, caught between the local, national and global, and constantly re-configured in processes of displacement, migration, and globalization. We will explore how contemporary phenomena such as globalization, global migration, digitalization, and environmental issues challenge heritage and its management. This involves engaging with heritage as deep history, and with the politics of heritage, i.e. how it is used to form contemporary everyday life and traditions, today and in past societies – also taking into account the conflicts involved.

Working together across disciplinary and professional boundaries

HEI gathers an internationally renowned group of scholars within the field of heritage studies, and proposes a learning arena where practical experience and critical engagement are key components. The complementarity of IKOS' and IAKH's expertise on heritage is the prime incentive for this joint initiative, and its major strength. Moreover, independently of each other the two HF departments have developed close collaborations with the Museum of Cultural History (KHM) at UiO, becoming increasingly aware of the inter-departmental synergies that the heritage field offers, and the pressing need to work across disciplinary boundaries and institutional contexts. This is an imperative as we educate future professionals for truly interdisciplinary institutions and organisations that are dependent upon a high degree of cooperation and dialogue with other institutions and other stakeholders in society. For teaching purposes, successful collaborations with the heritage sector have so far taken the form of practice-based teaching courses,¹ MA students' internships,² collaborative research projects,³ sharing of competences⁴ and outreach.⁵ Such initiatives have created an awareness

¹ E.g. MUSKUL4910 *Utstillingsproduksjon teori og praksis*, KONS2060 *Forvaltning av kulturarven*, ARK2130 *From the Bronze Age to the Vikings and Beyond. Archaeological Analysis of Past Technology*.

² E.g. MUSKUL4900 *Praksis i museologi og kulturarv*, KONS4081 *Praksissemester*, ARK4180 *Arkeologisk praksis*.

³ E.g. *Museum: Culture of Copies* with The Norwegian Museum for Science, Technology and Medicine.

⁴ The seminar series *Museological Lunch*, *Politihøyskolens* use of IAKH's competence - <http://forskning.no/blogg/kulturminnebloggen/forhistorisk-asted-hvordan-kan-arkeologi-gi-bedre-politietterforskning>;

of the high demand for ‘hands-on’ learning experiences, as the number of participants steadily rises in conjunction with overwhelmingly positive feedback. Participation in activities relevant to working life has increased the number of students who pass their exams, and we will use this experience to identify further successful strategies for avoiding students’ drop-out (as called for in Meld. St. 7 and 16). Presently our collaborations with the heritage sector remain isolated efforts, and there is a need for a systematic endeavour. In particular, we need to develop enduring relationships, to devise new collaborative ways of working, and to test them. A parallel ambition is to elicit the expectations of the heritage sector vis-à-vis academia.

To facilitate collaboration, we will convene a *HEI Advisory board* in 2018, with c. 12 representatives from national and international heritage institutions and organisations, and a *HEI Network* operative from January 2019, open for academics and everyone operating within the heritage field in Norway. These establishments are the first explorative steps in a long-term process aiming to identify interlocutors, to engage in discussions about mutual expectations and needs, to explore possibilities for joint teaching and research, to formalize such intents through institutional agreements, and to test out new and innovative teaching methods with relevance beyond the field of heritage studies. HEI is a tool for capacity-building, which can have resonance beyond the participants by benefitting other fields at HF and higher education in general. To build upon existing research on advanced learning, UNIPED will be invited in from January 2019. In identifying the pivotal questions and challenges within the heritage sector, we aim to develop research projects that can address these, and provide answers. We are particularly keen to explore how HEI can result in students being better equipped to answer the demands of their future labour market. Conversely, we will explore how we can best use heritage sites, professional knowledge, exhibition and collection-driven research to strengthen our teaching and research. These are time-consuming – yet crucial – endeavours. In HEI, we see a unique opportunity to build a robust and enduring framework that challenges us to expand our expertise.

Develop research with direct societal and educational impact

HEI will initiate and support interdisciplinary research that critically engages with heritage; its historical development, contemporary issues, and future potentials. There is also an urgent need for a self-reflexive understanding of how our disciplines have taken part in forming heritage as a concept and heritage practices historically. We will build upon our ongoing work on questions about what heritage is and what its significance is today. However, we have singled out five themes that we see as central for the development of the heritage sector, for our local and global futures, and for pursuing research that is relevant for society and engaging in ongoing public debates. We will approach the themes from various angles, integrating them in teaching courses, combining our knowledge and taking both the present and the past into account. In order to develop problem-solving approaches, HEI centres on five sub-fields of enquiry:

1. *Heritage and sustainability* embraces contemporary and historical perspectives of heritage, and interactions within the field. There is currently a need for professionals able to understand and address global challenges of sustainability (such as those spelled out in the

⁵ E.g. *Detectives of the Past* (a PROFORSK-project at KHM), *Post-it prosjektet* at The Vikingship Museum KHM.

UN sustainable development goals) in order to inform policies, scrutinize methodologies and bolster rethinking. Furthermore, cross-disciplinary competence and research are needed to fully recognise the potential and value of heritage in face of global crisis, such as climate change. The role of heritage is often emphasized in relation to responses, and even solutions, to such global problems. However, such generalizing of heritage discourses risk glossing over the significant tensions that underpin heritage, and the question of how to negotiate and nurture different understandings of heritage. Is there room within the sphere of heritage to reflect on the effects human activity has had on the planet? This form of scrutiny will not leave heritage unaltered; the concept will need to be opened up and rethought in diverse directions, where such structuring (and binary) notions as e.g. natural and cultural, tangible and intangible, become deconstructed, contested and (re) negotiated.

2. E-Heritage: We will investigate how digitization and advances in virtual reality and social media affect the circulation of heritage. This includes problem-solving approaches to current challenges in the use of digital heritage tools, new ethical issues and new ways of interacting with the public. Heritage production and reproduction is now ‘taking place’ in social media and film and photosharing platforms that are complicating the circulation of the past in the present. Digitalization in archaeological and museum practices are developing rapidly and our approach to this field is two-fold. We will employ a historical perspective to understand this major technological shift, building on our broad knowledge of technology changes in the past and other contexts (as called for in Meld. St. 25:99). Furthermore, we will contribute to develop innovative ways for the public to participate in archives, museums, and archaeological fieldwork, and new ways for heritage professionals to respond to the public.

3. Heritage in conflict: In Norway, as in the rest of the world, recent years have seen a rise in legal measures aiming at protecting cultural property from wilful destruction in times of conflict, and to prevent looting, smuggling, and illicit trade in cultural objects.⁶ In spite of increasing regulation, the use of cultural property as an asset in illicit economies and illegal enterprises is growing. At the core of this field is the need to understand the role of cultural heritage in conflicts, to investigate how and why heritage is used as a resource in conflict, and to involve future heritage practitioners in this field of research. Moreover, this competence is vital in order to address and assess the effect, enforcement and purpose of heritage legislation.

4. Heritage activism: Heritage is a powerful tool today and in the past, and we will investigate how heritage is and has been negotiated in various contexts in ways that ultimately inform social norms and instantiate notions of the 'common good'. This also includes challenging the heritage sector itself, often characterized by a top-down perspective. There is a need for a more sustained understanding of the bottom-up processes whereby minority groups and indigenous peoples as well as political activists are challenging and converting heritage in opposition to official heritage use and politics.

5. Heritage and the curatorial: Increasingly, we see objects, places, knowledge and practices being transformed into heritage as a result of curatorial practice; that is, practice aimed to protect, preserve, display, and interpret cultural heritage. Whilst often going unnoticed, curatorial practice has the potential to produce heritage, and thus deserves attention.

⁶ E.g. UN Security Council Resolution 2199 (2015) and European Parliament resolution on the destruction of cultural sites perpetrated by ISIS/Da'esh (2016).

In addition, curatorial practice is now transcending the competence of museums and curators by taking new forms and producing new kinds of heritage at the cross-roads of different disciplines and institutions. For instance, the curatorial has gained momentum in the art world, but curatorial practices have also broken down the barriers between artistic and heritage practices. Archives and museums are designing experiences and inviting contemporary artists to interpret collections and engage with the public. New practices are also aiming at dismantling the existing power-relations between visitors, publics and the heritage arenas.

Through these themes, HEI will provide insight on current challenges: integration/migration/conflict (sub-fields 3 and 4), climate/environment/sustainability (1) and technology shifts (2 and 5) – answering the call in Meld. St. 25:70. All fields transcend and question the relationship between the local and the global: What is the significance of studying regional or national heritage in an increasingly globalized world? How does globalization and global-local interactions affect heritage? How should we educate future staff in local, regional and national heritage institutions to operate in this globalized context?

Recursive education: Excellence in teaching is excellence in research

HEI addresses contemporary issues that students are genuinely concerned with, and we have experienced that research-front teaching can lead to successful grant applications⁷ and publications in high-ranking journals⁸. Our experience also suggests that when students are involved in research projects, new, more ambitious and more experimental research questions, goals, and methodologies arise, and we have witnessed that such experiences provide students with a feeling of mastering and subsequently the confidence to take on ambitious tasks.⁹

Research-based teaching is essential in existing courses where we often present results from ongoing research projects. *Faglige prioriteringer III* (FP III) has made us aware that we often do so in the role as teacher, not as researchers opening up for student engagement, input and critical questions. By bringing ourselves in as researchers we aim to inspire inquisitive thinking and research skills from an early stage, adhering to the call in Meld. St. 25:10 to identify and attend to talented students. The approach will also provide students with a more fundamental understanding of the nature of the research literature on their reading-lists, and the context of their BA-, MA- or PhD-theses, and other academic texts they write. By illuminating that results from MA and PhD-projects are utilised by the heritage sector, we will demonstrate to the students that what they often consider as the theoretical part of their education is of high relevance to their future colleagues (thus adhering to the call in Meld. St. 25:13). By developing new forms of education, including project-oriented teaching, in which students, teachers and heritage professionals can collaborate on common projects, the teacher-student relationship will be reconfigured, with students as partners. HEI lays the foundations for innovative experimentation by inviting students to contribute to the development of research projects, or to develop smaller and larger research projects themselves where they can invite teachers and/or other HEI-partners to participate. Through

⁷ E.g. *Using the Past in the Past. Viking Age Scandinavia as a Renaissance?* (NFR, PI: Julie Lund).

⁸ E.g. Fredriksen, PD *et al* 2014, 'Innovation and collapse...' *Norwegian Archaeological Review* 47, 119–40.

⁹ D. van der Meulen (2017) 'Teaching undergraduates research skills by doing and reflecting', CeROArt, <https://ceroart.revues.org/5055>

this, HEI will provide students with possibilities to engage in research projects, nationally and internationally (as called for in Meld. St. 25:41).

The HEI pedagogy is based upon the knowledge that a successful teaching course provides students with three skill types; 1) theoretical and critical knowledge within a specific field, 2) practical experiences within the field, and 3) transferable skills relevant in various work-life situations (e.g. teamwork, dialogue, use of digital tools). HEI will provide students at all levels with active and social learning, while receiving systematic guidance from their teacher. They will be trained in receiving and providing feedback to fellow students, teachers and heritage professionals. Teaching courses at all levels will offer elements anchored in work-life, demonstrating the relevance of the skills and knowledge, and fulfilling expectations by making a stronger link to professional life.

Organizing HEI

Most collaborative activities in HEI will take place within five working groups (WG in Fig. 1), focusing on a sub-field of enquiry and involving students and teachers from relevant teaching courses, other HEI core group members, and partners from the *HEI Network*. Each workgroup will have a head from the HEI core group, responsible for dialogue with the *HEI Advisory board*, being supported by HEI's research and outreach coordinator. To ensure transfer of knowledge, the working groups will meet in informal workshops four times a year, to present results in quick talks followed by comments from the other working groups and discussion.

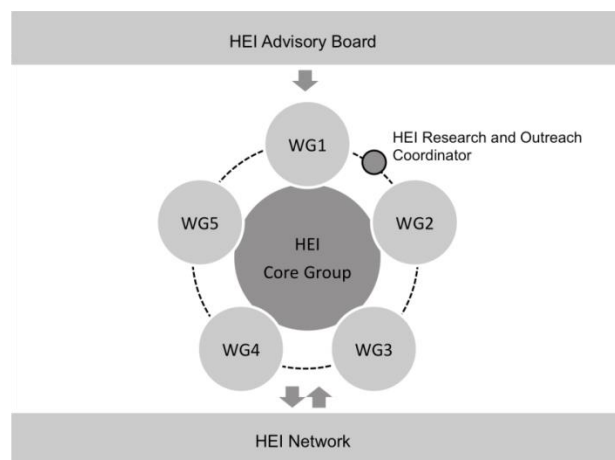


Figure 1.

HEI's Kulturarvsdag will be an essential open access arena for the exchange of experience and knowledge across the *HEI Network*. There will be room for talks, round-table discussion, mini-exhibitions, poster presentations and informal meetings. This will be an excellent opportunity to present new and ongoing research and publications from HEI, including PhD and MA theses. Such efforts to make the UiO research visible will make the heritage sector more aware of the potential for cooperation, and will also provide a venue for the sector to present research and projects. We will highlight the possibilities to suggest topics for future projects, both through *Vitenskapsbutikken* and the HEI working groups. The annual *HEI's international student conference* will be an essential meeting place for students and teachers in the *HEI Network*, enabling students to build an international network thus stimulating student exchange both in and out of UiO. The conference and *HEI's Kulturarvsdag* will be

integrated activities in several teaching courses and will be essential learning arenas for students at all levels, being responsible for smaller and larger tasks. The research and outreach coordinator will be in charge of contact and contracts with HEI partners and responsible for the *Kulturarvsdag* and the *student conference*. Activities in HEI will follow an annual cycle:

February:	Workshop 1	September:	Workshop 3
April:	Workshop 2	October:	HEI's international student conference
June:	HEI's Kulturarvsdag at UiO HEI's Advisory board meeting	December:	Workshop 4

HEI outputs and benchmarking

The initiative's strong research profile will provide a prominent outreach to prospective international students, including exchange students in other programmes at UiO already showing a great interest in our existing courses.¹⁰ HEI will offer courses in Norwegian and English. The latter can cater for students in existing programmes aiming at an international career, international students and staff in the heritage sector. We consider internationalization as an important grounding, contextualization and valorisation process of the resources available locally. However, the heritage sector in Norway is our main interlocutor and partner; much research is driven by local specificities and met by interest from local communities, and the majority of our students are Norwegian and eager to study and explore local contexts.

We will bring together research and teaching components by devising new courses under the five sub-fields of enquiry. Existing successful courses¹¹ will form the core for further development of our common portfolio, and the output of HEI will be both new and renewed courses, adding work-life anchored experiences. In addition, HEI will improve all our study programs as we will develop deeper understanding of how to integrate research and teaching and combine different skill-sets. New HEI courses are on the drawing board¹², but input from the *HEI Advisory board* and the *HEI Network* is essential to develop new courses and adjust existing ones based on current needs. Moreover, an initial benchmarking and mutual sharing of experiences is needed. The development of HEI teaching courses will therefore be a stepwise process towards a *40-gruppe* at BA level, offered to students at many different programs, and a group of courses at MA level presented as a half-/full-year HEI-package to exchange students on UiO's website, inviting UiO-student in other Master programs to take one or a few courses. The HEI *40-gruppe* will include at least 4 (10 ECTS) courses in English and 2–4 new courses, while HEI will offer at least 6 MA-courses in English (10 ECTS) and 2–4 new MA-courses.

In the pre-project phase in 2018, we will benchmark HEI against well-reputed CCHS at the University of Gothenburg/ UCL, revealing our strengths and weaknesses, in order to start in 2019 in the best possible way. It will be essential to evaluate the extent different

¹⁰ E.g. ARK2130/ARK4130 with 26 % exchange students Spring 2016, out of a total of 53.

¹¹ E.g. ARK 2130 with group-work studies of original artefacts from KHM's collection followed by the writing of individual reports, thus allowing the students to activate knowledge from the rather advanced research literature on their reading-list.

¹² E.g. ARK2XXX *Migration and mobility: Vikings and crusaders in a broader perspective* (Working Group 3), where students will interpret "third science revolution"-data (a-DNA, isotopes and other environmental data) from ongoing projects in order to develop understanding of a research field in rapid development and with a strong standing and long tradition & MUSKUL40XX *E-heritage* (Working Group 2), where map-based tools (Spatial Humanities, GIS) and visualizations will serve as a the students methodological research tool, using historical materials from archives and museum in developing their own digital products, in cooperation with partners from the HEI-network.

heritage management regulations, and differences in organization, plays a role. Half-way through *FPIII* a second benchmarking against CCHS will adjust the project plan, and the planning for the period 2024 onwards. Thus, these are essential HEI milestones:

- 2018 - First Advisory board meeting
- First benchmarking
- 2019 - Test out HEI pedagogy by improving three courses (ARK + MUSKUL + KONS), and evaluate
- 2020 - Run two new HEI courses (within theme 1 and 3), and evaluate
- Improve another three existing courses (ARK + MUSKUL + KONS), and evaluate
- 2021 - Run another new HEI courses (within theme 2), and evaluate
- Improve another three existing courses (ARK + MUSKUL + KONS), and evaluate
- Second benchmarking against CCHS
- 2022 - Run new HEI course(s) (within theme 4), and evaluate
- 2023 - Run new HEI course(s) (within theme 5), and evaluate

Another concrete output is the production of a course book on heritage studies emphasising the HEI research fields; a handbook with an international focus tentatively titled *Introduction to Heritage Studies*, specifically addressing MA students, and further contributing to international visibility and academic standing. A parallel objective is to explore the possibilities of establishing a joint Nordic program on heritage studies, drawing on our experience with the successful graduate school in archaeology, *Dialogues with the Past*.¹³ The *international HEI student conference* will be an essential arena to explore such cooperation. In order to communicate HEI research to the public, *norgeshistorie.no* will be used actively.

Potential for external funding

We aim to create a teaching environment which can compete to become a Centre of Excellence in Education. Our interdisciplinary and collaborative platform will engender research applications to a variety of funding institutions. A number of European programs are relevant: Joint Programming Initiative Cultural Heritage (JPICH), Horizon2020, HERA, ERC Consolidator Grant etc. For the last calls from JPICH it was stated that ‘the call aims to fund excellent research that is collaborative, transnational, interdisciplinary and innovative.’ HEI’s collaborative research environment will strengthen our ability to compete in these arenas. We will also apply for Norwegian funding together with our partners. Museums financed by the cultural ministry are presently prioritizing research, as University museums are strengthening their efforts. There are also potential partners in governing institutions and not least in non-governmental heritage sector. Collaboration and societal impact are becoming increasingly important for all funding agencies, to our comparative strength. Smaller projects can also attract funding: For instance, experimental applications and digital platforms can generate funds through joint efforts with museums and other heritage sites. It can attract funding from Kulturrådet, Norgesuniversitetet; Fritt Ord, Sparebankstiftelsen, and/or Anders Jahres humanitære stiftelse. We will also explore the possibilities of attracting funding from the private sector, and specifically banks, corporations, and foundations.

By being a friendly, encouraging, inspiring and inclusive heritage research node, we aim at a bottom-up strategy in funding, as well as research. We hope to attract young talented researchers worldwide searching for seniors and juniors that are genuinely interested in their

¹³ <http://www.hf.uio.no/iakh/english/research/dialogues-with-the-past/>

career development. Teaching courses, HEI exchange students, and the international student conference will be used actively in this long term strategy to make UiO an attractive host for early career researchers applying for grants (e.g. ERC Starting Grant, Marie S. Curie).

Project participants at HF

HEI is initiated by a group of permanent staff at HF (the HEI core group):

- IKOS/Museology: Brita Brenna, Marzia Varutti,
- IKOS/Cultural History: Ane Ohrvik, Line Esborg, Helge Jordheim, John Ødemark
- IAKH/Conservation: Francesco Caruso, Douwtje L van der Meulen
- IAKH/Archaeology: Per Ditlef Fredriksen, Søren Handberg, Lotte Hedeager, Julie Lund, Unn Pedersen
- IAKH/History: Ulrike Spring
- The Norwegian Institute in Rome (DNIR): Christopher Prescott

In the last 4 years the members of HEI have acquired 43 million NOK in external funding, predominantly from the The Research Council of Norway (RCN), but also from the Danish Carlsberg fund. Two participants, Jordheim and Ødemark have been awarded CAS-financing, in 2018/19 and 2019/20 respectively, and Varutti is invited to resubmit for an ERC CoG grant after having been selected twice for interview. Both Archaeology and Cultural history and museology have the status as prioritized disciplines at HF for the period 2015-18, and Archaeology has one of two enhanced MA programmes in the same period, demonstrating strength through a high number of research publications in high ranking journals and a strong production of PhDs.

We regard it as essential to include early career researchers working in the field in order to develop a dynamic project, and this application has benefited from their comments. Students taking HEI-courses will also be regarded as project participants.

Museum of Cultural History: an active UIO partner

IKOS, IAKH and DNIR collaborate with the Museum of Cultural History (KHM) at UiO on heritage teaching and research, and HEI builds on this robust partnership that transgresses disciplinary as well as faculty divisions. Museum Director Håkon Glørstad has confirmed that KMH will continue to be an active partner in teaching and research, also taking a seat in the HEI's Advisory board. HEI's partnership with KHM, as the largest cultural heritage management research institution and recruiter, secures the long term continuation of HEI beyond FPIII. A concrete example of joint efforts is the internationally recognized and successful Nordic Graduate School in Archaeology *Dialogues with the Past*; a collaboration between northern European universities, IAKH and KHM. In 2015 KHM and IAKH together secured further funding when DialPast was awarded a grant from the RCN (NOK 14 million over 5 years). In addition, we will collaborate with the research group of Palmyre Pierroux at the UV Faculty at UiO, which has a strong record in collaborative, externally funded projects within cultural (heritage) and joint teaching courses with cultural institutions.

Relevant partners outside UiO

HEI will build on established collaborations with the heritage sector: Riksantikvaren, NIKU and Norges museumsforbund have confirmed that they will take a seat in the HEI's Advisory board, other members will be designated in 2018. Riksantikvaren, NIKU, Nasjonalnuseet,

Teknisk museum, Henie-Onstad kunstsenter, Munchmuseet, Oslo museum, Svalbard museum, Anno museum, Norsk folkemuseum, Maritimt museum, Økokrim, Akershus fylkeskommune, Politihøgskolen, Vigelandmuseet, Arkeologisk museum ved UiS, Fortidsminneforeningen, Kulturrådet, Norges museumsforbund, Midgard museum, and Veien kulturminnepark offer student activities in existing courses. With support from FP III we can involve additional national partners (e.g. Klima- og miljødepartementet, CIENS, Den norske turistforeningen, Kulturvernforbundet Lofotr vikingmuseum, Kulturarv Vestfold) and establish an international network – drawing on existing connections with programs in sustainable heritage management in Aarhus; critical heritage in Gothenburg/UCL; and archaeology and ethnology at the Saxo Institute, Copenhagen. The Centre for Critical Heritage Studies (CCHS) in Gothenburg/UCL, have confirmed interest in sharing experiences and cooperate on development of MA courses. Being invited into the broad network of DNIR, HEI forms part of an active European heritage network further strengthening IAKHs and IKOS extensive networks. Fredriksen is a long-term research associate at the University of Cape Town extending the HEI network to southern Africa.

Budget plans

The following resources are considered essential in order to attain our aim (see budget):

- 2 associate professors (1 IAKH + 1 IKOS)
- 1 prof. II (IKOS)
- 2 postdoc (1 DNIR + 1 IKOS)
- 1 PhD (IAKH)
- 1 research and outreach coordinator (50 % vit.ass. IAKH).

The associate professors, prof. II and postdocs will be responsible for teaching and establishing research within a subfield each. The PhD will be an open call. The core group will work within a subfield of their interest and all members of HEI (including students and partners) will work together on the theoretical concepts and with grant applications. To arrange the HEI-conference, Kulturarvsdag, develop courses, cover student activities (e.g. excursion to partner institutions), prepare the book, prepare grant applications and cover our part of costs for collaborative meetings, 1.55 mill NOK is needed.

Beyond the five years

The associate professor at IKOS is covered by the current recruitment plan at IKOS while the IAKH Board is committed to support HEI. Accordingly, if the proposal is accepted by the Faculty of Humanities, a HEI Associate Professor position will be included in the Department's Recruitment Plan for 2018–22. Becoming a Centre of Excellence in Education is a long-term goal. We aim to establish teaching methods and partnerships that can be maintained after the FPIII-funding period, as experimenting and prototyping should have resulted in new, sustainable, established practices. As for the collaborative work with the sector and between academic bodies, these are harder to maintain without lasting support in the form of budgets for yearly conferences, board meetings etc. We believe, however, that these are funds that can be obtained in the future, both by internal support and external funds. The sums required will not be substantial, and we are certain that collaboration in 2024 will be equally strategically important for the University and the heritage sector as it is today.

Budsjett faglige prioriteringer 2019-2023

Legg inn tekst, årsverk og beløp i de gule inputfeltene. Beløp blir automatisk beregnet på bakgrunn av gjennomsnittlige lønnstrinn. Lønnsøkning er inkludert. For rekrutteringsstillinger blir det brukt rundsum.

Institutt:	IAKH
Fagområde:	HEI, The Heritage Experience Initiative
Beskrivelse:	

Aktivitet	Beskrivelse	Hva legges inn?	2019	2020	2021	2022	2023
Professor		Legg inn årsverk					
1. amanuensis	1 IKOS + 1 IAKH	Legg inn årsverk	1	2	2	2	2
Lektor		Legg inn årsverk					
Prof II	IKOS	Legg inn årsverk	0,2	0,2	0,2	0,2	0,2
Postdok	DNIR	Legg inn årsverk		1	1	1	0,5
Postdok	IKOS		0,5	1	1	0,5	
Stipendiat	IAKH	Legg inn årsverk		1	1	1	
Vit.ass.	Outreach and research coordinator	Legg inn årsverk	0,5	0,5	0,5	0,5	0,5
Drift 1	HEI's Kulturardag (lunch + travel invited lecturers)	Legg inn beløp	50 000	50 000	50 000	50 000	50 000
Drift 2	HEI's international student conference (lunch + pizza + travel grants)	Legg inn beløp	60 000	60 000	60 000	60 000	60 000
Drift 3	Networking (travel + inviting in guests)	Legg inn beløp	50 000	50 000	50 000	50 000	50 000
Drift 4	Course book	Legg inn beløp	50 000	50 000	50 000	50 000	50 000
Drift 5	HEI Advisory board (lunch)	Legg inn beløp	5 000	5 000	5 000	5 000	5 000
Drift 6	Div.	Legg inn beløp	50 000	50 000	50 000	50 000	50 000
Drift 7	Development of courses/student activities	Legg inn beløp	25 000	50 000	50 000	50 000	50 000

	2019	2020	2021	2022	2023	Sum
Professor	0	0	0	0	0	0
1. amanuensis	808 981	1 658 412	1 699 872	1 742 369	1 785 928	7 695 561
Lektor	0	0	0	0	0	0
Prof II	188 272	192 979	197 803	202 748	207 817	989 619
Postdok	432 332	1 772 562	1 816 876	1 396 723	477 214	5 895 707
Stipendiat	0	710 748	728 517	746 729	0	2 185 994
Vit.ass.	299 428	306 914	314 587	322 451	330 513	1 573 893
Drift	290 000	315 000	315 000	315 000	315 000	1 550 000
Sum	2 019 014	4 956 614	5 072 654	4 726 021	3 116 471	19 890 774