

ICOM Special mission 2012 Final Report and Financial balance

CIDOC Summer School

Seminars in museum documentation



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Introduction

CIDOC, the ICOM International Committee for Documentation, in collaboration with the Museum of Texas Tech University (MoTTU), has developed an innovative training programme: the *CIDOC Summer School*. The present report provides a summary of the second session that took place from May 20th – May 25th in Lubbock, Texas on the MoTTU campus.



Objectives

Broad audience

The CIDOC Summer School programme is intended to appeal to a broad audience: both experienced museum personnel and newcomers to the field of museum documentation. To this end, the programme is conceived as a series of interrelated modules, covering both basic and advanced topics, allowing participants to tailor the curriculum to their individual needs and interests. We hope this will ensure that the programme is both comprehensive and accessible.

Academic credibility

CIDOC calls upon an international network of specialised domain experts; many, but not all, have teaching experience. In order to ensure a solid and credible academic framework we have established a partnership with the Museum of Texas Tech. Tutors for the 2011 and 2012 Summer Schools were drawn from members of the CIDOC board and MoTTU faculty, working together to create a blend of practical and pedagogical expertise. Furthermore, successful completion of the Summer School core programme leads to a CIDOC/MoTTU *certificate of competence*. This will be taken into consideration for students who enrol with Texas Tech's Master's programme in Museum Science. One student is in the process of applying.

Sustainability

It is important to ensure the consistency and coherence of the programme over time. The goal is to be able to provide and maintain a complete, high-quality teaching programme in the three ICOM languages. To ensure this, all teaching material prepared for the Summer School is designed to be reusable: contributors use a common template and sign a contributor's agreement giving usage rights to ICOM CIDOC. CIDOC works in close partnership with related organisations (ICTOP, UNESCO) to ensure quality and consistency but also to make sure that the programme responds to evolving real-world requirements. (Contributor's Agreement, Appendix C)

Proximity and distance learning

Our overall aim is to ensure that editions of the CIDOC Summer School can take place at different locations around the world, at the places where training is most needed. The objective is to ensure proximity and relevance but also to help reduce travel costs since it is less expensive to transport a small number of tutors than a whole class of students. In 2012 we used distance learning technology for the first time. Five students signed up for the 'remote learning' option. This enabled students who could not afford to travel to Lubbock to nevertheless follow some of the teaching modules. We will be adding more distance learning options in the future.

Marketing and publicity

As for 2011, the 2012 CIDOC Summer School was publicised via CIDOC's own website and also appeared on the ICOM website events calendar and the Museum of Texas Tech website events listing. CIDOC also set up a special Summer School website (in English) providing information about the programme and allowing online registration, and designed a brochure that was distributed via email. Announcements appeared in ICOM news and the ICOM e-newsletter. Email announcements were sent individually to all of CIDOC's members in their preferred language (English, French or Spanish) and a general announcement was sent to the ICOM mailing list. UNESCO also circulated information about the Summer School and some professional associations posted news of the CIDOC Summer School on their own websites. In addition, we made a greater effort than in 2011 to attract US students. To do this we targeted various mailing lists, notably the American Association of Museums' (AAM) emerging professionals and the Western Museum Association. In addition, Frances Lloyd Baynes, editor of the CIDOC newsletter and resident of Minneapolis, attended the AAM conference and made a presentation about the CIDOC Summer School.

All of these actions were offered as 'in kind' contributions and required no direct expenditure.

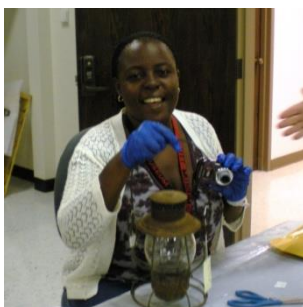
This marketing effort stimulated an adequate response in a wide range of countries, reflected in the number and the geographical spread of registrations. Penetration seems to have improved compared to 2011. Many potential participants were already aware of the programme and reacted rapidly as soon as the registration opened. We were, however, disappointed by our failure to attract more US students to the Summer School. This may be because ICOM does not as yet have a very high profile in the North America.

Registration

In all, we received thirty six people registrations for the 2012 CIDOC Summer School (compared to twenty seven in 2011). Registrations were from a wide range of countries. These included Central and Eastern Europe, Asia, Africa, and the Middle East. Not all of these initial registrations were followed up, but they do reflect our success in making information about the school available.

The full registration fee for 2012 was 525 USD while the reduced rate fee for ICOM members was 450 USD. The minimum registration fee (for bursary applicants and for distance learning) was 75 USD. Volunteers paid no registration fee.

CIDOC and MoTTU put heavy emphasis on the need to apply for a visa in good time and provided invitation letters to help expedite the administrative process. We received useful advice on formulating these from letters the Texas Tech Office of International Affairs. These measures helped to avoid many of the difficulties with obtaining visas that were experienced last year.



Participants

Nineteen participants finally attended the 2012 CIDOC Summer School: seven more than in 2011. Of these, ten were members of ICOM, eight received financial support, and two were volunteers. Five participants signed up for the "remote learning" option and did not physically attend. Two students had already attended in 2011 and returning to follow

advanced modules and complete their training programme.

The size of the teaching group was small enough to allow all the participants to get to know each other very quickly, but was large enough to make group activities interesting. Participants had a wide range of backgrounds and experience. This was of considerable benefit, creating a strong multi-cultural and international atmosphere. The inclusion of volunteers in the courses proved particularly beneficial: international students formed close ties with local students who were able to share their knowledge of the area. All the students were enthusiastic, highly motivated and participated actively in the seminars. The geographical spread of the participants and their varied levels of expertise correspond to the broad audience we were aiming to attract.

List of participants

Firstname	Surname	Institution
Bumaa	Dashdendev Nasan	National Museum of Mongolia
Nguyen Hai	NINH	Department of National Cultural Heritage
Linda	Neruba	Uganda Museum
Njabulo	Chipangura	National Museums and Monuments of Zimbabwe
Julia	Rosenow	Hochschule fuer Technik und Wirtschaft Berlin
Tariana Maici de Souza	Stradiotto	MASP - Museu de Arte de São Paulo, Brazil
Gabriel	Bevilacqua	Pinacoteca do Estado de São Paulo
Juliana	Monteiro	Sao Paulo State Secretariat of Culture - SEC
Olalonpe Hafsat	Oyebode	Central Bank of Nigeria, Currency Museum
Ayman	Essmat	National Museum of Egyptian Civilization
Ehab	Abd El hamid	national museum of egyptian civilization
Ana	Panisset	Instituto Estadual do Patrimônio Histórico e Artístico de Minas Gerais
Adelaide	Sallema	National Museum of Tanzania
Adriana	Miyatake Yokoyama	Pinacoteca do Estado de São Paulo
Angela	Vanderbilt	
Nicoleta	Sîrbu	National Museum of the Romanian Peasant
Vivian	Okeke	National Commission for Museums and Monuments
Lorna	Slupczynski	Museum of Texas Tech University, USA
Lorri	Rodriguez	Museum of Texas Tech University, USA

Demographics

The following table gives a breakdown of participants by region, for 2011 and 2012. This includes volunteers and distance learners.

	2011	2012	total	percentage
Europe	1	2	3	10%
Africa	1	5	6	19%
Latin America	1	5	6	19%
Middle East	5	2	7	23%
Asia		2	2	6%
USA	4	3	7	23%
Totaux	12	19	31	

Bursaries

Four participants received a bursary of 2000 USD towards their travel and accommodation costs while another four received 1000 USD. Registration fees were fixed at 75 USD for bursary recipients. The beneficiaries were selected on the basis of a detailed application which included a CV, estimation of costs, letters of recommendation and a statement of motivation. Funding for the bursaries was provided by the CIDOC bursary fund. Beneficiaries were reimbursed cash-in-hand at the Summer School and each provided a copy of an identification document, travel documents and signed a receipt. Money to cover the bursaries was transferred from the CIDOC account in Paris to a local account with Texas Tech Federal Credit Union. This system functioned without any major difficulties.



Teaching staff

Eight instructors drawn from CIDOC and MoTTU faculty and staff delivered a total of fourteen training modules. Five new modules were presented; each prepared by the instructor who delivered it. Eight modules prepared in 2011 were revised and updated. Walther Koch (CIDOC board member) presented three modules, including one independent study group. Stephen Stead (CIDOC treasurer) gave three modules, including an extended teacher training workshop and Nick Crofts (CIDOC chair) also gave three. The remaining modules were delivered by the MoTTU faculty members. This corresponds roughly to a 50/50 split of authoring and presenting of teaching material between CIDOC and MoTTU. Both MoTTU faculty and CIDOC members gave their time as in-kind contributions to the CIDOC Summer School.

CIDOC and MoTTU staff cooperated successfully on the preparation and delivery of the modules. Thanks in large part to the use of a common template for presentations, developed initially for the CIDOC “Train the Trainers” programme, and used for the 2011 Summer School, the level of consistency in presentation style remains satisfactory.

Modules

Fourteen modules were delivered during the Summer School. The eight 100-level modules form the core of the basic training programme in documentation principles and practice.

101 Introduction to museum documentation	Nick Crofts
102 How to set up a basic inventory system	Nicola Ladkin
103 Marking objects with identification numbers	Terri Carnes
104 Photographing objects for inventory purposes	Bill Mueller
111 Defining and maintaining a Descriptive System: information fields and terminology lists	Stephen Stead
112 Defining and maintaining a Procedural Manual: documentation policy and methods	Walther Koch
121 Job descriptions and organizational structures	Nick Crofts
122 Budgets, productivity, planning, and reporting	Stephen Stead
203 Object ID: Documentation and illicit trafficking NC	Heath Garner
305 Copyright and licensing issues	Hyojong Cho
323 Managing multi-lingual data	Nick Crofts
404 Museum procedures and business processes	Walther Koch
403 Independent study	Walther Koch
CIDOC Summer School Teacher Training	Stephen Stead

The modules covered both theoretical and practical aspects of museum documentation. Participants had the opportunity for hands-on practice, marking and labelling objects using a variety of techniques during module 103, and comparing different lighting techniques and taking photographs in module 104. All modules contained a mixture of presentation, discussion and exercises.

Advanced modules were organised for the first time. These ran in parallel with the 100 level sessions. These modules allowed two students to complete the Programme and obtain their certification. For the independent study module, two students prepared a detailed analysis of the MoTTU registration process, based on interviews with the registrar, and applying the methodology presented in Module 404 – Museum procedures and business processes.

Stephen Stead ran an extended teacher training workshop during the Summer School, to prepare future teachers of the CIDOC Summer School. This was attended by two participants from Brazil, Gabriel Bevilacqua and Juliana Monteiro, who are involved in organising the 2013 CIDOC conference. A week long edition of the Summer School will be organised, in Portuguese, in conjunction with the ICOM triennial conference.

All tutors were required to prepare or adapt a Power Point presentation as a support for their modules. These presentations each contain a *study plan*, *expected outcomes* and *pedagogical notes* intended for use by tutors. Modules delivered at the 2011 session of the Summer School were revised and improved in the light of feedback received. In this way we hope to maintain a process of continuous quality control and improvement.

The Contributor's Agreement grants ICOM CIDOC a non exclusive licence to freely re-use all the presentations and the associated pedagogical material.

The CIDOC Summer School teaching modules will be translated into the three main ICOM languages: English, French and Spanish.

Study visits

One day was set aside for study visits. Participants visited the Ranching Center the Lubbock Lake National Historic and State Archaeological Landmark site and the Silent Wings Museum. Participants were given a 'behind the scenes' tour at each institution, meeting with curators and documentation specialists. Transport and drivers were provided by MoTTU.



Evaluations

As for 2011, participants at the 2012 Summer School were asked to provide feedback for each of the teaching modules. A standard form was provided with a series of questions (Appendix A). Additional written comments were also solicited.

The evaluations are calculated using a *net results* method (positive - negative answers / number of responses). For example, if 8 out of 10 responses are positive while the remaining 2 are negative, the overall *net* result is 6. This approach is used to highlight any weak points or areas of dissatisfaction.

Results for the course evaluations (Appendix B), show general satisfaction levels averaging 80.93%, a slight improvement over 2011 which showed average satisfaction level of 78.39%. The evaluation forms were annotated with extensive comments and much useful constructive criticism. Many of the participants expressed an interest in bringing the CIDOC Summer School to their home countries. A critical analysis of these results, combined with the participants' comments allows us to focus on specific issues and help identify areas for improvement.

Certificates

All students were provided with a certificate of attendance listing all the modules in which they had participated. Participation and results are registered in a central database to allow tracking. This is needed particularly for students aiming to complete the basic training programme leading to a *certificate of competence*.

Transport, food, and accommodation

Using their own vehicles, volunteers provided a "taxi" service to and from the airport and local hotels. MoTTU provided two minibuses to transport all the participants for the field trip. Tea, coffee, snacks, breakfast and a buffet lunch were provided each day in the Museum's Function and Reception area. Special provision was made for students with special dietary needs. These were all offered as 'in kind' contributions by MoTTU.

Participants covered their own transport costs to and from Lubbock. For 2012 we were able to obtain on campus student accommodation, within easy walking distance of the Museum, at a very reasonable cost to participants of 29 USD per night. Most of the participants took advantage of this offer. MoTTU provided assistance with booking arrangements. Student life on campus proved to be very popular and undoubtedly contributed to a strong sense of group involvement and participation.

Financial report

Final CIDOC budget (in USD)

Summer school 2012 actual budget	Income	Expenditure
Registration fees	3000.00	
CIDOC Bursaries allocation	12000.00	
ICOM "Special mission" grant 2012 €4000	5250.00	
Account seed	75.32	
Dividend	0.01	
Banking fees	3.23	90.15
Bursaries (8)		12987.50
Hospitality		344.75
Workshop supplies		300.00
Travel and accommodation (2 tutors)		5250.00
Totals	20328.56	18972.40
Balance		1356.16

Revenue from registration fees was very close to our original estimate. The ICOM "special mission" grant for 2012 was a welcome addition. The CIDOC bursary allocation is shown here as project funding though it does not, of course, represent actual income. The total amount spent on bursaries was slightly higher than anticipated, as we agreed to cover the total cost of air tickets for two participants. This expenditure was covered by revenue from the registration fees.

Overall, the Summer School finished with a positive balance of 1356.16 USD.

In kind contributions (in USD)

	CIDOC	MoTTU
Summer School website	3000.00	0.00
Printing, brochures, training, and support material	500.00	600.00
Tea, coffee, lunch	0.00	1200.00
Hotel and airport "taxi" service	0.00	1200.00
Study trip transportation (van hire \$125 + fuel)	0.00	170.00
Use of teaching rooms and facilities	0.00	2500.00
Compilation and development of new course material	3000.00	3000.00
Staff time 3 (CIDOC) + 3 (MoTTU) FTE for 6 days	12000.00	12000.00
Totals	18500.00	20670.00

Total amounts for in-kind contributions are roughly equivalent to those from last 2011. These in-kind contributions reflect the value of the serviced offered by MoTTU and CIDOC, costs that would have to be met were it not for the generosity of our project partners.

Recommendations

Working in partnership

The partnership with the Museum of Texas Tech University proved to be mutually beneficial. MoTTU provided staff, facilities and pedagogical expertise while CIDOC was able to bring concrete examples

and experience from experts working in real-life situations. MoTTU offers a Master's degree programme in Museum Studies, so was particularly well suited to our needs.

When choosing partner institutions in other countries, we will be looking for similar facilities and expertise.

Teaching methodology

Teaching style and methodology has to be adapted to the Summer School situation. Participants attending the Summer School do not necessarily have good study habits, may not be used to taking notes and do not have time to engage in extensive background reading. They do, however, bring far more extensive experience of practical museum work than is common for regular university students. It is important to be lively and engaging, to communicate the major points clearly and directly, and to encourage students to contribute and to interact in class. The four-hour modular approach we adopted seems to work well in this respect. Each module is in two halves, lasting around 90 minutes, with a break for refreshments in the middle. Each section typically consists of a blend of presentation, demonstration, discussion, and exercises. The teacher training course (given by Stephen Stead) underlines these points. It is aimed specifically at future trainers, provides both an introduction and a demonstration of effective classroom technique.

Duration and scheduling

The optimum period for organising the Summer School seems to be immediately following the Spring Semester. This means that on campus accommodation is available at reasonable cost, while staff members and some graduate students are still present and able to participate. Furthermore, the Museum's teaching facilities were not in use and could be given over to the Summer School.

Participating in the Summer School is intense and tiring, both for the students and the staff. Judging from the feedback we received, five days of teaching, including a mid week field trip, seems to a good balance. This is enough time to cover a considerable amount of material and for personal relationships to be established, while limiting the cost to participants of days away from their employment.

Formatting of teaching materials

Using a standard Power Point template proved extremely useful. This was intentionally low key in terms of graphics, and contained an outline of our recommended teaching approach. It ensured not only a continuity of appearance and layout, but also a standard classroom procedure. This meant that students were able to concentrate on the material and spent less time adapting to each tutor's individual style. In addition, the support material has a consistent and professional appearance.

Costs and budget

The figures provided above give a good idea of the overall cost of running a training event such as the CIDOC Summer School. Ideally, we would like to achieve a balanced budget. This can be achieved with a higher proportion of fee paying students. In addition, outside funding would have to be found to cover bursaries. Removing the bursary option completely would certainly ease the financial burden, but would also remove those students who have most to benefit from the programme.

Another strategy for ensuring the financial stability of the Summer School would be to adopt a franchising policy, whereby the financial risks associated with running the event would be assumed by the organising institution.

Registration Payments

One aspect of the registration system that we changed between 2011 and 2012 was the introduction of a minimum registration fee of 75 USD for all participants, including those receiving financial aid. Including this fee enabled us to cover administrative costs in preparing the Summer School. It also gave us a valuable indication as to which registered participants were serious about attending, rather than merely expressing seeking further information. As mentioned earlier, only half of those who registered actually attended.

Distance learning

The distance learning option, offered on a trial basis for a 75 USD, proved remarkably popular. Students received all the teaching materials, and Power Point presentation with audio commentary, both as links to online resources and as a USB data key sent though the post. Distance learners chose this format over a live webinar, which we had originally intended to organise, since it interfered less with their work schedule and did not require a high-bandwidth Internet connection. Using the course material in this way lacks the advantage of hands on workshops, interactive dialogue with the trainers and human contact with other participants, but it seems nonetheless prove useful to those who cannot attend the programme in person. We will be conducting follow up evaluations to see how the material is received.

For future editions, we looking at ways of simplifying the post production phase, as this can be extremely time consuming.

Food and accommodation

On site accommodation is a great benefit to participants. It reduces costs, saves time shuttling to and from hotels and helps to create a bond between the participants. Likewise, providing food and refreshment on site is both efficient and agreeable. Ideally, catering costs should be factored into the registration fee.

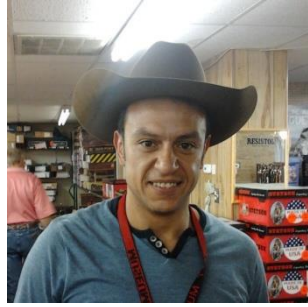
Conclusion

Thanks are due to the executive director of MoTTU, Dr Eileen Johnson, for welcoming the Summer School to Lubbock and for generously providing staff, facilities and other services, without which the event could not have taken place. The collaboration was mutually beneficial and MoTTU has agreed to host additional CIDOC Summer Schools in the future.

Much experience and useful information has been gained from the two Summer School held in Lubbock, both concerning the pedagogical and practical aspects of organising the programme. Detailed budgets, including in kind contributions, allow us to provide detailed estimates for future editions.

The model for professional training we have developed has the potential for application in other fields. We would be very happy to work with other ICOM committees wishing to establish similar initiatives in other areas.

We are already working on plans for the 2013 edition of the CIDOC Summer School, which will take place in Brazil, in conjunction with the ICOM triennial conference.



N.A. Crofts

Nicholas Crofts
Chair ICOM CIDOC



Nicola Ladkin

Nicola Ladkin
Assistant Director Museum of Texas Tech University



APPENDIX A Module evaluation form



Participant Module Evaluation

Summer School 2012

Module code

Module title

Presenter

Date

1. The slides were clear and easily understood

Agree

No comment

Disagree

2. The presenter spoke clearly and was easy to understand

Agree

No comment

Disagree

3. There was too much material, it was difficult to follow

Agree

No comment

Disagree

4. The examples and illustrations were helpful and interesting

Agree

No comment

Disagree

5. The exercises were thought provoking

Agree

No comment

Disagree

6. There were not enough exercises

Agree

No comment

Disagree

7. The presenter made sure that all the students were able to contribute

Agree

No comment

Disagree

8. The subject matter was irrelevant : this module should be removed

Agree

No comment

Disagree

Please use reverse side for other comments

APPENDIX B evaluations

2011

	101	102	103	104	111	112	121	122	211	212
Q1	1.00	1.00	0.80	0.90	1.00	1.00	1.00	0.75	1.00	0.90
Q2	1.00	1.00	0.90	1.00	1.00	1.00	1.00	1.00	0.56	0.70
Q3	0.75	0.89	0.70	0.60	1.00	1.00	1.00	0.88	1.00	-0.55
Q4	1.00	1.00	0.80	0.90	1.00	0.91	1.00	0.88	0.80	0.50
Q5	0.86	0.38	0.67	0.70	0.36	0.20	0.78	0.63	0.67	0.10
Q6	0.63	0.50	0.70	0.50	0.09	0.20	0.56	0.88	0.67	-0.10
Q7	1.00	1.00	0.67	0.90	0.83	0.91	1.00	0.88	0.78	0.30
Q8	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.88	1.00	1.00
Net Total	90.4%	84.5%	77.9%	81.3%	78.6%	77.7%	91.7%	84.4%	80.8%	35.7%

2012

	101	111	103	104	111	112	121	122	203	TTT
Q1	1.00	1.00	1.00	1.00	0.67	1.00	0.50	1.00	1.00	1.00
Q2	1.00	1.00	0.83	1.00	1.00	0.89	0.88	1.00	1.00	1.00
Q3	0.70	0.80	0.67	1.00	0.67	0.89	0.88	0.58	0.00	1.00
Q4	1.00	0.90	1.00	1.00	0.67	0.89	0.88	0.83	1.00	1.00
Q5	0.60	0.30	0.33	0.20	0.67	0.33	0.13	0.73	1.00	1.00
Q6	0.30	-0.10	0.67	0.40	0.00	0.78	0.38	0.67	1.00	1.00
Q7	0.70	0.90	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Q8	1.00	1.00	0.67	1.00	1.00	1.00	1.00	1.00	1.00	1.00
Net Total	78.7%	72.5%	77.0%	82.5%	70.8%	84.7%	70.3%	85.1%	87.5%	100.0%

Responses were noted 1, 0 or -1:

- a favorable response (agree, or just right) is noted as 1,
- no comment answers are noted 0,
- negative answers are noted -1.

The net result was calculated as the sum of all the responses to each question (Q1 – Q8).

Results for each question are given for each module.

The Net Total line gives the overall total for each module as a percentage.

APPENDIX C Contributor's Agreement



PLEASE READ CAREFULLY – THIS CONTRIBUTION AGREEMENT ("AGREEMENT") IS A LEGAL AND BINDING AGREEMENT BETWEEN YOU, AS A CONTRIBUTOR TO THE 2012 CIDOC Summer School, AND ICOM. BEFORE MAKING ANY CONTRIBUTION TO THE 2012 CIDOC Summer School, YOU ACCEPT AND AGREE TO ALL TERMS AND CONDITIONS OF THIS AGREEMENT.

SECTION .1 DEFINITIONS

- .1 For purposes of this Agreement, the following capitalized terms shall have the following definitions:
 - **"Agreement"**: means this agreement, its recital, its appendices and any amendments thereto as agreed upon in writing by the duly entitled representatives of both Parties;
 - **"2012 CIDOC Summer School"**: means the ICOM International Committee for Documentation Summer School training programme;
 - **"Contributor"**: means an individual or entity accepting the terms of this Agreement and making a Contribution to the 2012 CIDOC Summer School;
 - **"Contribution"**: means any texts, photographs, videos, films and other recorded sounds and/or images, software, source code, object code, database, files, specifications, documentation, including technical documentation (such as quality control plans, manuals, project plans, integration plans, test plans, release notes and configuration management plans), implementation specifications, interface documentation, training documentation, other drawings, notes or plans or any other intellectual contribution, including modifications, posted or submitted either orally, electronically or by hard copy or any other format, to CIDOC in relation to the 2012 CIDOC Summer School;
 - **"ICOM"**: means the International Council of Museums (ICOM), an association organized and existing under the laws of France governed by the Act of July 1, 1901, having its registered office at Maison de l'UNESCO, 1 rue Miollis, 75732 Paris cedex 15, France, and its national and international committees, including the International Committee for Documentation (CIDOC);
 - **"Party"**: means ICOM or the Contributor;
 - **"Parties"**: means ICOM and the Contributor;
- .2 The following terms and conditions apply to the 2012 CIDOC Summer School, and set out the terms and conditions under which the Contributor assigns to ICOM any and all intellectual property rights on his Contribution.
- .3 The Contributor agrees to be bound by these terms after filling in the information requested below and providing his signature.

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