



**Camilla Leathem, Dominik Adrian**

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**Survey and Analysis of Basic Social Science and Humanities  
Research at the Science Academies and Related Research  
Organisations of Europe**

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**Union of the German Academies of Sciences and Humanities  
in cooperation with  
All European Academies (ALLEA)**

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**2015**

**Camilla Leathem & Dominik Adrian**



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Survey and Analysis of Basic Social Science and Humanities Research at the Science Academies and Related Research Organisations of Europe (SASSH)  
2015

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## ABBREVIATIONS

ALLEA	All European Academies
BMBF	German Federal Ministry of Education and Research ( <i>Bundesministerium für Bildung und Forschung</i> )
BBAW	Berlin-Brandenburgische Akademie der Wissenschaften
CC	Creative Commons
CESSDA	Consortium of European Social Science Data
DARIAH	Digital Research Infrastructure for the Arts and Humanities
DFG	Deutsche Forschungsgemeinschaft (German Research Council)
DRP	Digital Research Practices
DRT	Digital Research Tools
EAP	European Academies' Programme
ERA	European Research Area
ERIC	European Research Infrastructure Consortium
ESF	European Science Foundation
ESFRI	European Strategy Forum on Infrastructures
ESR	Early-stage researchers
EUROHORCS	European Heads of Research Councils
FP	Framework Programme (European Commission)
GIS	Geographic Information Systems
HERA	Humanities in the European Research Area
MQ	Main questionnaire
NWO	Netherlands Organization for Scientific Research
OA	Open Access
SASSH	Survey and Analysis of Basic Research in the Social Sciences and Humanities and the Science Academies and Related Research Organisations of Europe
SSH	Social sciences and humanities
SQ	Short questionnaire
UAI	Union Académique Internationale



## SECTION A: EXECUTIVE SUMMARY

Cultural heritage and identity in Europe is rich and diverse, and it is one of the key endeavours of the science academies of Europe, along with other research organisations, to document and preserve it. The academies are major generators and storehouses of knowledge and if they were to join forces they could strengthen the integration of European basic SSH research on cultural heritage and identity. However, as yet, **the academies of Europe are not connected by a common research infrastructure.**

The academies of Europe are rooted in a centuries old tradition of academic elite. They are politically independent hubs of concentrated scholarship whose work is not dictated by economic and societal pressures. Their forms, functions and research emphases vary from country to country, mirroring the diversity of Europe itself. As Europe and the European Research Area consolidate, the question arises of the **potential within the diversity to create an integrative academies research infrastructure.** *In varietate unitas.*

There was no way of answering this question: **against the backdrop of the European research landscape, the science academies were a black hole.** The SASSH initiative collected the information needed to answer it, producing the **first inventory of what research is being carried out where, by whom, and with which means** in the academies' SSH research landscape.

In the autumn of 2013, the Union of the German Academies of Sciences and Humanities teamed up with the federation of All European Academies (ALLEA), both headed by the same president, Prof. Dr. Günter Stock, to undertake the inventory. The initiative was awarded funding from the German Federal Ministry of Education and Research for nearly two years.

The Union of German Academies has almost forty years of experience in coordinating a joint research programme in the SSH (the Academies' Programme) between nine German science academies. ALLEA unites over 50 science academies from over 40 countries from the Council of Europe region under one umbrella. ALLEA acts as a collective voice of scientists for science and societal policy, but does not run a joint research programme. Collaboration between the Union and ALLEA combines the research network experience of the former with the target contact base of the latter.

Data was gathered by way of **a survey that reached over 600 SSH projects run at or by science academies and learned societies from 31 European countries.** Several non-university research institutes and associations also responded. The survey collected information on concrete projects, research fields and topics, running times and funding, staff numbers, emeritus volunteers, research sites and access to research material, early-stage researchers, digital research practices, publication, dissemination and visibility, international collaboration, and project evaluation.

The present study reveals that, although there are certainly differences among the nature and running of the projects surveyed, **the academies landscape is characterised by similar trends**. Firstly, the academies are bodies of expertise in basic (as opposed to applied) research in the humanities, and particularly in the **historical humanities**. Research interest in history, language, religion, literature and geography (including anthropology and ethnography) is particularly widespread. The projects primarily produce editions, dictionaries and text corpora.

Although social sciences projects are less common and contemporary social science projects play a major role for a handful of Eastern European academies only, projects with a historical sociological focus are nonetheless undertaken by most academies. Projects focussing on political and legal history and sociology are particularly well represented among the projects surveyed. Not only do the academies generate fundamental humanities reference works, but they also address contemporary issues with a historical perspective; they are bridges between the past and the present and therewith key actors in the discovery, preservation and presentation of European cultural heritage and identity.

The study gave rise to many new insights. One such insight is that the majority of projects, albeit not all, are undertaken at the academies themselves. A considerable number of projects are also undertaken at universities, either under academy leadership and coordination, or as collaborative projects between an academy and a university. This is in part due to the fact that the project leaders of academy projects are in many cases university professors or emeritus professors. These projects remain under the auspices of an academy, but are generally undertaken at the professor's home university.

A further key finding is that there appears to be no equivalent to the German Academies' Programme elsewhere in Europe. This is a critical point in many respects as it may mean that projects elsewhere are not supported by a stable and reliable source of funds. This may affect project running times, continuity and interruptions.

Academy research in the SSH is characterised by **excellence and continuity**. **Regular evaluation** and, in most cases, external evaluation, is the norm for academy projects. The consequences are chiefly strict and financial, and funding for projects falling below par is frequently terminated as a result. **The majority of the target projects are medium to long-term**. Most academies do also run short-term projects of up to five years; however these are tendentially less common than longer term projects, with the exception of some countries of Eastern Europe.

**Most of the target projects are state-funded**, either directly or via the research organisation or national research council. Private funding sources play a very minor role only. **The funding allocated, however, is greatly unequal, and partly inconsistent**. Several participating countries report frequent instances of limited-term project funding, and some countries appear to have particular problems securing consistent full-time funding for long-term research. In addition, interruptions have been experienced to a greater or lesser extent in almost half of the countries surveyed. Although interruptions are not the norm, when they do arise, they can last for quite some time and are chiefly caused by funding difficulties.

The funding volumes allocated to SSH projects at the academies and related research organisations of Europe are very diverse. Over half of the target projects receive less than €100,000 funding annually. High funding volumes of over €500,000 are the exception. Low annual funding volumes can be explained by low staff numbers only in a few individual cases. **Differing rates of reliance on emeritus volunteers**, on the other hand, may have some bearing on this. Emeritus volunteer project leaders and volunteers below leadership level play a notable role at the academies and related research organisations in most of the participating countries, considerably lowering project budget demands.

There is a **strong desire to collaborate more on an international level**, as well as resounding advocacy for the importance of and willingness to participate in a collaborative pan-European Academies' Programme. There is also much **informal contact between researchers and/or projects that is not being exploited. The majority of projects publish in English**, meaning that there is a common denominator for joint work and co-authoring, and that research outcomes are linguistically accessible to the international scientific community. However, **collaboration is often hindered by a lack of knowledge of similar or related projects in other countries, as well as a lack of financial means.**

The visibility of the target projects at other research organisations across Europe leaves much to be desired. Aside from publishing research outcome for the scientific community, many of the projects publicise their research to the general public via, for example, press releases. **Fewer projects actively inform other research organisations about their work.** The dissemination channels used to inform other researchers and policy makers are somewhat exclusive, focussing on reports, conferences, workshops and round-tables. Of the few that are aware of the web as a key dissemination channel, for most this means newsletters and bulletins; **fewer still appear to be aware of the importance of homepages or social media as a dissemination channel.** As of yet there is no unified source of information on the research undertaken at and/or by the science academies and related research organisations of Europe.

**Pooling the work of the academies (and related research organisations) of Europe could and should lead to the pooling of corresponding digital resources.** However, this depends on the compatibility of their formats. Digital tools and resources appear to already play an integral role in academy research, but **there do not seem to be many commonalities among those used.** Aside from regular office tools like text editing tools, neither the same programmes nor hardware are mentioned with any significant frequency. What is mentioned with notable frequency is the **use and creation of databases for the generation, analysis and storage of research data. This is the most common digital research practice documented.** However, this is also characterised by great diversity.

Generating and indexing data – not only texts, but images, audio data and 3D artefacts – belongs to the central tasks of the academies and related research organisations. **These research organisations are thus giant storehouses of data.** Yet not only do data storage and management systems vary greatly, but researchers perceive an absence of the kind of tools that cater to the specific

needs of their research projects. Consequently, **individual solutions are developed with little regard to compatible formats and standards**. There is a tension between needs and practice: **on the one hand, the major needs of researchers concern open access to data of all kinds. On the other hand, databases do not seem to be constructed with a mind to compatibility and therewith interlinkability and comparability.**

If knowledge circulation is to succeed, then the work of the academies (and possibly related research organisations) should not only be to generate, index and store data, but also to make this openly available. Not only is an awareness of standardised data storage missing, but also the willingness to make data accessible beyond the institution. **There is a tension between limited access to research material, sources and data on the one hand, and the willingness to circulate these on the other.** Although research outcome and data are rarely stored or published on paper only, but in most cases electronically, they are stored or published in an open and accessible form in fewer cases. It may be common to store research outcome and data in digital form, but if this does not go beyond the institution's server then it is being preserved, but not shared.

There **does not seem to be enough guidance and support** on the matter of data standards and open access and licensing at institutional level. Furthermore, although **awareness of ERICs and further European digital humanities infrastructures** that inform researchers about digital research tools and data standards such as DARIAH and CLARIN is relatively widespread, the consultation of these is not.

Most projects wish to increase collaborative efforts at international level, advocate implementing a European Academies' Programme, and would willingly participate. Many of the SASSH findings indicate that academy research would lend itself to this. But not without changes and improvements.

**The following SASSH findings speak for a European Academies' Programme:**

- A wealth of similarities and overlaps between research fields and topics
- The fields of history, language studies, religion, and politics and law evidence a particular wealth of broad thematic overlaps and therewith potential project clusters
- Long-term research with a unique continuous perspective that would not be possible at other research organisations
- Scope of projects within and beyond national borders – able to capture and enrich European identity without losing sight of individual national identities and idiosyncrasies
- Pooling academy work could elucidate the roots of current issues of identity and cultural heritage without losing the diversity within the unity that is Europe
- Common denominator of the English language for communicating and co-authoring
- Costs of individual projects within the EAP relativised by tendentially small staff numbers and a traditional reliance upon voluntary advanced researchers
- Willingness to accommodate ESR and PhD theses and strong records of employing ESR in research positions mean an EAP could offer opportunities for ESR promotion around Europe
- Regular evaluations to ensure scholarly excellence are largely already in place

**The SASSH findings indicate that implementing a European Academies' Programme would necessitate the following:**

**1) A formal infrastructure**

- A network of willing academies that pursue joint research projects pertaining to European cultural heritage and identity, pooling not only expertise and perspectives, but also resources.

**2) Visibility and networking via an online portal**

- Detailing basic information such as project titles (by field), project descriptions and contact details
- Searchable by country, research field and keyword
- Regular and consistent updates
- Enrich existing collaborations by identifying further potential partners
- Encourage further collaborative endeavours from the roots.

**3) Sufficient financial and human resources**

- Funding from European level channelled via an EAP
- An EU funding line geared towards long-term research in the humanities
- Use as a model the exemplary state-funded Academies' Programme of the Union of the German Academies of Sciences and Humanities
- Would ensure a reservoir of funds for fundamental research into cultural heritage and identity with a humanities focus: basic SSH projects must no longer face the financial struggle against the natural and technical sciences
- Funding for long-term maintenance of a corresponding digital infrastructure
- Funding for central programme management and coordination to relieve research staff of administration and budget work
- Funding for long-term research would create career progression opportunities for ESR.

**4) Digital infrastructure and guidance**

- A corresponding digital infrastructure to pool academy resources: sources, data and publications. Could incorporate the suggested project portal (see above)
- Uniform institutional data and policies in line with international standards
- Sensitise researchers to the fact that their working processes and resulting data are part of a greater context; that the data they generate is all but exhausted after the findings have been published
- Information and advice on data standards and homogeneous formats, open publishing, data storage and Creative Commons licenses or similar
- Awareness raising of existing tools based on standardised data formats
- Awareness raising of existing tools that could fulfil the project goals and functions without always resorting to tailor-made solutions
- Cooperation with and promotion of ERICs like DARIAH, CLARIN, EUROPEANA.

## SECTION B: SURVEY AND ANALYSIS

### 1 INTRODUCTION

The Survey and Analysis of Basic Research in the Social Sciences and Humanities and the Science Academies and Related Research Organisations of Europe (SASSH) is a project of the Union of the German Academies of Sciences and Humanities in close cooperation with All European Academies (ALLEA), funded by the German Federal Ministry of Education and Research. It was launched in August 2013 with a duration of 23 months, concluding in April 2015. The project is located at the Berlin-Brandenburg Academy of Sciences and Humanities (BBAW).

The primary mission of the SASSH initiative was to compile the first inventory of basic research in the social sciences and humanities (SSH) at the science academies and related research organisations of Europe. The second and long-term objective was to identify similarities within the academy and related research landscape, and therewith opportunities to combine these projects to form pan-European research clusters on issues of European cultural heritage and identity.

#### 1.1 Background

##### 1.1.1 The European Research Landscape

*We should acknowledge that the European Research Area is very diverse. There are many different actors and different situations across countries. There are many different kinds of research performing organisations. There are different ways of funding research. All have their role to play and their contribution to make.*

Janez Potočnik.

The European SSH research landscape is diverse, featuring many ways of organising research. Aside from the universities, research performing organisations include science academies, non-university research societies and institutes (e.g. Max Planck, the Royal Historical Society, Institute for International Relations Croatia, the German Historical Institute London), centres (e.g. the Berlin Center for Literary and Cultural Research), think tanks, and foundations or trusts. Some museums and archives also undertake research.

The European SSH research landscape would not be complete without mentioning the numerous scientific research councils, of which nearly every country in Europe has at least one. Some prominent examples are the *Deutsche Forschungsgemeinschaft* (German Research Council), the *Nederlandse Organisatie voor Wetenschappelijk Onderzoek* (Netherlands Organisation for Scientific Research) and the Arts and Humanities Research Council of Great Britain. These are research funding organisations and not research performing organisations, however they are key holders of information on the research projects of the respective country, and their high standards and evaluations ensure that research is organised around excellence and quality.

The rich diversity of the research performing and funding organisations in the SSH in Europe is reinforced by research funding and coordinating initiatives at European level. The European Commission's Framework Programmes and Horizon 2020 foster international consortium research, Humanities in the European Research Area (HERA) coordinates joint pan-continental research programmes (e.g. "Uses of the Past" and "Cultural Encounters"), and the European Science Foundation coordinates research programmes and facilitates collaborative research between its member organisations Europe-wide within these programmes. Furthermore, researchers and research organisations are increasingly joining forces at European level to form pan-continental associations, alliances or networks (e.g. the European Association of Social Anthropologists, the European Environmental Humanities Alliance, and the Network of Institutes for Advanced Study).

### 1.1.2 The Science Academies and Associations of Science Academies

*Nowhere else places the focus on scholarly exchange quite like the Academies do. Nor is any other institution as firmly rooted in the traditions of scholarship as the Academies are. I hold both factors to be more important today than ever before, for science can only withstand and make use of increasing social and economic pressures as long as it maintains places of refuge for itself at a distance from day-to-day business.*

Johannes Rau.

The SASSH initiative addresses a specific sector of the European SSH research landscape: the science academies and related research organisations. The science academies of Europe have different forms and functions. What unites them is the combination of excellence and continuity in research. A brief summary of the history of the academies will provide a better understanding of their role and importance in the European research landscape.

The term "academy" was first used for the school of philosophers founded by Plato in 387 BC. The *Akadémeia* derived its name from its location in the groves of Akademos and was closely connected with the intellectual and political life of Greece. Around twenty years later, a further so-called "academy" was founded in Alexandria. Unlike the original, this second academy was an association of leading philosophers that hosted meetings of scholars from near and far in the antique city's famous library.

In Late Antiquity and the Early Middle Ages, the generation and preservation of knowledge in Europe was largely limited to the monasteries, and, with their founding in the High Middle Ages, to the first universities. No significant academy formations are recorded for this time.

15<sup>th</sup> and 16<sup>th</sup> century Italy saw the founding of what would prove to be the immediate forerunners to the academies that survive today: the Florentine *Accademia Platonica* and the Neapolitan *Accademia Secretorum Naturae*. Unlike the large universities of the time such as in Bologna, Paris, Oxford and Cambridge, the academies served as discussion fora rather than research organisations – a place where learned men could exchange views and ideas in the spirit of humanism.<sup>1</sup>

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<sup>1</sup> Jüri Engelbrecht & Nicholas Mann, *The Sum of the Parts: ALLEA and Academies* (Amsterdam: ALLEA, 2011), 6-9.

The earliest academies of the present day were founded in the 17<sup>th</sup> century, when the *Accademia dei Lincei* came to life in Rome in 1603, the *Académie de Science* in Paris in 1635, the world's first academy of natural sciences and medicine in Schweinfurt, Germany in 1653 (now known as The Leopoldina), and the Royal Society in London in 1660. From the 18<sup>th</sup> century, academies began to emerge in most other western European countries, from Norway to Portugal, followed by academy foundations in eastern Europe from the 19<sup>th</sup> century, which predominantly had a strong focus on research, and ultimately by the rest of the world, including colonial academies in North and South America, Africa, Asia, Australia and New Zealand.<sup>2</sup>

### 1.1.3 The Science Academies of Today

As in the times of Plato, the academies still have close advisory relations with policy makers, whom they provide with scientifically founded statements and recommendations regarding societal matters, and as at the second academy of Alexandria, serve as generators and storehouses of knowledge.

The different stages of history in which the academies were founded are reflected in the varied forms and functions of the academies of today. Some take the form of a learned society, others of a think-tank, research performing organisation, grant-giver and/or capacity builder.<sup>3</sup> The Royal Society of London, for example, remains a learned society. Its priority is the promotion of excellence in science, and it awards prizes and speaks as a united voice of scientists. The Croatian Academy of Sciences is also a learned society; major SSH research in Croatia is undertaken elsewhere. The Russian Academy of Sciences, by contrast, is a major think tank and national hub of research activity. Some academies function as research-performing organisations directly, hosting their own research projects on site. Other academies commission, sponsor or adopt projects undertaken in other institutions. These projects carry the prestigious title of “academy project” and are affiliated to an academy rather than carried out in academy walls by academy researchers.

The academies are also characterised by different research emphases. Some academies are dedicated to research in the natural sciences only, like the French *Académie des Sciences*, whereas others undertake research in the arts and humanities only, like the French *Académie des Inscriptions et Belles-Lettres*. Gottfried Wilhelm Leibniz introduced a novelty when he founded the Royal Prussian Academy of Sciences (*Kurfürstlich Brandenburgische Sozietät der Wissenschaften*) in 1700, which was to later become the Berlin-Brandenburg Academy of Sciences and Humanities. The Prussian Academy hosted research in all fields and saw itself as a bridge between theory and practice (*theoria cum praxi*), as do the member academies of the Union of German Academies today.

Most countries of Europe are home to several academies. In most cases these include academies of natural sciences, academies of medical sciences, academies of humanities and social sciences, and, as of the last century, academies of technical and engineering sciences. Many federal states in Germany have their own academy. They award prizes, coordinate and publish research, and host an

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<sup>2</sup> Conrad Grau, *Berühmte Wissenschaftsakademien. Von ihrem Entstehen und weltweiten Erfolg* (Frankfurt a.M.: Harri Deutsch, 1988), 10-12.

<sup>3</sup> Jüri Engelbrecht & Nicholas Mann (2011), op. cit.

array of research projects. The Austrian Academy of Sciences similarly views itself as a society of learned scholars that houses numerous research projects on site. The academies of most Eastern European countries, such as the Czech Republic, Poland, Lithuania, Latvia and Ukraine, are the countries' most central non-university research organisations.

The academies have in common the backing of each respective national "regent"<sup>4</sup>: many academies have the prefix "Royal" in their names. At the same time, however, they are not accountable to any direct owner, and are characterised by political autonomy. The duties that the academies have in common are on the one hand the general support and promotion of scholarship and on the other the provision of expert advisors and the promotion of international collaboration and, in many academies, research.

The academies also share certain membership structures. Membership is exclusive and limited, and new members are elected by existing members. Once a member has been elected, he or she is generally a member for life. The academies elect scholars who they hope will enrich its excellence and renown. The member, on the other hand, profits from the academy's reputation and exclusivity.

Due to the tradition in which the academies are rooted and the nature of academy membership, which guarantees excellence and continuity, the science academies are key actors in the discovery, preservation and presentation of cultural heritage. The academies are not under the kind of pressure that the universities are to bend their research to the demands of economic and societal impact, and can dedicate their efforts completely to basic research in the humanities and social sciences. Thanks to their history and membership structure, the academies are also in the unique position of being well placed to undertake this kind of research with continuity; to dedicate themselves to research initiatives that demand a very long-term approach. Research projects based on vast amounts of material like historical collections, dictionaries and editions, can only be accomplished by science academies where they can be compiled and maintained over decades. Such research continuity would not be possible at a university.

#### **1.1.4 Associations of Academies and the Union of the German Academies of Sciences and Humanities**

In some countries, the science academies are bound together under one national umbrella, association or union. The *Institut de France*, for example, is an umbrella organisation comprising the *Académie Française* (preservation of the French language), the *Académie des Beaux-Arts* (promotion of artists and the arts), the *Académie des Inscriptions et Belles-Lettres* (a learned society undertaking research in the fields of language, history, culture and the arts), and the *Académie des Sciences Morales et Politiques* (philosophy, law and jurisprudence, political economy and statistics, politics, administration, and finance). Further associations of academies exist in Spain, Finland, Switzerland and Belgium. Such groupings are an exception and not the rule.

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<sup>4</sup> cf. Lars Engwall, "Academies and their Roles for Policy Decisions" in *Towards European Science: dynamics and change in science policy and organization*, eds Nedeva & Wedlin (London: Edward Elgar, forthcoming).

The present-day Union of the German Academies of Sciences and Humanities was founded in 1893 as the “Cartel of Academies”. It is a traditional umbrella organisation currently uniting eight of Germany’s major humanities and social science academies: the Berlin-Brandenburg Academy of Sciences and Humanities, the Göttingen Academy of Sciences and Humanities, the Bavarian Academy of Sciences and Humanities in Munich, the Saxonian Academy of Sciences and Humanities in Leipzig, the Heidelberg Academy of Sciences and Humanities, the Hamburg Academy of Sciences and Humanities, the Academy of Sciences, Humanities and Literature in Mainz, and the North Rhine-Westphalian Academy of Sciences, Humanities and the Arts. The Union of German Academies brings together over 1,900 researchers from diverse academic disciplines, all of whom belong to the most excellent scholars on a national and international level.

### **1.1.5 The German Academies’ Programme**

The significance of the sciences academies as storehouses of cultural heritage has long been recognised in Germany, and has been promoted and sustained by the state-funded German Academies’ Programme since 1979/1980; an inter-academy research programme for the humanities and social sciences. A combination of funds from the local state governments of the academies and the German federal government goes into over 150 research projects coordinated by the Union of German Academies. In 2014, the Academies’ Programme had approx. 60 million Euro at its disposal. The projects are dedicated to long-term research over a period of between 12 and 25 years, and, in many cases, are based at more than one of the German academies.

The Academies’ Programme has come to concentrate increasingly on humanities research, while also enhancing the interdisciplinarity and internationality of the projects in its remit and advancing the digitalisation of research outcomes. It currently comprises over 150 research projects across the spectrum of the humanities, including law, history, archaeology, art history, collections of Greek and Latin inscriptions, editions of prominent composers, philosophers, theologians, literary editions and lexica, German dictionaries and foreign language dictionaries, and historical collections from the Orient, for example. The Programme involves over 900 members of academic and non-academic staff and generates over 350 publications a year. Evaluations of the Programme are subject to constant refinement and have brought excellent feedback and results.

### **1.1.6 *Union Académique Internationale***

The *Union Académique Internationale* (UAI) is an organisation of academies from all continents of the world. It adopts and funds projects already engaged in inter-academy collaboration as well as fostering and implementing new inter-academy collaborations which are subject to annual evaluation, drawing funding from a combination of public and private sources. The UAI is testimony to the ability of academies to work together on an international level to produce research. Unlike the envisioned European Academies’ Programme on Cultural Heritage and Identity in Europe, however, the remit of the UAI is much broader and more general; both in the sense of its truly global reach, and the topical reach of the projects affiliated to it.

### 1.1.7 The Federation of All European Academies (ALLEA)

ALLEA, the federation of All European Academies, was founded in 1994 and currently unites 54 science academies from over 40 countries from the Council of Europe region under one umbrella. ALLEA acts as a united voice of scholarship and produces joint position statements for policy makers on topics related to science, society and science policy. Above all, ALLEA promotes inter-academy collaboration and exchange between its member academies, and is a central node in the diverse European academies' landscape. For this reason, ALLEA is a key partner in the SASSH initiative, providing an unparalleled infrastructure of European academies, excellence, experience and expertise. Unlike the Union of German Academies and its member academies, ALLEA does not operate its own research programme.

## 1.2 Motivation

*A genuine European Research Area will only be created if all researchers, their institutions and companies, the Member States and regions as well as the Commission work together in partnership, with each accepting their responsibility for making it happen.*

Janez Potočnik.

The Union of the German Academies of Sciences and ALLEA were the driving forces behind the SASSH project. Firstly, ALLEA offers the necessary contact base for a large-scale survey undertaking of this particular kind with 54 member academies and further associated academies from over 40 European countries. Secondly, although ALLEA unites these academies under one nominal umbrella to create a single voice of scholarship for science and societal policy, it does not have a collaborative research programme. The Union of the German Academies of Sciences and Humanities, in contrast, funds and coordinates the Academies' Programme, Germany's largest research programme for the humanities and cultural sciences.

ALLEA would offer the ideal infrastructure to initiate an inter-academy research programme at European level; to connect similar or related research projects across Europe creating a network of research clusters like those that the German Union has successfully fostered in Germany since 1979/1980. However, the kind of information that would indicate to what extent such a European Academies Programme is a realistic goal was, prior to the launch of the SASSH initiative, unavailable.

The vision of a pan-European research programme based on the ALLEA infrastructure is also driven by considerations of the phenomenon "Europe". Europe is more than the Euro and the European Union; that current financial and monetary difficulties in Europe are overshadowing the issue of a lack of common European identity. 200 years of national states seem to have suppressed 1800 years of a history shaped by mutual enrichment in politics, science and arts – a European cultural heritage that must be revived in the minds of its citizens. It is for the humanities and social sciences to research, explain, propagate and preserve this heritage. While numerous research projects on cultural heritage are conducted on national levels, a pan-European institutional programme for basic research in the

SSH is still lacking. To improve the coordination and integration of European research activities in the future, a survey of these activities and (digital) infrastructures was needed.

## 1.3 Aims

*What matters is not the enclosure of the work within a harmonious figure, but the centrifugal force produced by it - a plurality of language as a guarantee of a truth that is not merely partial.*

Italo Calvino.

### 1.3.1 Transparency

The SASSH initiative aims to create greater transparency concerning the SSH research landscape at the science academies and related research organisations. In comparison to much of the rest of the European SSH research landscape, the science academies are *terra incognita*, both outside and inside of the scientific community. Beyond the potential awareness that there are many of them Europe-wide, that they are traditional and elite with high scholarly renown, there has been no integrative record of the work and working methods of the academies until now.

Against the backdrop of intensifying discussions on the European Research Area (ERA), the institutional diversity of the European research landscape and simultaneously the inequality of awareness and consideration of this diversity in both the public and policy spheres began to gain attention. A report on *Research Institutes in the ERA*, for example, observes that “Unlike the universities, the institutes are barely present in discussions of research policy, especially at the European level”<sup>5</sup>. The primary and immediate aim of the SASSH initiative was, then, to contribute to the transparency of the institutionally diverse ERA by elucidating the research landscape of the European science academies and related research institutes.

There was not yet a unified source of information on research undertaken by the ALLEA academies. Instead, individual academy homepages inform the public about the academy’s work to a greater or lesser extent, many of which do not feature project titles or descriptions. The basic aim of the SASSH survey was to create an informative inventory of what research is being carried out where, by whom, and with which means for researchers, stakeholders, policy makers and the general public.

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<sup>5</sup> Erik Arnold, Kate Barker & Stig Slipersaeter, *Research Institutes in the ERA* (Technopolis Group, 2010), <http://www.technopolis-group.com/?report=research-institutes-era>.

### **1.3.2 Connectivity**

The secondary aim of the SASSH initiative is to investigate to what extent the research topics and working methods of the projects and institutions analysed would lend themselves to being combined in a pan-European research programme on cultural heritage and identity in Europe.

Whereas the Union of the German Academies can be described as a national research infrastructure, ALLEA is a formal federation with the potential to implement and become a research infrastructure. The informative goal of the inventory was accompanied by pragmatic considerations of connectivity and harmonisation potential; of the potential for the collaborative Europeanisation of academy projects of European significance currently undertaken at national level only. The initiative aimed therefore not just to survey, but to compare and contrast. Similarities would indicate the potential for coherence and coordination between projects and potential pan-European research clusters, whereas differences would highlight where reformative efforts may be necessary in order to achieve this.

Enhancing the coherence and connectivity between geographically dispersed researchers and projects requires digital resources and tools accessible to and useable by all. These ease collaborative pan-continental research processes while also fostering innovation. A European research programme must have at its disposal common, compatible systems for accessing, collecting, generating, sharing, analysing, storing and disseminating data and information. Where such systems are already in place, their compatibility must be harmonised. Where such systems are lacking, they must be implemented. An ALLEA-based European academies' programme (EAP) must thus be characterised not just by internationality and interdisciplinarity, but also by digital interoperability. For this reason, the SASSH initiative placed a special focus on digital practices in academy-based SSH research. The survey investigated to what extent and purposes scholars use digital tools in their research, the popularity of electronic open access publishing and data archiving, and the existence of data standards and support and training for digital humanities methods at institutional level.

## 2 PRIOR SURVEYS AND STUDIES

Against the background of existing research studies, the present survey and analysis is rather unique in the breadth of topics addressed, the range of countries surveyed, and its focus on the science academies. A review of approximately 100 related surveys, inventories and studies reveal that these are often – albeit not exclusively – limited to a specific topic and have a national scope. In addition, aspects of the European Commission's Framework Programmes (FP) and the evaluation thereof have come to dominate policy studies of SSH research in recent years. A review of the literature on SSH research in Europe in general was undertaken, as well as on the major topics covered by the SASSH survey: international cooperation, publication and visibility, digital research practices, funding, early-stage researchers and evaluation. The literature on these topics is vast, hence the following review concentrates on a selection of studies.

Surveys and studies of SSH research in the recent past have turned their attention to the assessment and evaluation of projects funded by the European Commission's Framework Programmes, in particular the projects funded FP6 and FP7 (2002-2006/2007-2013). These include the Italian Local Scientific Committee's stocktaking study, *The Contribution of Science and Society (FP6) and Science in Society (FP7) to a Responsible Research and Innovation. A Review* (2014), which gathers and assesses the analyses and results of the projects named in order to formulate recommendations for future policy in the area. The European Commission has also undertaken studies on the formation of an ERA, including the annual *ERA Progress Reports* (2013/2014), compiled using the results of a survey. A detailed survey was also undertaken on the *State of Play of the Implementation of the Projects on the ESFRI Roadmap* (European Strategy Forum on Infrastructures/ESFRI 2012), looking at the costs, scientific and legal management, user strategies and feasibility and risk of these, among other things.

Concerning international collaboration, Science Europe and Elsevier undertook a study of the *Comparative Benchmarking of European and US Research Collaboration and Researcher Mobility* (2013), for example, and, further back in the past, the ESF undertook a *Study of Cross-Border Research Collaboration in Europe* (2009) in collaborations with European Heads of Research Councils (EUROHORCS). The latter also surveyed the contributions of national research organisations to cross-border research cooperation in Europe, *Creating the European Research Area: A Bottom-Up Approach*. (2009).

One of the most investigated areas of SSH research in recent years has been digital research practices. Many studies have looked at very particular aspects of digital research practices such as the archiving and preservation of research data and materials (e.g. Heike Neuroth et al.'s *Langzeitarchivierung von Forschungsdaten. Eine Bestandsaufnahme* (2014) and the *International Network for Digital Cultural Heritage E-infrastructure/INDICATE Consortium* (2012)) or electronic publishing, open access and Creative Commons licensing (CC) and data preservation (*The European Repository Landscape 2008 Inventory of Digital Repositories for Research Output*, van der Graaf (2009), the Elsevier initiative). Jisc Collections also surveyed attitudes to open access publishing and Creative Commons (CC) licensing, among other aspects of the scholarly communications system,

however the survey addresses social science and humanities researchers in the UK only (*OAPEN-UK HSS Researcher Survey* (2012)). Further specific surveys have looked, for example, at the use of databases to access SSH research material, (*Mapping of Research in European Social Sciences and Humanities* by the European Universities Association (2005)), at the uses of visualisation in the digital arts and humanities (*Understanding the uses of Visualisation in the Digital Arts & Humanities*, Network for Digital Methods in the Arts and Humanities/NeDiMAH (2013)), at research data management and coordination (*Support Infrastructure Models for Research Data Management* (2013)), and at tool development (Schreibman and Hanlon: *Determining Value for Digital Humanities Tools* (2010)). The German *Rat für Informationsinfrastrukturen* (Council on Information Infrastructures) is a networking initiative that was set up to look in particular at opportunities to more closely connect archives, libraries, data centres and related institutions; however the Council addresses and operates within Germany only.

A scoping study formulated for the Standing Committees for the Social Sciences and the Humanities of the European Science Foundation (ESF), *Towards comprehensive bibliographic coverage of the scholarly literatures in the Humanities and Social Sciences* (2010), looks in particular detail at the impact and assessment of digital and non-published research output in the SSH, focussing on bibliometric indicators and citation databases<sup>6</sup>. The topic of evaluating scientific output in its many forms is additionally a key concern of the scientific magazine *Research Trends*, powered by Elsevier. Daphne van Weijen also recently undertook a study of publication languages in the arts and humanities internationally based on Scopus data (Issue 32, March 2013; see also van Weijen's *The Language of (Future) Scientific Communication*, Issue 31, November 2012).

Perhaps the greatest area of interest in digital research practices has proven to be surveys and inventories of digitisation initiatives in the SSH, and those concerning cultural heritage in particular. At the European level, these inventories now lay several years back in the past, for example ENUMERATE's *Survey Report on Digitisation in European Cultural Heritage Institutions* (2012) or the ESF's survey of many large-scale European digital humanities efforts, *Research Infrastructures in the Digital Humanities* (2011)). A study commissioned by the Austrian Federal Ministry of Education, Science and Culture between 2004-2006 by the name of *Wissenschaftliches und kulturelles Erbe in Österreich: Über die Definition, Sammlung, Erfassung, Erhaltung und Zugänglichkeit von wissenschaftlichen Quellen*, looked at the ways in which scientific and cultural heritage is captured, preserved and made available. However, this study is specific to Austria. The German interministerial working group on European matters of libraries, archives, museums and historical preservation<sup>7</sup> (EUBAM) aims to provide a complete overview of digitisations in the German cultural sector and make these available in an online portal. EUBAM conducted a survey on digitisation projects in Germany in order to gain fundamental information for the portal, and captures the German research landscape only.

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<sup>6</sup> See also Peter Dávidházi, ed. *New Publication Cultures in the Humanities: Exploring the Paradigm Shift* (Amsterdam: Amsterdam University Press, 2014).

<sup>7</sup> Acronym derives from the German, *Europäische Angelegenheiten für Bibliotheken, Archive, Museen und Denkmalpflege*

Other studies are more comprehensive, addressing several or an array of aspects across the spectrum of digital research practices in the SSH such as resources, methods, tools, information access, electronic publishing and the role of the academic library. Examples include *Empirische Untersuchung zu digitalen, geisteswissenschaftlichen Arbeitspraktiken an der Universität Regensburg* by Manuel Burghardt (2014), the *Survey on Infrastructural Research Facilities and Practices for the Humanities in Europe* by HERA (2006) and the *E-Science Scoping Study* by the Arts and Humanities Data Service (AHDS) (2006). Such comprehensive studies are often also needs assessments that investigate the current uses of digital resources in the SSH in combination with wishes and needs for the future (e.g. the *Survey on Digital Practices in the Arts and Humanities* by Digital Research Infrastructure for the Arts and Humanities/DARIAH (ongoing), the Arts and Humanities Research Council of Great Britain's *Fundamental Review of ICT Strategy* (2006), and the work of the Danish Council for Strategic Research on *Future Research Infrastructures – Needs Survey and Strategy Proposal* (2005)). Of these more comprehensive studies, it should be pointed out that many address SSH from a national perspective (Germany, UK, Denmark) rather than from the European perspective.

Not all of the topics investigated in the SASSH survey have a tradition of research interest. Large-scale investigations into SSH research funding on the European level prove particularly scant<sup>8</sup>. Exceptions to this include the survey on *Trends in Arts & Humanities Funding 2004-2012* by Gali Halevi and Judit Bar-Ilan (2013), as well as a survey of *Research Funding for the Social Sciences in Europe* (2011) undertaken by the European University Institute in collaboration with the European Economic Association (EEA), the European Sociological Association (ESA) and the European Consortium for Political Research (ECPR). Some studies do point to the contemporary challenges and recommendations for humanities funding (e.g. Mittelstrass 2015<sup>9</sup> and Ferrini 2015<sup>10</sup>). Despite the launch of a network of multiple research European funding agencies by the name of New Opportunities for Research Funding Agency Co-operation in Europe (NORFACE) in 2004, the study of research funding in the humanities in terms of volume and consistency appears to be a greater concern in the United States, where the American Academy of Arts and Sciences recently published the report *Humanities Indicators – The State of the Humanities: Funding* (2014).

The topic of the state of opportunities for early-stage researchers (ESR) seems to be of interest predominantly at national level only. With the exception of the comparative European POCARIM study *Mapping the Population, Careers, Mobilities and Impacts of Advance Research Graduates in Social Sciences and Humanities* (2012-2014), many remaining studies on this topic come from Germany. Examples include *Personalentwicklung für den wissenschaftlichen Nachwuchs. Bedarf, Angebote und Perspektiven* ("Staff Development for Early-Stage Researchers. Needs, Opportunities and Perspectives") (2013) and *Die internationale Positionierung der Geisteswissenschaften in Deutschland* ("The international positioning of the Humanities in Germany") (2010) by the German *Hochschul-Informationssystem*; an investigation of mobility and internationality among early-stage researchers.

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<sup>8</sup> Halevi and Bar-Ilan also observe that "most of [the studies that provide overviews of funding trends in A&H] are localised and cover specific countries and do not depict these trends on a global basis". (Halevi & Bar-Ilan: 2013).

<sup>9</sup> Jürgen Mittelstrass, "Humanities under Pressure". In *Humanities*, 4(1), 2015, 80-86.

<sup>10</sup> Cinzia Ferrini, ed. "Research 'Values' in the Humanities: Funding Policies, Evaluation, and Cultural Resources", *Humanities Special Edition* 4(1) (2015), doi: 10.3390/h4010042.

In addition, the German Research Council (*Deutsche Forschungsgemeinschaft, DFG*) undertook a survey of early-stage researchers engaged in projects sponsored by the DFG, *Nachwuchswissenschaftlerinnen und Nachwuchswissenschaftler in DFG-geförderten Projekten: Rekrutierung, Erfahrung, Perspektiven* (2009) (“Early-Stage Researchers in DFG-Funded Projects: Recruitment, Experiences, Perspectives”).

A small number of initiatives have undertaken studies on the kind of comprehensive scale of the SASSH initiative. The most recent of these is Holm, Jarrick and Scott’s (2015) *Humanities World Report*, which looks at the nature of the humanities, internationalisation, interdisciplinarity, digital humanities and variations in funding patterns around the world. A further recent example is the European Commission’s Directorate General for Research: the *Emerging Trends on Social Sciences and Humanities in Europe* (METRIS) inventory and analysis of SSH research landscapes in Europe by country ran between 2009 and 2013, which looked at national funding lines, major actors and trends, and the societal challenges for the SSH in each country analysed.

A comprehensive survey was undertaken as an ERA Framework Public Consultation in 2012: *Areas of Untapped Potential for the Development of the European Research Area*. The online questionnaire gathered data on researchers, cross-border operation of research actors, research infrastructures, knowledge transfer, open access, international dimension, and gender and ethics. The concern behind the survey was to gather information for optimising the construction and consolidation of an ERA. The questionnaire addressed all disciplines and not just the SSH. It reached a vast array of respondents, totalling a similar response rate to the SASSH initiative of 590 responses from international and European organisations/initiatives, national and regional public authorities, private organisations and private firms via the online questionnaire, plus an additional 102 so-called “ad-hoc” responses. Respondents included a small number (three) of national science academies. An EC-funded consortium project between research organisations from around Europe undertook a comparison of public research systems in Europe (*European comparison of public research systems, 1997-1999*). The results were intended to provide a greater understanding of the strengths and weaknesses of different public research systems in Europe and looked at their structures, changes they are undergoing, and at the extent and forms of intra-European and extra-European networking. The focus of this broad study was more socio-political than SASSH, looking in detail at the relationship between research institutions and the wider social and political contexts in which they are embedded.

In 2005, the HERA network released a *Mapping Report: European Survey of Research Priorities in the Humanities*, created using a survey of research priorities in the humanities in Europe driven by rather similar motivations to the SASSH initiative; namely a lack of shared knowledge of national priorities and plans concerning humanities research and the obstacles to planning transnational research activities that this kind of lack of knowledge presents. The aims of the HERA survey were twofold; firstly, as with SASSH, to identify and overcome fragmentation in the humanities and stimulate cooperation, and secondly to put the humanities more on the map, increase their visibility, and ultimately make them more fundable by raising their profile.

Most recently, a special collected issue of the Journal *Humanities* was published (*Humanities* 2015, 4(1), edited by Cinzia Ferrini) entitled *Research 'Values' in the Humanities: Funding Policies, Evaluation and Cultural Resources*. This edited journal features articles written by members of the humanities cluster of the Academia Europaea that debate a range of issues pertaining to the contemporary humanities research landscape. Topics include funding policies, evaluation and the assessment of excellence, multilingualism in literary and cultural studies, and the role of the humanities in relation to the "Europe question". Together, the articles provide a multidimensional picture of the situation of and challenges for the humanities in Europe, however many of them are university-centric.

There have thus been many efforts to create transparency on SSH research in Europe as a whole, and also on individual aspects of this; particularly on the digital "revolution" (or at least "transition") in the humanities. Truly holistic and pan-European studies of the nature, structures and working methods of SSH research, however, are a rarity, and studies of science academy research are as yet non-existent.

### 3 DATA COLLECTION

*"Data! Data! Data!" he cried impatiently. "I can't make bricks without clay!"*  
Sherlock Holmes.

#### 3.1 Questionnaire Design

The SASSH data was collected using a questionnaire. The first stage of the SASSH initiative was thus to establish the necessary content and structure of the questionnaire in order to obtain the information strived for. With an eye to the medium-term aim of identifying opportunities for a pan-European research programme, a special focus was placed on questions pertaining to internationality and digital research practices.

In order to make the survey as respondent-friendly as possible to encourage completion and maximise return rates, existing surveys on similar or related aspects of the SSH were consulted in order to determine structural indicators such as survey length and the ration of open questions to closed and multiple choice questions. Sources were the *OAPEN-UK HSS Researcher Survey* (Jisc 2012), *Cross-border Research Collaboration in Europe* (ESF and EUROHORCS 2009), *The European Repository Landscape 2008 Inventory of Digital Repositories for Research Outputs* (2009) and the HERA survey *on Infrastructural Research Facilities and Practices for the Humanities in Europe* (2006). The research suggested that the survey should comprise a maximum number of 40 questions, 12 pages and six sections, and a ratio of approximately one third open questions to two thirds closed and multiple choice questions.

Two questionnaires were drawn up in the German and English languages: the main survey and a short survey on digital research practices (see Appendix I for the English language questionnaires). In addition to the Microsoft Word documents, a web version of the survey was also created in order to enable respondents to complete and submit surveys online. The main survey comprised five sections: (A) Basic Project Information, (B) Staff, (C) Research Collaboration, (D) Material, Publication and Digital Research Tools, and (E) Project Evaluation. The main survey was directed at project research staff.

The future of research is increasingly moving towards digital practices and the humanities currently find themselves on the threshold of the digital transition. Moreover, a pan-European research programme would depend on a standardised digital infrastructure of sources, data and results. A key aim of the SASSH initiative was thus to collect information on the digital research practices at the target research organisations. Upon the advice of digital humanities experts Dr Laurent Romary (DARIAH) and Dr Elke Zinsmeister (BBAW), a separate questionnaire on digital research practices was created, intended for completion by library staff and/or data centre staff at the target research organisations in order to gain the most informed insights possible on digitalisation, digital tools, digital archiving and e-humanities support at institutional level.

The content and structure of both surveys was amended and finalised in agreement with the SASSH scientific advisory board.

### **3.2 Calls for Participation and the Distribution of the Questionnaires**

A further initial stage of the SASSH initiative involved compiling a list of all possible European science academies (beyond the ALLEA academies), learned societies and further non-university research organisations (e.g. institutes, societies, associations and think tanks) that undertake basic research in the SSH. The main source of information was the *World Guide to Scientific Associations and Learned Societies*<sup>11</sup>. This was complemented by internet research into further relevant research organisations, whose websites were then consulted to determine the extent of research activity in the relevant areas. This resulted in a list of approx. 750 organisations, of which the presidents or other governing figures received an invitation from the president of ALLEA and the German Union, Prof. Günter Stock, to take part in the survey and nominate a contact person and/or relevant projects. Invitations were sent to the ALLEA academies, 162 further science academies, 121 learned societies, and 404 other non-university research organisations.

The president of the UAI and member of the SASSH scientific advisory board, Prof. Oivind Andersen, supported the invitation process by promoting the project and distributing invitations to the academies of the UAI.

After extending the deadline for responses twice and eliminating surveys that had been accidentally submitted twice or were blank, the response rate totalled 599 main surveys and 111 short surveys. Despite repeated efforts to reach projects and presidents, the response rates for some countries from Northern and Western Europe proved particularly low. In order to get closer to the holistic ambitions of the SASSH initiative, internet research was undertaken in order to obtain at least basic project information such as title, description and running time, for projects in the countries with response rate deficits. This research revealed that even this kind of basic project information is rarely available on the homepages of academies, learned societies and other non-university research organisations. The main exceptions are the Netherlands Organization for Scientific Research (NWO), the British Academy and the UAI, whose websites provide easy access to basic project information.

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<sup>11</sup> Helmut Opitz, ed. *World Guide to Scientific Associations and Learned Societies* (München: K. G. Saur, 2002)

## 4 DATA BASE

*The goal is to turn data into information, and information into insight.*  
Carly Fiorina.

As of the final deadline, 599 main surveys and 111 short surveys had been submitted. Upon closer inspection, it arose that a small number of main surveys pertained to the same project or parts or editions of the same project, where a project is based at more than one participating academy or research organisation. Multiple surveys were submitted for 18 projects, of which ten are international consortium projects, four pertain to different sections or editions of the same project, and four are projects of the German Academies' Programme based at and submitted by more than one German academy. A total of 43 questionnaires pertain to only 18 projects. 25 of these thus chiefly contain repetitions. Multiple survey submissions pertaining to the same project do not represent individual projects; however, in some cases, a second survey on the same project at a different organisation provides more complementary information. These 25 surveys were thus kept as further information sources, but not included in the inventory of projects by country, field and topic.

Project Name	Surveys Submitted	Nature of Repetition
<i>Atlas Linguarum Europae</i>	Bulgaria (1) Croatia (1)	Joint international project
<i>Corpus Inscriptionum Latinarum</i>	Germany (3) Spain (1)	Joint international project
<i>Corpus Vasorum Antiquorum</i>	Germany (1) Greece (1)	Joint international project
<i>Corpus Vitrearum Medii Aevi (CVMA)</i>	Germany (2) Spain (1)	Joint international project
<i>Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia</i>	Bulgaria (1) Hungary (1)	Joint international project
<i>European Media Policies Revisited</i>	Croatia (1) Greece (1)	Joint international project
<i>European Social Survey</i>	Hungary (1) Switzerland (1)	Joint international project
<i>Open Communities; Enclosed Spaces</i>	Hungary (1) Poland (1)	Joint international project
<i>Slavic Linguistic Atlas</i>	Bulgaria (1) Croatia (1)	Joint international project
<i>Tabula Imperii Romani</i>	Greece (1) Spain (1)	Joint international project
<i>Monumenta Germaniae Historica</i>	Germany (2)	Two parts of the same project
<i>Regesta Imperii</i>	Germany (2)	Two parts of the same project
<i>Répertoire International des Sources Musicales</i>	Germany (2)	Two parts of the same project
<i>Official Gazetteer of a Major Toponymy of Catalonia (First and Second Edition)</i>	Spain (2)	Two editions of one project publication
<i>Die deutschen Inschriften des Mittelalters und der frühen Neuzeit</i>	Germany (4)	Joint German Academies project
<i>Goethe-Wörterbuch</i>	Germany (2)	Joint German Academies project
<i>Leibniz Edition</i>	Germany (4)	Joint German Academies project
<i>Mittelhochdeutsches Wörterbuch</i>	Germany (2)	Accidental double submission

Figure 1: Multiple Project Submissions

Due to the 25 partly superfluous submissions, the data base consists of 599 questionnaires, but of 574 projects. With the project data derived from the homepages of the British Academy, the NWO and the UAI for 33 projects, the following survey and inventory is based on a total of 607 projects. Some respondents entered the project titles in their national language, which remain so in the following analysis. This applies to a particularly high number of projects based in Germany, as the survey was undertaken in both the English and German languages.

The data was collected between December 2013 and April 2014 and does not reflect changes, for example to funding systems, which may have taken place since then. Neither was the extent of the Ukraine Crisis foreseeable at this point, and any references to Ukraine in the ensuing were made independently of the subsequent political developments here.

#### 4.1 Response Rates by Country

Country	No. Main Surveys	No. Short Surveys	Double Submissions
Germany	152	24	3
Hungary	56	8	3
Greece	44	8	3
Russia	38	1	
Poland	33		1
UK	33 (18*)	5	
Bulgaria	30	4	3
Spain	31	2	3
Croatia	26	8	3
Czech Republic	16	14	
Serbia	16		
Ukraine	15	7	
Switzerland	14 (2*)	5	1
Austria	13	1	
Netherlands	13 (6*)	1	
Italy	12 (2*)	4	
Slovenia	11	2	
Lithuania	10	1	
Latvia	9	4	
Norway	9	2	
Ireland	7	1	
Slovakia	5	2	
Sweden	5	1	
Belgium	4 (2*)	2	
Liechtenstein	4	1	
Montenegro	3	1	
Bosnia	2	1	
France	2 (1*)	1	
Israel	2 (1*)		
Armenia	1		
Denmark	1 (1*)		
Total no. projects	617		20

Project data was collected from a total of 31 countries. The following table presents the number of projects submitted per country in order of frequency.

The figures marked with an \* denote the number of projects for which data was derived from institutional homepages and not from a survey.

Of the projects recorded, ten constitute double international submissions, i.e. where two countries submitted a survey for one identical project. Therefore, these projects are counted once for both of the countries that submitted them, however they are included only once in the total project count, e.g. the *Atlas Linguarum Europae* is counted as having been submitted once by Bulgaria and once by Croatia in analyses pertaining to the individual country of Bulgaria or Croatia, however it is counted as one project in general analyses of the total number of projects surveyed. For a complete list of projects surveyed by country, including multiple survey submissions for the same project, see Appendix III.

#### **4.1.1 Disclaimer: Representativeness**

Despite the substantial total response rate and efforts to reach further countries and projects by email and telephone, the list of projects and institutions surveyed by the SASSH initiative is not exhaustive. The numbers of surveys submitted per country differ greatly, and even the data collected from countries submitting large numbers of surveys does not reflect the national academy landscape in its entirety.

Germany constitutes an exception to this disclaimer: run by the Union of German Academies, the SASSH initiative could collect surveys from nearly all of the research projects run by the German Academies' Programme (status 2013). In addition, more internal administrative knowledge was available to SASSH on the academies and projects of the German Union than on other research organisations. On the other hand, this result makes the data somewhat German-centric.

The following analysis of the SASSH results thus cannot make a claim to representativeness, but rather identifies trends and tendencies on the basis of the responding projects. The ensuing observations should thus not be seen as absolute, but as reflections of the data collected. These surveys make a valuable contribution to discussions of the total body of data, in particular regarding similarities and differences; however, they do not fully allow for representative observations regarding general national trends and tendencies.

Due to the incomplete nature of the data collected, the following analysis details the statistics for the data corpus as a whole, but discusses comparative observations on country-specific tendencies in general terms of "more" or "less". To quote concrete statistics for individual countries may be distorting and would be untenable.

## 4.2 Participating Organisations

At least 144 European research institutions are represented among the projects surveyed: 43 science academies, 9 learned societies or institutes of a learned society, 40 other non-university research institutes or associations and 52 universities. The latter are referred to in the following as “other” types of non-university research organisations (other than the academies and learned societies). Of the institutions represented or named in the survey, 76 are primary contributors – i.e. the institutions to which those who completed the surveys are affiliated – and a further 68 are named as joint hosts or coordinators. Of the 76 primary contributors, 41 are science academies, 12 are universities, 4 are learned societies and 19 fall under the category of “other”. For a full list of participating organisations, see Appendix II. The remaining organisations listed by survey participants represent a selection of joint project hosts and/or coordinators; however, not all participants list all project partners, thus the list provided in Appendix II is not exhaustive.

The participating organisations reflect the target respondents of the SASSH initiative. Although SASSH did not target universities, some projects funded by, coordinated by or under the scientific leadership of an academy are based at a university, meaning that universities could not be completely excluded from the analysis. This aspect calls for further elucidation. Although the figures are not precisely quantifiable, it can be said that many long-term research projects in the SSH are not physically located at an academy, but at a university or universities. Two of the German academies (North Rhine-Westphalia and Hamburg), for example, run their projects at local universities. Other German academies such as Leipzig, Heidelberg, Mainz and Göttingen also run approximately two thirds of their projects at universities. Most projects of the Berlin-Brandenburg and Bavarian academies, by contrast, are located directly at the academies. This is due in part to limited space at the academies, but also to the fact that many of the projects are run by voluntary project leaders who are simultaneously university professors or emeritus professors. In Germany the academies are still in charge of the scientific running of, the funding of and coordination of their projects, regardless of where the projects are physically situated. They are also generally responsible for all human resources matters. The Academy Programme’s musicological editions are situated at non-university research institutes where the same rule applies.

Similar arrangements are also in place in other European countries. The Swiss, British and Norwegian Academies, for example, chiefly finance, support and/or coordinate projects undertaken externally to the academy but granted “Academy Project” status. Accordingly, these institutions in particular provide the names of further host institutions, and universities in particular. The British Academy names nine host universities (the universities of Cambridge, Durham, Glasgow, Oxford, Nottingham, Reading, Roehampton, Swansea and Queens University of Belfast) and the Swiss Academy of the Humanities and Social Sciences (SAGW) name two host universities (the universities of Bern, Lausanne and Neuchâtel), one host foundation (*Stiftung Historisches Lexikon der Schweiz*) and one host association (*Verein für das Schweizerdeutsche Wörterbuch*).

In addition to the host institutions named in the surveys, a further 43 – at least – are namelessly alluded to. These include “institutions of 24 countries” described by the Bulgarian submission *A Roadmap for European Ageing Research*, “5 other institutions in Slovenia, Germany, Poland” in the Croatian submission *Music Migrations in the Modern Age*, and “14 university partners” referred to in the Lithuanian submission *Interconnected Projects within the Framework of the HRD Programme*.

### 4.3 Question Response Rates

The response rates to the individual questions in the survey were excellent, with the lowest at 71%. The lowest response rates were for questions pertaining to funding; all other questions were answered by between 82% and 94% of projects, with the majority of questions being completed by 90% of projects or over. The mean average non-response rate was 65. It should be pointed out that response rates also include the 33 projects for which information was derived from institution homepages rather than from the survey. Although efforts were made to obtain more detailed information on these projects, the majority of data collected here concerns project title, subject and description only. The apparent mean average non-response rate of 65 is thus in reality 32 (5%).

The following table shows the response rates to all questions analysed in the present analysis:

Question Topic	Number of Responses	% of Total projects
National, European or international?	570	94%
Electronic or physical research material	564	93%
Language of publication	564	93%
Digital or print publication?	564	93%
Access to research material	563	93%
Forms of research material	557	92%
Form of research outcome	557	92%
Basic Research?	557	92%
Voluntary staff?	557	92%
International collaboration already?	556	92%
Number of research sites	546	92%
Type of research sites	546	92%
Name of funder	555	91%
Full-time or limited funding?	550	91%
Contact to similar projects?	550	91%

Voluntary project leader?	549	90%
Employ ESR?	549	90%
Attract ESR?	548	90%
Data storage	548	90%
Possible to accommodate a PhD?	542	89%
In favour of international collaboration?	539	89%
Project running time	526	86%
Number of staff	508	84%
Multidisciplinary or disciplinary?	499	82%
Funding satisfactory?	454	75%
Annual funding volume	430	71%

Figure 3: Response Rates per Question

## 5 OVERVIEW OF PROJECTS BY RESEARCH FIELD AND TOPIC

The immediate objective of the SASSH initiative is in part to use the insights gained to design a pan-European research programme on cultural heritage and identity in Europe incorporating current and future projects run at and/or by the target research organisations. For these intents and purposes, the survey data is firstly used to identify overlaps and similarities between research fields and topics. This highlights any current and/or future potential to form collaborative networks of European research projects.

A priority driving the present analysis was thus to establish to what extent academy-based projects can be grouped by overlapping or related research fields, as well as by more specialist research topics within those fields. This would provide an indication of the potential, where applicable, to connect up research projects on, for example, medieval literature, politics and law in the Byzantine Empire, or migration in the 21st century, to form pan-European research networks that combine expertise and resources to study matters of European identity and cultural heritage from a truly European perspective.

### 5.1 Basic Research

The German science academies specialise in long-term basic research. The term “basic research” is also known as “fundamental research”, two terms which are less used in English-speaking research landscapes than the German equivalent, *Grundlagenforschung*, in the German-speaking research landscape. The Oxford English Dictionary and the German *Duden* alike define the concept in oppositional terms to applied research:

theoretical research aimed at discovering scientific principles and facts; opposed to *applied research*, which puts those principles to practical use<sup>12</sup>

zweckfreie, nicht auf unmittelbare praktische Anwendung hin betriebene Forschung, die sich mit den Grundlagen einer Wissenschaft o. Ä. beschäftigt<sup>13</sup>

Basic research is thus theoretical research that studies fundamental phenomena underlying the respective field of research. It is there not to test the application of knowledge, but to increase the knowledge base by acquiring new knowledge.

In order to establish to what extent the research projects surveyed constitute basic research, Question 31 of the SASSH survey asked:

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<sup>12</sup> “Oxford English Dictionary Online”, <http://www.oed.com/view/Entry/15911?redirectedFrom=basic+research#eid26498162>

<sup>13</sup> “Pure research not undertaken for the purposes of direct practical application and concerned with the fundamentals of a scientific discipline or the like”. “Duden Online”, <http://www.duden.de/suchen/dudenonline/grundlagenforschung>

**31. Which of the following categories are most applicable to your project?**

- General basic research in the humanities
- General basic research in the social sciences
- Dictionary
- Edition
- Text corpus
- Textbook
- Subject-specific standard reference work

Of the 557 responses to this question (a response rate of 92%), 88% (490) declare that their project constitutes basic research, leaving a small minority of 12% (67) that do not class their projects as basic research. The survey was directed at basic research projects, stated explicitly in the SASSH title as well as in the call for responses. Most of the countries surveyed therefore submit a majority of basic research projects (Austria, Bulgaria, Croatia, the Czech Republic, Germany, Greece, Hungary, Latvia, Liechtenstein, Lithuania, Poland, the Netherlands, Norway, Russia, Serbia, Slovakia, Slovenia, Spain, Switzerland, Ukraine, and the UK). The only country to submit a low number of projects classified by respondents as basic research is Italy.

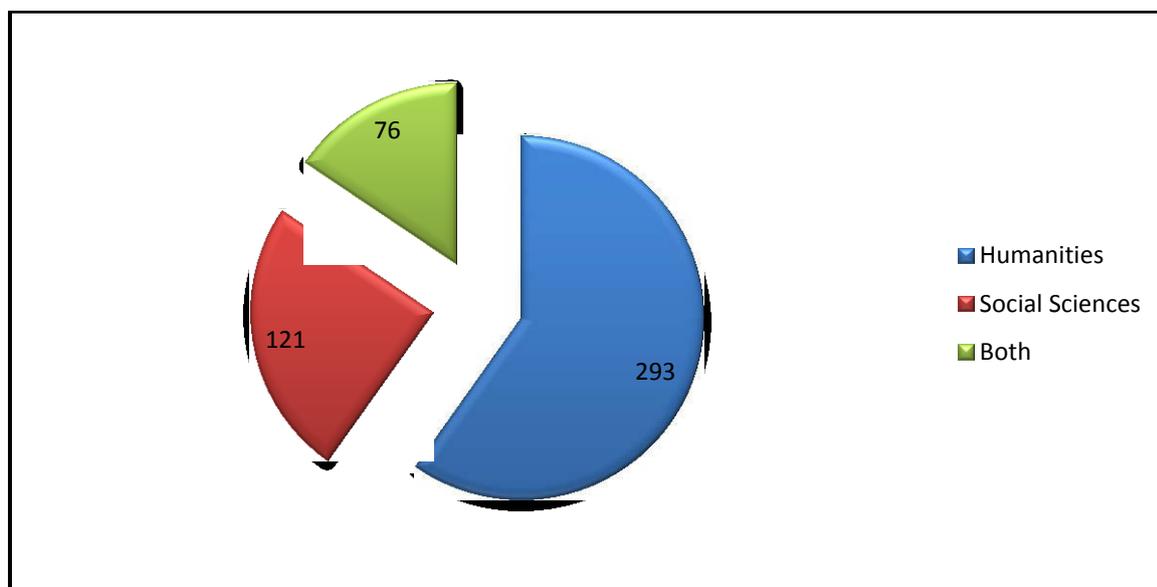


Figure 4: Summary of Statistics: Basic Research

Of the 490 basic research projects, 60% (293) constitute basic research in the humanities, 25% (121) basic research in the social sciences, and 15% (76) basic research on the interface of the SSH. Countries evidencing high numbers of basic research project in the humanities are Austria, Germany, Latvia, Lithuania, the Netherlands, Norway, Serbia, Slovenia and the UK. The majority of basic research projects submitted from Croatia, the Czech Republic, Greece and Poland are also humanities projects.

The majority of basic research projects surveyed in Bulgaria, Russia, Slovakia and Switzerland, on the other hand, are social science projects. None of the countries surveyed submitted a high number of basic research projects spanning both the humanities and the social sciences. Basic research projects submitted from Hungary and Italy are divided roughly evenly between the humanities and social sciences, and there is also an even split between basic research projects in the humanities and basic research projects spanning the SSH submitted from Spain and Ukraine.

## 5.2 Overview of Projects by Era

*Not to know what has been transacted in former times is to be always a child. If no use is made of the labours of past ages, the world must remain always in the infancy of knowledge.*

Cicero.

The projects can be grouped by era using the project name, where possible, or the project description provided in Question 3: 'Main project tasks and aims'. This era taxonomy is based on the following parameters:

- **Prehistory:** – 8th century BC
- **Antiquity:** 8th century BC – 5th century AD
- **Middle Ages:** 5th century AD – 15th century AD
- **Early Modernity:** 1490 – 1790
- **Modernity:** 1790 – 1970
- **Present:** 1970 –
- **Cross-epochal:** Spanning three or more eras

It should be pointed out that the numbers of projects identified as pertaining to each era do not add up to match the total number of projects analysed. This is due to the fact that a number of projects focus on more than one era; for example 13 projects were found to transcend the boundary between Antiquity and the Middle Ages and were thus counted as having relevance for the study of both.

The following chart presents the number of projects found to pertain to each era and the number of countries represented by these projects:

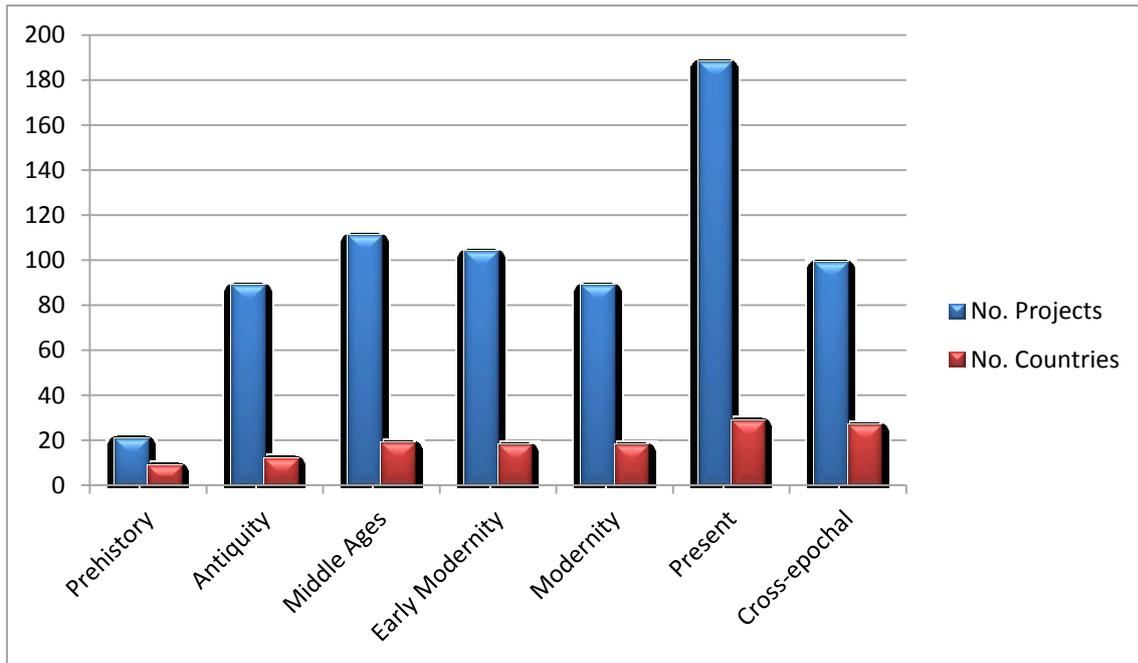


Figure 5: Representation of Eras Addressed

Approximately one third of responding projects (188) research present-day matters, leaving over two thirds with an historical focus. Research interest surrounding Antiquity, the Middle Ages, Early Modernity and Modernity is roughly equal, with between 15% and 17% of projects concentrating on one or more of these eras. The least research interest is invested in the Prehistoric Era (21 projects or 3%). This indicates a stronger scholarly concern with the origins of cultural heritage and identity from Antiquity and the development thereof over time on the one hand and a milder concern with present day society, identity and culture on the other hand.

A breakdown of era-specific projects by country identifies certain national patterns of research interest. As a significant amount of the survey data (approx. 25%) was provided by German research projects, German projects are represented with significant frequency in all eras except the present. The era distribution for the German projects proved roughly equal for the period spanning Antiquity to Modernity. Many of the projects submitted by Austria pertain to Antiquity, that is, to antique Europe and/or Byzantium. Almost half of the projects submitted by the United Kingdom and Italy, on the other hand, are dedicated to the study of the Middle Ages. Research into contemporary matters from 1970 to the present is dominated by Croatia, Hungary, Latvia, Russia and Switzerland.

## 5.3 Overview of Projects by Research Field

*There are four paths towards knowledge: religion, philosophy, science and art, and we intend to welcome the "pilgrims" wandering on each of them, as the essential thing is to be on the way.*

Tiberiu Brăilean.

**26. For which subject(s) is your project of most significance?**

**27. Can other subjects benefit from your research outcome?/ If yes, which subjects?**

**29. Is your project disciplinary or multidisciplinary? / If multidisciplinary, which subjects does your project include?**

A taxonomy of projects by research field gives rise to some key insights, both in terms of general insights into which subjects are being researched most intensively in which countries, and potential thematic research clusters for a possible European academies' programme. Projects can be grouped by research field primarily using the answers to Questions 26 and 27 and 29, as well as the project description provided under Question 3. The subjects entered under Questions 26 and 27 were used as the primary data to devise a taxonomy of research fields. Where the answer to Question 29 was 'multidisciplinary' and the disciplines were named, this data was also used to determine the project's research field(s). Where there was no response given to these questions, the project description provided under Question 3 was used to determine the research field(s). This occasionally necessitated further research into topics named in the project description.

A small number of projects could be categorised by neither era nor research field (approx. 14 projects for both). The inability to attribute some projects to one or more eras was due to surveys that either did not complete Question 3 or responded to the question with a generic description of the work of the institute hosting the project. It was not possible to discern the research subject of projects that neglected to complete Questions 3, 26, 27 and/or 29, nor for those that delineate structural institutional or structural digital initiatives, e.g. the *Academy Library* project of the Italian Accademia Spoletina, the participation of the Bulgarian Academy of Sciences in *Athena Plus*, or the Hungarian project *Development and Application of a Standardized Methodology for the Prospective Sustainability Assessment of Technologies*. For further examples of digital infrastructure projects, see Appendix V.

### 5.3.1 (Multi)disciplinarity

Following the 499 answers to Question 29, 82% of respondents class their projects as multidisciplinary and 18% as disciplinary. Of the 410 projects classed as multidisciplinary, 92% of list the subjects covered by the project, 3% do not list any subjects, and 5% entered information too general or too vague to deduce exactly which subjects are covered by the project (e.g. "various humanities" or "all branches of the humanities and social sciences"). As multidisciplinary projects are relevant to more

than one research field, the sum of projects for each field presented in the following totals more than the total number of projects submitted.

### 5.3.2 Research Fields

The projects surveyed represent research fields across the spectrum of the SSH. As the majority of the projects submitted (424 or 69%) are historical by nature and the field of history is wide and multifaceted (social history, legal history, economic history, political history, etc.), the taxonomy does not explicitly include the field of history. Instead, projects with a historical focus are clustered with greater specification within the taxonomy of specific research topics (see 5.5).

The following table identifies 17 research fields represented by the projects surveyed and details the number of projects per field in descending order. It additionally shows the number of countries that submitted projects in each field.

Field	No. of Projects	% of Total Project No.	No. of Countries
Language	114	19%	22
Politics and Law	100	17%	25
Religion	91	15%	21
Sociology and Demographics	88	15%	22
Geography/ Anthropology/Ethnography	87	14%	21
Literature	78	13%	22
Archaeology	70	12%	16
History of Science and Education	64	11%	18
Economics	51	8%	17
Oriental/Byzantine Studies	49	8%	11
Philosophy	47	8%	14
Art/Art History	45	7%	16
Natural Sciences, Health and Medicine	44	7%	16
Music	41	7%	14
Psychology	24	4%	12
Performing Arts	16	3%	9
Architecture (incl. the history of)	12	2%	9

Figure 6: Projects by Research Field

Geography is grouped together with anthropology and ethnology because the latter can be viewed as branches of human geography, and also because the majority of projects that could be classified as one could also be classified as another. For a full list of projects by research field, see Appendix IV.

As the table shows, the research fields among the data set as a whole are represented to varying extents. Natural sciences projects are underrepresented because the focus of the survey was on SSH research. The natural sciences projects submitted are on the interface of the humanities and natural sciences and are either from the field of the history of science or the field of the history of medicine and health, or constitute projects from other fields that draw partly on natural science methodology (chiefly archaeology) (see 5.5).

The data is, in part, also characterised by country-specific tendencies. For example, many of the Greek projects submitted pertain to Oriental/Byzantine studies, and projects from Greece and Germany constitute the majority of projects in the field of art/art history. Russian projects make the largest contribution in the field of economics, as well as to geography, anthropology and ethnography. The latter also features a large numbers of projects from Germany, Greece, Hungary and Ukraine. Projects submitted from Germany, Hungary, Spain and Austria are the strongest contributors to field of archaeology and linguistic research projects are particularly frequent among the Spanish projects submitted. In the field of sociology and demographics, Bulgaria, Croatia, Hungary and Poland submit the most projects. The data shows roughly equal country representation within the fields of language, literature, music and psychology.

### **5.3.3 Case Study: German Projects by Research Field**

As the representativeness of the SASSH data cannot be taken for granted, the insights outlined above should not be seen as representative of the SSH research landscape in these countries in general, but of the data collected only. However, with 152 projects from Germany, it is possible to devise a representative taxonomy of research fields at the German science academies. The following table presents the research field distribution within the total German projects (including multidisciplinary projects). 16 research fields were identified among the German projects (all of the fields identified above except psychology), with the following frequencies:

Subject	Total no. Projects submitted from Germany	% of Total German Projects
Religion	43	28%
Language	36	23%
History of Science/Education	27	18%
Philosophy	23	15%
Archaeology	21	15%
Natural Sciences	20	13%
Music	20	13%
Oriental/Byzantine Studies	19	12%
Politics and Law	19	12%
Literature	16	10%
Geography/Anthropology/ Ethnology	13	8%
Art/Art History	9	6%
Performing Arts	7	5%
Economics	5	3%
Sociology and Demographics	4	3%
Architecture (incl. the history of)	3	2%

Figure 7: German Projects by Research Field

As the table illustrates, research carried out at or by the German science academies and related research organisations places a strong emphasis on the fields of religion and language, followed by the history of science/scholarship, philosophy and archaeology. Moderate research interest is shown for music, politics and law, literature, Oriental studies, and geography, anthropology and ethnography. Among the least represented subjects covered by the German science academies and related institutions are art/art history, the performing arts, economics, sociology and demographics, architecture and psychology. The comparatively minor concern with the more modern fields of research like performing arts, economics, sociology and psychology in Germany corresponds with the low number of German projects dedicated to present day topics in the SSH (see 5.2).

#### 5.4 Overview of Research Field Distribution within Eras

Having identified the frequency of eras and research fields among the submitted projects, a further, more nuanced taxonomy examines the relationship between subjects and eras. This is of particular importance for identifying the thematic fundamentals of a potential European research programme as it highlights more specific thematic overlaps concerning, for example, literature in Antique Europe.

The following charts show era-related patterns within selected project clusters grouped by research field:

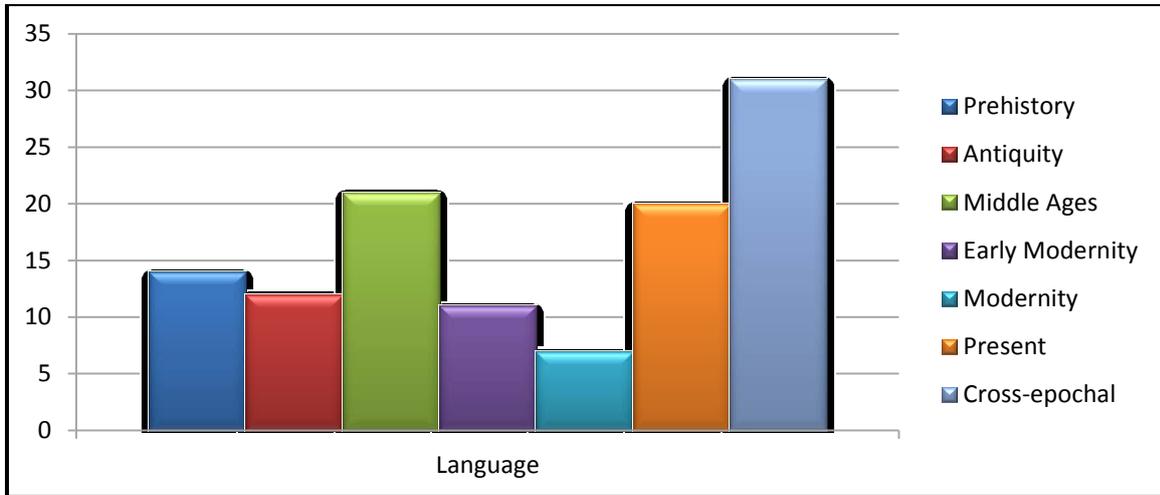


Figure 8: Language Research by Era

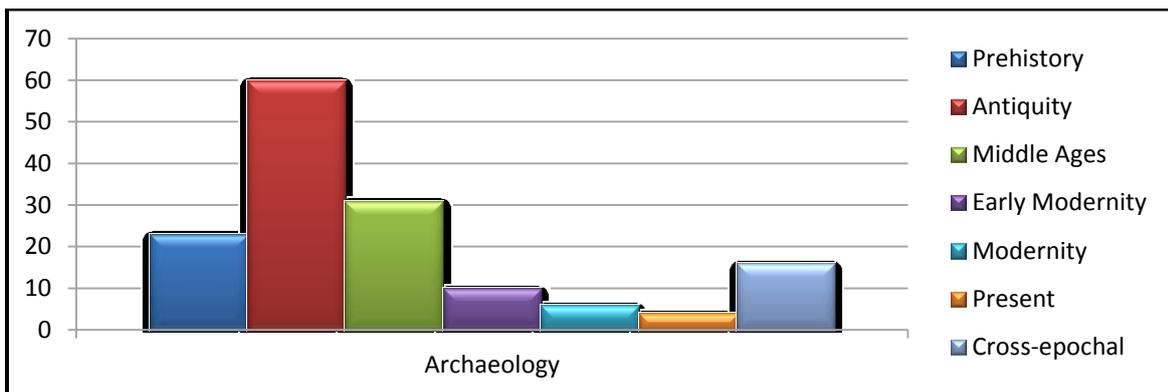


Figure 9: Archaeology Research by Era

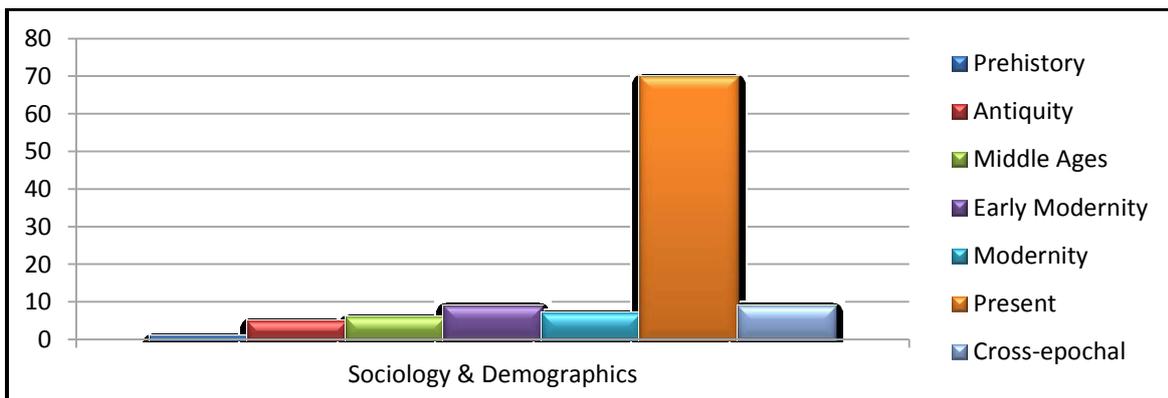


Figure 10: Sociology Research by Era

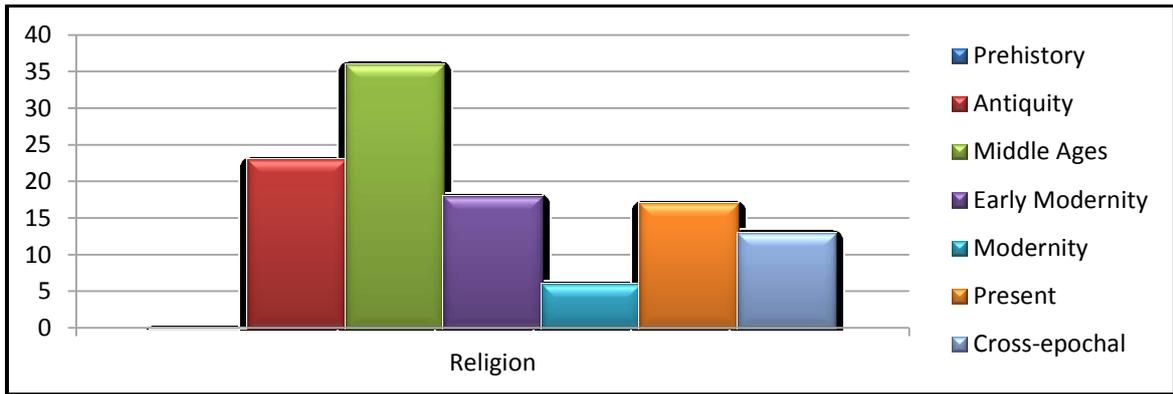


Figure 11: Religion Research by Era

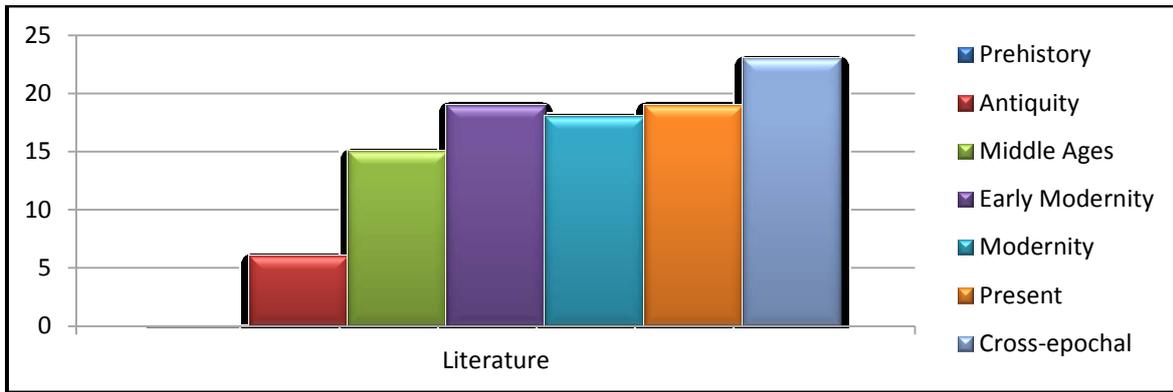


Figure 12: Literature Research by Era

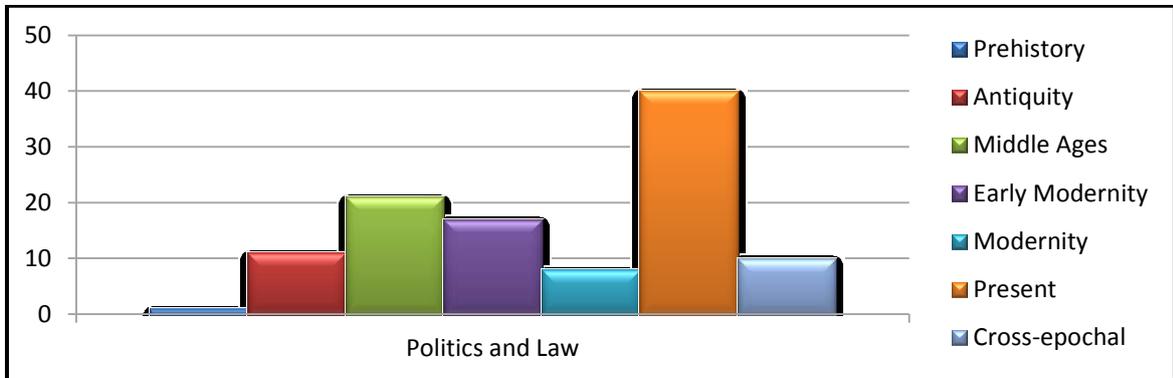


Figure 13: Politics and Law Research by Era

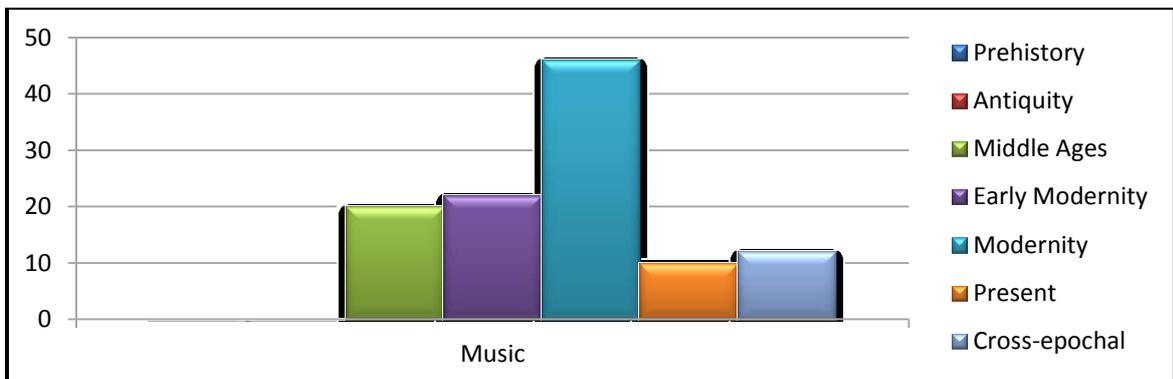


Figure 14: Music Research by Era

Analysis of research field distribution among eras gives rise to four noteworthy observations. It is probable that the tendencies shown here are due in part to social and/or cultural developments in history, for example the Age of Enlightenment at the turn of the 18th century and the Renaissance in the transition from the Middle Ages to Modernity; two cultural and intellectual movements that engendered new forms of thinking and expression in literature, art, philosophy and religion in particular. These tendencies are also attributable to the nature of the field, e.g. research in the field of archaeology peaks in relation to the Prehistoric and Antique eras, slowly declining through the Middle Ages and Modernity to be at its lowest in relation to research into present day developments (one project), dictated by the nature of archaeology as a research field with a fundamentally historical focus. A steady rise is discernible in research into sociology and demographics that begins with the study of Antiquity and peaks in the study of the present with the highest number of constituent projects (70% of the total projects in the field and 33% of the projects pertaining to the present).

A collection of subjects prove of roughly equal priority throughout the eras, with language research as a strong priority pertaining to each of the six eras and the field with the greatest amount of cross-epochal research. Projects in the fields of religion, politics and law, literature, and economics also feature with relative significance from Antiquity to the present, where research in the field of religion reaches a peak in relation to the Middle Ages, and politics and law and economics research rises to greatest significance in relation to the present day. After rising steadily from the Middle Ages through the Early Modern period, research interest in the field of music peaks in relation to the Modern Era, but significantly declines in projects thereafter.

## **5.5 Overview of Projects by Research Topic**

Finally, projects within each research field can be clustered with greater exactitude according to specific research topics, whereby the term “cluster” is used here to refer to a group of three or more projects with overlapping or related research interests. Some of these topics cross disciplinary borders to produce topics such as social and cultural change or settlement and migration, which span the disciplines of sociology, history and cultural studies on the one hand, and geography, anthropology, linguistics and archaeology on the other. The following taxonomy constitutes the corner stone of a potential European research programme on cultural heritage and identity.

Clustering the projects by related or overlapping research subjects indicates the existing potential in the target SSH research landscape for devising a European research programme. All research fields in the data yield specialist research clusters, with the exception of Oriental studies and architecture, where the projects lack significant commonalities. The topical similarities in question pertain not to absolute compatibility, but to underlying macro-topics seen from the European perspective; e.g. although there may be few projects on the relationship between law and justice in Greece specifically, nor on mapping Spanish dialects, there are broader, elementary threads of research interest such as the history of law in medieval Europe, or mapping dialects in Europe that drawing projects together.

## **Language**

Representing 114 projects from 20 European countries, research projects in the field of language can be broken down into 14 thematic clusters: historical dictionaries (21 projects), modern language dictionaries (14 projects), dialectology (13), specialist lexica (13), onomastics (10), etymological dictionaries (8), contemporary linguistic studies (7), language and cultural/national identity (5) and language change (4), as well as Oriental languages, cognitive linguistics, and grammar, each with 3 projects.

## **Politics and Law**

The 100 projects pertaining to research in the field of politics and law fall into 10 specific thematic areas. The largest of these have a historical focus, made up of more general clusters on the history of law with 24 projects, and international relations/foreign policy with 20 projects, followed by rulers/rulership with 14. In addition, the topics of democracy (9 projects), politicians and legal figures and their writings (9), and political history and transformation (8) also constitute areas of common interest. Finally, the more contemporary issues of the European Union (5) and globalisation (4) constitute further if somewhat smaller project clusters.

## **Religion**

With 91 projects, the field of religion also yields a considerable number of thematic clusters. The most comprehensive cluster consists of research into religious writings and/or literature, currently researched by 33 of the projects surveyed. Research into historic religious figures (including the Pope) is also popular (17 projects), as is research into religion in society and/or culture (15), world religions (13), Judaism (12) and the history of the church (11). A breakdown of the projects in terms of both the field and era to which they are dedicated also reveals a total of 9 projects researching religion in Antique Europe. Smaller clusters are religious art and excavations (7), modern perspectives on religion, and religious music, both of which are currently subject to research initiatives by four of the projects surveyed.

## **Archaeology**

The field of archaeology can be broken down into 10 common research areas of interest. These include the general cluster of regional excavations, that is, archaeological excavations carried out in order to research human activity in or between regions (17 projects), as well as inscriptions (15) and ceramics and/or glass (14). Further shared research interests within the field of archaeology are coins (8), the history of archaeological research (8), excavations of religious sites (7), monuments (6), archaeological maps or topographies (4), and graves (4). It may also be correct to view the latter as a sub-category of religious excavations.

## **Sociology and Demographics**

Sociology and demographics can be broken down into four major interest clusters, five minor ones, and a small cluster relating to general demographic studies consisting of three projects. The major common interests in this field are minorities and discrimination with a total of 26 projects, the broad

topic of social history and change with 21 projects, women and gender with 18 projects, and the media with 17. Minor clusters can be formed around the topics of family (10 projects), employment (9 projects), youth (8) and Ageing (4). Seven of the projects submitted in this field constitute data collection surveys.

### **Geography, Anthropology and Ethnography**

The difficulty posed by differentiating between research projects in the field of geography and those in the fields of anthropology and ethnography suggests that the majority of projects submitted in the field of geography fall under the category of human geography. A breakdown of these projects into more specific thematic areas confirms this. Of the 87 projects submitted in these fields, almost half (45) are dedicated to anthropological and/or ethnographical research. Blurring the boundary between physical geography and anthropology, the second largest thematic cluster is constituted by an interest in the topic of settlements, predominantly in early Europe (18 projects), and 13 projects research human-geographical aspects of migration and immigration (13), predominantly from a historical perspective. A series of smaller clusters transcending the boundary between human and physical geography pertain to the topics of cities or urban geography (10 projects) and the construction of maps and cartographic databases (9), as well as a small cluster of projects researching Roman Pannonia (3). Two further clusters are predominantly dedicated to research in physical geography, namely regional development (7) and the environment, including natural disasters (5). The 10 projects carrying out research into toponomastics are primarily linguistic with a geographical dimension.

### **Literature**

Research projects submitted in the fields of literature can be broken down into eight thematic clusters. The largest clusters pertain to the relationship between literature and society and/or culture (15), the relationship between literature and national or cultural identity (9), and to the literature of Modernity (14), of the Middle Ages (12) and of Antiquity (5). Further clusters pertain to research on non-fiction (9), biography and the theory of biography (8), and the creation of literary-historical encyclopaedias (7).

### **History of Science/Scholarship**

Projects in this field have a predominantly historical focus. The largest categories of projects include the history of scholarly correspondence (18), as well as the history of natural science scholarship (13), the history of archaeological scholarship (8), the history of philosophical scholarship (8), histories of scholarly networks and influences (12), and histories of scholarly institutions (commonly science academies) (3). Two small project clusters consist of research into contemporary science and education, namely recent developments in science (5) and education in contemporary society (3).

### **Music**

The music research projects have a chiefly historical focus. The topic most represented in this field is composers throughout European history, and consists largely of composer editions (16). Further historical clusters include music history (not including composers) (10), medieval music (8), and

musical theatre (7), which is largely but not exclusively historical. Four projects are dedicated to the research of contemporary music. Finally, seven projects are researching the relationship between music and culture, or more specifically cultural identity (7).

### **Art**

The opportunities to cluster projects thematically within the field of art/art history are fewer and more general than those identified for other fields up to this point. The topic most represented among art research pertains somewhat broadly to the history of art (22). This is closely followed by an interest in ceramics and glass (14), the same projects within which, however, also constitute a project cluster within the field of archaeology. The same is true of the cluster topic on monuments. Smaller clusters within art pertain to wall paintings (5) and sculpture (5), and, loosely, to art and national identity (5).

### **Philosophy**

The most significant topic among the philosophical research projects submitted pertain to the lives and works of philosophers throughout history (20 projects), and include many philosopher editions. This is closely followed by an interest in philosophy in Antiquity (13) and the history of philosophical scholarship (8), also classified as belonging to the field of the history of science/scholarship above. The field is further characterised by a marginal interest in the relationship between philosophy and religion (3).

### **Economics**

Economics research is characterised by a balance of retrospective historical research and research into contemporary economic phenomena. 16 of the 51 projects submitted from this field pertain to economic history, and 10 specifically to trade history. A further 15 carry out research into more recent economic developments, and 4 specifically into (contemporary) economic crises.

### **Natural Sciences**

The natural sciences allow for the identification of only three project clusters, which can be explained by the fact that the SASSH initiative focuses on research in the SSH and the only projects in the natural sciences that it captures are those at the interface of further SSH fields or those of a historical nature. The same is true of projects in the field of psychology. For the present purposes, the natural sciences include physics, chemistry, biology, geology, zoology, medicine and astronomy. Thematically, 14 of the projects of primary or secondary relevance to the natural sciences pertain to health and medicine and are on the interface of the natural and social sciences. 13 of the projects carry out research into the history of the natural sciences and/or the lives and work of natural scientists. A further 22 projects are largely of secondary relevance for research in the natural science, having been identified to apply methodologies and/or technology devised in the above named fields. The Hungarian project *Excavation and Analysis of the Material of Lombard Cemetery at Szólád*, for example, is an archaeological project that uses analysis methods from molecular biology, and the Ukrainian project *Ancient City of Late Roman Period on the Opuk Mountain* combines theories and

methods from archaeology, geomorphology and paleobiology. These are multidisciplinary projects at the interface of the natural sciences and the humanities and/or social sciences.

### **Psychology**

Only 24 projects in the field of psychology were submitted, of which the overwhelming majority pertain to the sub-branch of social psychology (18), and 3 detail cognitive psychological research (3). A further two projects undertake research in the area of psychiatry.

### **Oriental/Byzantine Studies**

Byzantine studies emerges more as a sub-branch of the discipline of history among the projects captured. Moreover, research into the Byzantine Empire leaves the territorial bounds of Europe. However, so many projects were submitted with primary relevance for this field that they could be treated as research fields for the purposes of the present survey and analysis. The majority of projects pertaining to Byzantine studies carry out research into politics, law and society in the Byzantine Empire (16), followed closely by literature and writings (10). A reduced focus on religion (5), art (4) and language (3) in the Byzantine Empire is shown.

### **Further Research Fields**

The ability to identify thematic clusters among the 12 projects on architecture and 16 projects on the performing arts was limited as few projects were submitted in these fields in total. Projects in the performing arts can be broken down into seven with a focus on the history of musical theatre – although the majority of these projects fall primarily under the field of music with only secondary relevance for the study of theatre and the performing arts – and five that carry out more specifically theatre-oriented research on the history of producers, playwrights and actors. A further two projects are dedicated to cinema, and a single project to dance. All 12 projects submitted in the field of architecture pertain to the same, albeit somewhat general, topic of the history of architecture and cannot not be effectively clustered beyond this general categorisation. These fields are thus of a predominantly historical nature.

## 6 PROJECT RUNNING TIMES AND FUNDING

*Science is a marathon, not a sprint*  
Brian Owens.

### 6.1 Introduction

A project of the Union of German Academies, the SASSH initiative sought to establish to what extent the phenomenon of long-term research that characterises the German academies' research landscape is present elsewhere in Europe. The German Academies' Programme finances long-term basic research in the humanities and social sciences; a criterion to be funded within the Academies' Programme is a running time of between 12 and 25 years. In addition, the Programme distributes the funding for its projects; a budget obtained from both the German federal government and the individual German state governments in which the academies or projects of the German Union are located. With its Academies' Programme, the German Union thus guarantees sufficient funding for a minimum period of 12 years. This enables the research projects under the Union's umbrella to undertake research with continuity, and to produce in-depth publications that would not be achievable over a shorter period of time. Research published by the projects of the Academies' Programme constitutes some of the most major fundamentals of humanities knowledge in Germany (see 1.1.5).

Whereas the Academies' Programme ensures consistency, continuity and cohesion for German academy research, no programme similar to the German Academies' Programme is known to exist in Europe. The SASSH initiative investigated the duration of academy and related projects elsewhere in Europe and the continuity of the funding granted. The analysis of these results is broken down into general duration data on the one hand, and country-specific data regarding project running time and project interruption for any number of months or years on the other. It also investigates the various funding avenues of the projects surveyed, detailing respondent satisfaction with the amount of funding received, annual funding volumes, and also the types of sponsor.

### 6.2 Project Running Times

**4. When did the project begin (approx.)?**

**5. When will the project end (approx.)?**

Questions 4 and 5 of the SASSH survey gathered data on project running times, asking when the project began and when it will end, respectively. 549 of the projects surveyed answered this question; a response rate of 90%.

After producing an overview of all project durations in order to gain a sense of the relative parameters of short-term, medium-term and long-term projects among the projects surveyed, the data was analysed by categorising each responding project as short-term (up to and including 5 years), medium-term to relatively long-term (6-15 years), or long-term (over 15 years). It should be pointed out, however, that medium-term projects of over six years may also be viewed as comparatively long-term in the general scheme of contemporary SSH funding.

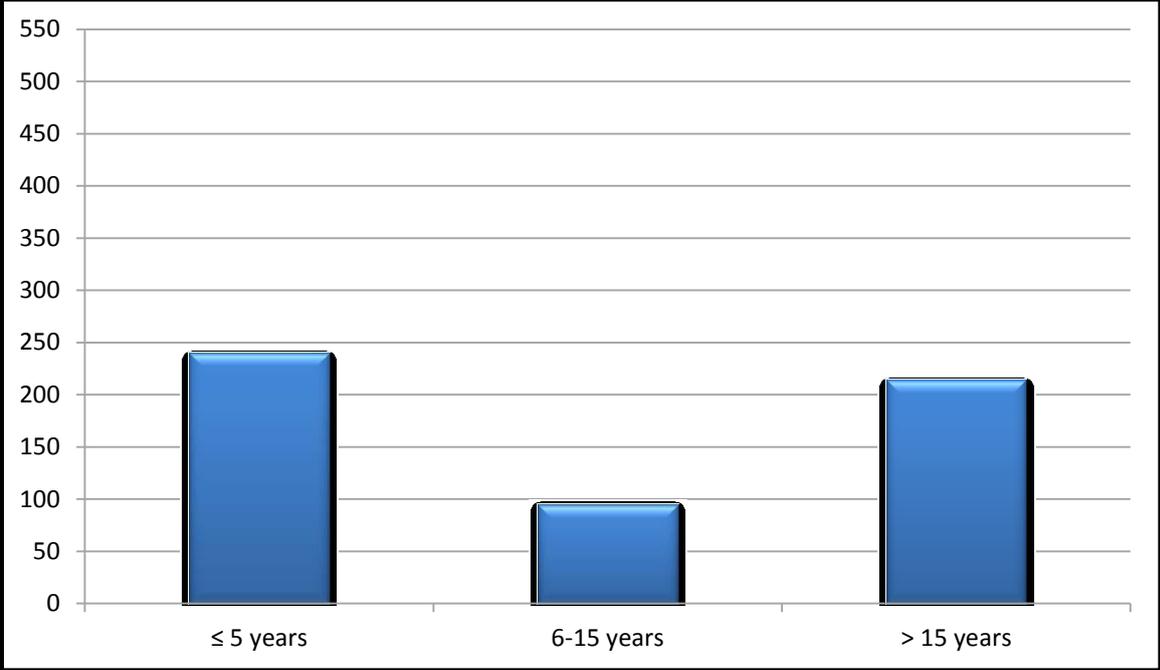


Figure 15: Project Running Times

Viewed in three categories, the results show that the number of long-term and short-term projects captured is approximately equal (240 and 214, respectively). If projects of over six years are viewed as relatively long-term, however, the number of short-term projects running for five years or less is lower than the number of non-short-term projects (240 and 309, respectively).

Notably high numbers of long-term projects of in excess of 15 years were submitted by the science academies and related research organisations of Germany, Ireland, Italy, Serbia, Spain, Switzerland and the UK. These accordingly submit particularly low numbers or a complete absence of short-term research projects. With many of the German projects surveyed having been initiated decades ago when the 25 year duration limit was not yet set by the Academies' Programme, the German data is characterised by long-term projects running for up to 50 years, with a smaller but considerable number with a running time of in excess of over 50 years. Of the projects with a running time of more than fifteen years, just under half (91) are either not scheduled to end at all, or are scheduled to run for so long into the future that project staff cannot yet foresee when they will end.

Short-term projects appear to be more typical of research in Bulgaria, the Czech Republic, Hungary, Latvia, Lithuania, Poland, the Netherlands, Norway, Russia, Slovakia and Ukraine. Notable numbers of medium-term to relatively long-term projects lasting between six and fifteen years were submitted by Croatia, where they constitute a majority, and Germany, where they are second in number to long-term projects, but more common than short-term projects. The running times of the projects surveyed in Greece and Slovenia reveal no tendencies towards short, medium or long-term running times.

The data reveals that some of the long-term projects captured constitute long-standing research into aspects of societal challenges and change in Europe and beyond: the following table shows some key examples:

<b>Societal Challenges and Change</b>	<i>Records of British Social and Economic History</i>	1914-2017
	<i>Sources on the History of German Social Politics</i>	1949-2015
	<i>Almanac of Antiquity and Christianity</i>	1955-2026
	<i>Diplomatic Documents of Switzerland</i>	1972-2020
	<i>Slavery in Antiquity</i>	1978-2021
	<i>Monitoring the Social Changes in Ukrainian Society</i>	1992-ongoing

Figure 16: Long-term projects on societal challenges and change

The majority of projects with substantial running times of between fifteen to over one hundred years, or open-ended, are basic research projects creating fundamental reference works for the traditional humanities disciplines of linguistics, literature, philosophy, religion and music. Moreover, these are also largely of an historical nature. They include fundamental dictionaries of ancient and modern languages, collections of historic manuscripts and literary encyclopaedias, fundamental editions of the works of some of the most significant philosophical, political and religious thinkers in Europe, and preserve national literatures:

<b>Fundamental Reference Works</b>	<i>Dictionary of Bulgarian Language</i>	1960-ongoing
	<i>German-Sanskrit Dictionary</i>	1968-2015
	<i>General Catalogue of Manuscripts in the Czech Republic</i>	2005-2050
	<i>Encyclopaedia of Fairytales</i>	1973-2015
	<i>Collected Writings of Slovenian Poets and Writers</i>	1974-2020
	<i>Marx and Engels Edition</i>	1991-2036

Figure 17: Long-term projects producing fundamental humanities reference works

As the survey captures considerably more humanities projects than social science projects (see 5.1), large numbers of both the long-term and short-term projects surveyed are in the humanities. It is nonetheless evident, however, that, of the social sciences projects and projects on the interface of the humanities and social sciences captured, most are shorter-term. Exceptions to this are shown in the above Figure 16 and further include *Croatian Public Sector Economics*, *Documents on Irish Foreign Policy*, *Serbian Demographic Bibliography*, *Edition of Byzantine Legal Sources*, *Historical-Geographical Dictionary of Polish Lands in the Middle Ages*, and the *Irish Historic Towns Atlas*; long-term research projects which span humanities and social sciences disciplines.

Some short-term projects in the social sciences or on the interface of the humanities and the social sciences that would lend themselves particularly to more long-term research (historical with relevance for present and future). Particularly in Bulgaria, but also in other countries of Eastern and Western Europe:

Bulgaria	<i>Construction of the European Public Sphere: the problem of "Other"</i>	2012-2015
	<i>Restoring the European Dimensions of the Romani Language and Culture</i>	2010-2014
	<i>IPHS-Identifying and Reducing Prejudices as a Source of Conflict between Roma and non-Roma Population</i>	2011-2013
Armenia	<i>The Social Transformations and Migration Flows in Armenia</i>	2010-2015
Czech Republic	<i>Dynamics of Change in Czech Society</i>	2014-2018
	<i>Stories of Place. The topography of contemporary national memory</i>	2010-2015
Hungary	<i>Constitutional Reasoning in a Comparative Perspective</i>	2012-2015
Latvia	<i>National Identity</i>	2010-2014
Netherlands	<i>Worldwide History of Labour Camps</i>	2013-2018

Figure 18: Short-term projects for long-term study

### 6.3 Project Interruptions

In order to assess the continuity of the work carried out by and the funding received by the projects surveyed, Question 6 asked respondents if their project has ever been interrupted, followed by a free text field for further details on the reason(s) for and duration of the interruption:

**6. Has the project ever been interrupted? / If yes, why and for how long?**

Of the responding projects, almost 10% have been subject to interruption during their scheduled running times. Austria, Bulgaria, Germany, Greece, Hungary, Italy, Liechtenstein, Poland, Russia, Serbia, Slovenia, Spain and the UK submitted one or more projects affected by interruptions. The

length of interruption varies between a few days and 35 years. Nearly all of the projects that stated the length of interruption experienced have been interrupted for at least half a year, with the exception of one project from Austria that was interrupted for several days (no reason is stated). Indeed, the majority (81%) of responding projects subject to interruption have experienced a break of one year or more, including one project submitted from Bulgaria that was experiencing an interruption of over a year at the time the SASSH questionnaire was completed.

45 respondents provide the cause(s) of project interruption. The cause stated with greatest frequency is the absence of funding caused by a change in sponsor, the failure of a funding renewal application, or the discontinuation of funding (in one case due to obstructions by the research organisation's administration). The funding-based interruptions recorded lasted between half a year and two years, with critical gaps of four years for one Spanish project, seven years for one German project, and 35 years for one project submitted from the UK.

Further projects have been interrupted either because of a change in management or a change in publisher. Several projects report that their financing was frozen during a change in project management. According to the details provided by respondents, changes in management have caused interruptions varying from one year to years (Spain). Changing publication editors also caused a lengthy interruption of eight years for one Austrian project.

The two world wars of the twentieth centuries were reasons for interruption for German projects only, for which they constitute approximately a third of the interruptions described. Two further German respondents name the period surrounding the fall of the Berlin Wall as a cause for interruption, and one survey from Ukraine states somewhat more vaguely that project interruption was caused by "historical and funding reasons". Periods of interruption caused by the two World Wars in Germany vary between four and ten years during and after the First World War, and longer periods of between 6 and 23 years during and after the Second World War. Whereas some German projects were temporarily broken off at the outbreak of the Second World War (interruptions between 1939-44 and 1939-48), others persisted during the war itself only to experience interruptions of several years in the war's aftermath (interruptions between 1944-50 and 1944-52). Discontinued during or in the aftermath of the Second World War, some German projects were not relaunched until the 1960s (*Turfanforschung* and *Das Fränkische Wörterbuch*, for example).

Other causes for interruption have been related to human resources and general administrative or managerial issues, which can also be financial matters. Staff-related interruptions include maternity leave, illness and/or death, the inability to find suitable staff to fill project positions or a constant need to change or replace staff members, and the demands of excessive administrative tasks or of the research tasks for researchers holding joint positions. Whereas the death of an author/editor and the maternity leave of the project coordinator caused interruptions of under a year, one German project reports of constant interruption over a period of ten years caused by the lack of qualified staff to fill certain positions and fluctuations in the project team.

A fraction of the projects surveyed have actually been subject to interruption (52). However, the overwhelming majority of interruptions have meant a disruption to research and employment of at least one year, and over a third of over three years. Aside from the two World Wars, which proved to be a major disruption to German research projects in the twentieth century, the SASSH data points to three major causes of project interruption: lack of funding as the main reason, followed by changes in management and human resources hurdles, potentially resulting from the specific nature of the projects.

## 6.4 Project Funding

*Money won't buy happiness, but it will pay the salaries of a large research staff to study the problem.*

Bill Vaughan.

### 6.4.1 Funding Sources

Each academy and country has its own funding structures. Some academies and related research organisations are financed entirely by the state, some partly by the state and partly by private trusts, and some chiefly by private trusts. Some research organisations obtain full funding grants from the state, and some must be able to match the funding awarded in a cost-splitting system. Whereas the Liechtenstein Institute, the Swedish Academy of Sciences, the Royal Netherlands Academy of Arts and Sciences, the British Academy, the Royal Academy of History in Spain and the Israel Academy of Sciences were founded using and still survive on a combination of government funds and private endowments or public funds from other countries, other academies and national science foundations or research councils serve to a greater or lesser extent as state-run or chiefly state-run instruments for the local distribution of part of the state budget for research. In the majority of cases, it is difficult to draw a boundary between the (state-run) home institutions and the government on the one hand, and between national science foundations or research councils and the government on the other. In this sense, most of the research institutions and research councils named in the survey would appear to be state-funded. As many of the project running times are long-term or relatively long-term, this comes as little surprise.

Question 7 of the survey was an open question asking respondents to name the source(s) of their project funding:

**7. Who finances the project?**

555 respondents provided information on their project funding; a response rate of 91%. The total used here to create the statistic is the total number of surveys rather than the total number of projects, i.e. it includes the double, internationally led projects. This is due to the fact that the majority of these

projects claimed to receive their funding via different channels; no common ground could be found, with the exception of one project. The total used for the calculations in this section is therefore 617.

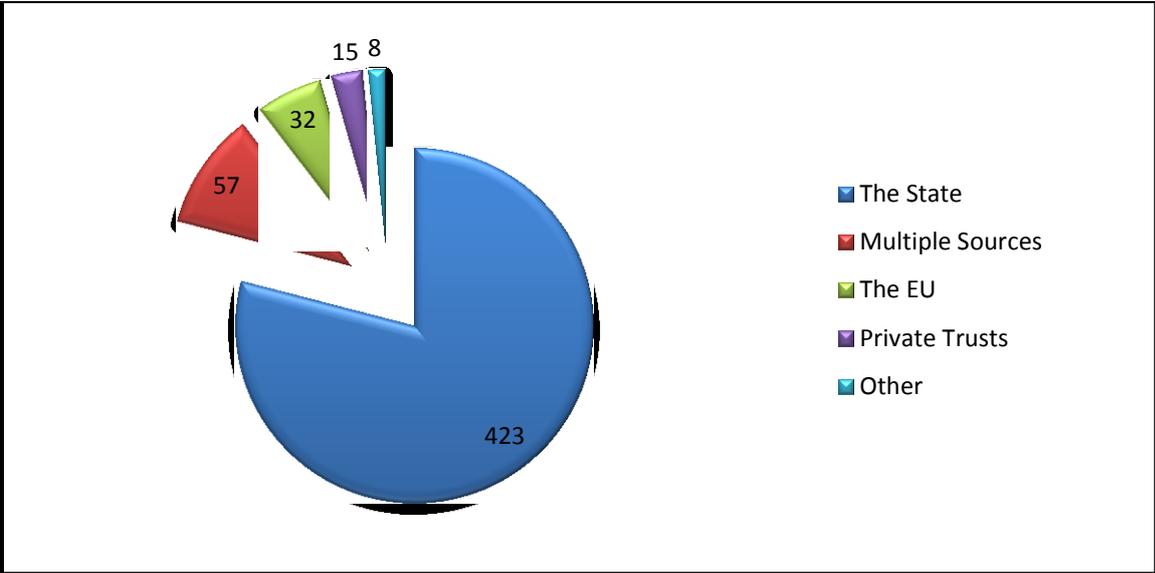


Figure 19: Funding Sources

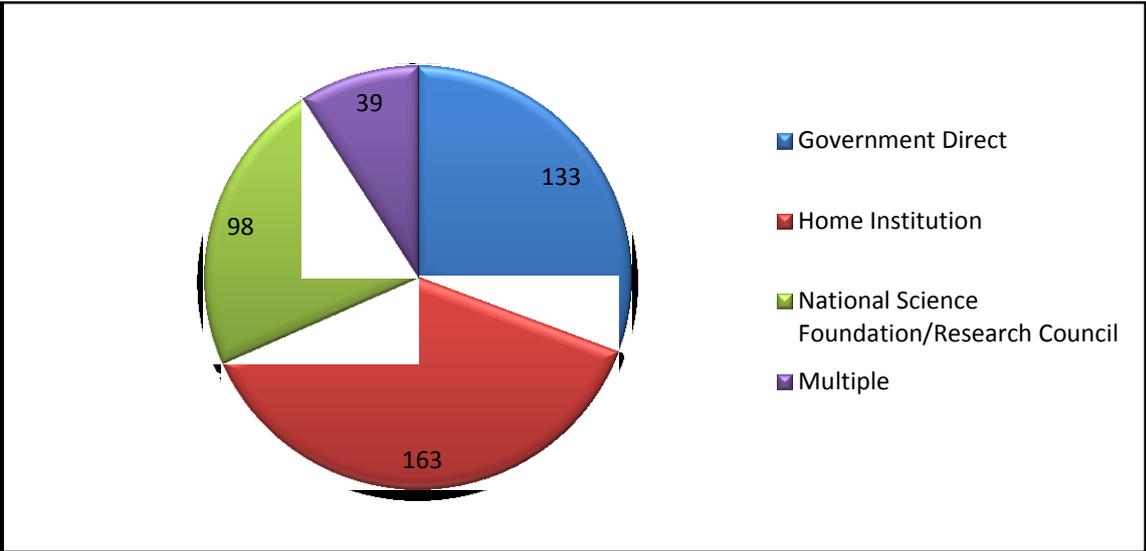


Figure 20: State Funding Channels

Many of the projects that name their home institution as their funding source are just as much financed by the state as those who named the state directly as their funding source. It would thus be inaccurate to draw a strict line between those projects that named the government as their sponsor and those that named their home institution, where the home institution is government-funded. In order to avoid this dichotomy, all state-funded research projects were documented, before being broken down into those whose funding is channelled through a home institution or national research foundation/council.

A prime example of this is the German Academies' Programme, whose projects are financed by the state at two levels: by a combination of the Federal Ministry of Education and Research and by the local governments of the individual states in which the respective project host academy or academies are located. The edition *The Collected Letters of Johann Christoph Gottsched* run by the Leipzig Academy of Sciences names their source of funding "Bund und Länder", or the German federal and state governments, for example, whereas the North Rhine-Westphalian Academy of Sciences, Humanities and Arts names their financial sponsor to be the Academies' Programme. In fact, both are funded at the two state levels via the Academies' Programme. This is elucidated by the answer provided to the same question by the Hamburg Academy based project *The Collected Works of Moritz Schlick* explaining that the project is "financed within the framework of the joint research funding programme of the Federal Government and individual states within the Academies' Programme". The channelling of state funds through research institutions is common, as for example described in a survey completed by the Serbian Academy of Sciences, which gives the project's funding source as "The Serbian Academy of Sciences on the basis of a state grant".

According to the data, a total of 423 projects (76% of all responding projects) are funded by the state. Of these, at least 36% are funded by the state via their home institution, and at least 23% are funded by the state via a national research council<sup>14</sup>. A number of projects (10%) name multiple joint sources of funding within this category; e.g. their home institution and national research council, their home institution co-funded by a university, or their home institution with co-funding from the European Commission. The remaining 31% name the state directly as their funding source.

#### **6.4.1.1 Funding Sources by Country**

Based on the data for the combined total projects naming the state, their home institution or national research foundation as their funders where the latter two are state-funded, the state budget is the chief source of project funding<sup>15</sup> for the projects submitted by twelve of the participating countries. The state budget is the source of all or most projects submitted from Austria, Croatia, the Czech Republic, Germany, Hungary, Lithuania, Poland, Russia, Serbia, Slovenia, Switzerland and Ukraine.

Of these, the home institution is the most active channel for the distribution of state funds to research projects in Germany, Greece and Ukraine. State-funded national science foundations or research councils shown to be major actors in the distribution of research funds for the projects are the Hungarian Scientific Research Fund, the Lithuanian Research Council, the Polish National Science Centre and the Slovenian Research Agency. Private trusts appear to constitute a notable source of funding in Sweden (the Göran Gustafsson Foundation, the Marianne & Marcus Wallenberg Foundation, and the Bank of Sweden Tercentenary Foundation); however the total rate of return from

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<sup>14</sup> "At least" as it cannot be ascertained how many projects naming their sponsor as the state directly may have just selected the origin of the funds and not mentioned that these are channelled to the project via an institution and how many are receipt of third-party government funds and merely physically hosted by an institution. It is not uncommon for German Academies, for example, to host third-party projects funded by the Federal Ministry of Education and Research. However, no further observations on this can be made using the data collected; it would just be speculation.

<sup>15</sup> Meaning over 60%

Sweden is too low to make any generalisations on this factor. Projects funded by the European Commission constitute a fractional number of the total, originating from Bulgaria, Croatia, Greece, Hungary, Latvia, Lithuania and Slovakia.

Surveys originating from Ireland, Spain and the United Kingdom document the most projects drawing on several grants from different sources. This is particularly applicable to the UK and Ireland. The Irish project *New Survey of Clare Island* is financed by “multi-agency funding secured by the Academy, including government grants”, where *Documents on Irish Foreign Policy* goes more detail, revealing a rather complex task-based funding breakdown: “The Department of Foreign Affairs and Trade pays salaries, the RIA (Royal Irish Academy) covers publication, IT and other general costs and the National Archives covers office costs”. This model seems to also be in place with the English project *Romano-British Writing Tablets*, which is financed “through grants which are sought for specific activities within the project as and when needed”. Indeed, the majority of the responding projects from the UK that provide greater detail on their funding sources rely on between three and six different sources of funding. This is encapsulated by the *Corpus of British Medieval Library Catalogues*, which has sought a new sponsor every two to three years since the year 2000, ranging from institutional funds to private trusts or charities, and was at the time of the survey (2014) once again seeking funding to be able to continue:

Since 2000, we have been enabled to retain full-time editorial support, which has been funded by the British Academy (2000-2003), Gladys Kriehle Delmas (2003), Neil Ker Fund (2003), Pilgrim Trust (2004-6), British Academy (2004-6), British Academy (2006), Neil Ker Fund (2006), British Academy (2007), Foyle Foundation (2007-8), British Academy (2008-9), Mellon Foundation (2009-14). We are now seeking further sources of support.

#### 6.4.2 Full-time versus limited funding:

The SASSH survey gathered data on the duration of the funding granted (full-time or limited, including being subject to regular renewal with the possibility of failure e.g. year by year, or every few years), as well as annual project funding volumes.

<p><b>9. For how long is the project funded?</b></p> <p><input type="checkbox"/> Its full duration</p> <p><input type="checkbox"/> For a limited period only</p>
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550 projects responded to this question; a response rate of 91%.

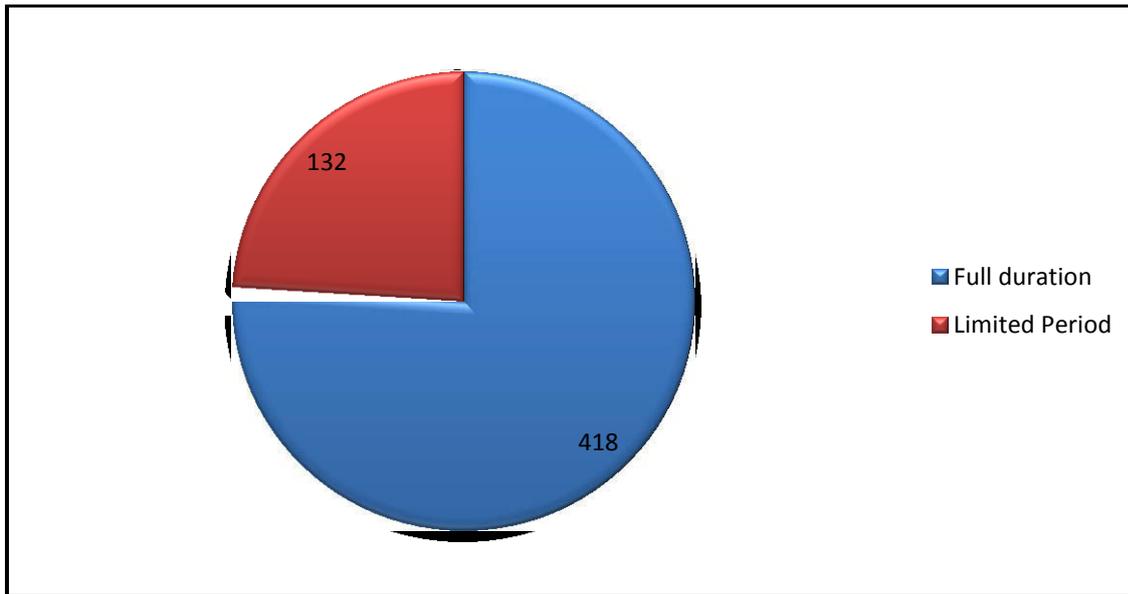


Figure 21: Funding Duration

The data reveals a clear divide between a majority of projects (76%) in receipt of funding for their full duration (hereinafter “full-time funding”), and a minority of projects (24%) in receipt of funding for a limited period or for a limited funding period subject to possible renewal only (hereinafter “limited funding”). As such a large majority would suggest, the majority of projects in the majority of countries surveyed are in receipt of full-time funding. Projects with full-time funding are common to most of the countries surveyed (Bulgaria, Croatia, the Czech Republic, Germany, Greece, Hungary, Latvia, Liechtenstein, the Netherlands, Norway, Poland, Russia, Spain, Sweden and Ukraine). The projects surveyed in the United Kingdom, Austria, Slovakia and Switzerland, however, are tendentially in receipt of limited funding. The data for Ireland, Italy and Serbia is characterised by a roughly even split between projects in receipt of full-time funding and those funded for a limited period only.

### 6.4.3 Annual Funding Volumes

The humanities are currently in a difficult financial position due to the competition for funding with the “hard sciences” (medical sciences and the natural and technical sciences), especially in light of the emphasis on economic and environmental impact and technological innovation as criteria for the award of funding. In their analysis of allocated capital in arts and humanities (A&H) funding around the world, for example, Gali and Bar-Ilan identify a sharp decrease in A&H funding between 2009 and 2012<sup>16</sup>. In the simple words of Jürgen Mittelstrass, “[The Humanities] have a funding problem”<sup>17</sup>.

The SASSH initiative investigates the funding situation of SSH research projects at the participating organisations from around Europe. It identifies trends in SSH funding in general, and also on a comparative level at the science academies (and some other non-university research organisations) of particular countries. The survey enquired as to how much funding each project receives annually.

<sup>16</sup> Gali Halevi and Judit Bar-Ilan. “Trends in Arts & Humanities Funding 2004-2012”. In *Research Trends*, 32, 2013.

<sup>17</sup> Jürgen Mittelstrass. „Humanities under Pressure“. In *Humanities*, 4, 2015.

Participants were asked to state the currency together with the amount, in order for this to be converted into the common denominator of the Euro:

**8. Approximately how much funding does the project receive annually?  
(Please include currency)**

A total of 430 projects provide clear answers to this question; a response rate of 71%. After gaining an overview of the range and scope of answers provided, the annual funding volumes recorded were divided into three categories: 1) Over €500,000 2) €100,000 – €500,000, 3) Less than €100,000. Closer analysis of the data revealed that the latter category could also be further broken down into 4) of which less than €10,000.

The funding volume data for the majority of Russian projects submitted cannot be included in the following analysis. 35 of the 38 projects submitted originate from an institute of the Russian Academy of Sciences. The response to Question 8 from each project was the total funding received for all projects run by the Institute collectively, rather than for each individual project. Despite follow-up correspondence, it did not prove possible to receive a breakdown of this sum by project. The SASSH survey thus establishes that the Institute receives approximately €7.7 million per annum to run all projects, but has no more detailed record of how much is allocated to each project. Were the sum to be divided equally between the 35 current projects of the Institute, this would mean that each project is in receipt of approximately €220,000 per annum. However, this distribution was not confirmed. The data for these Russian projects is therefore omitted from the following analysis.

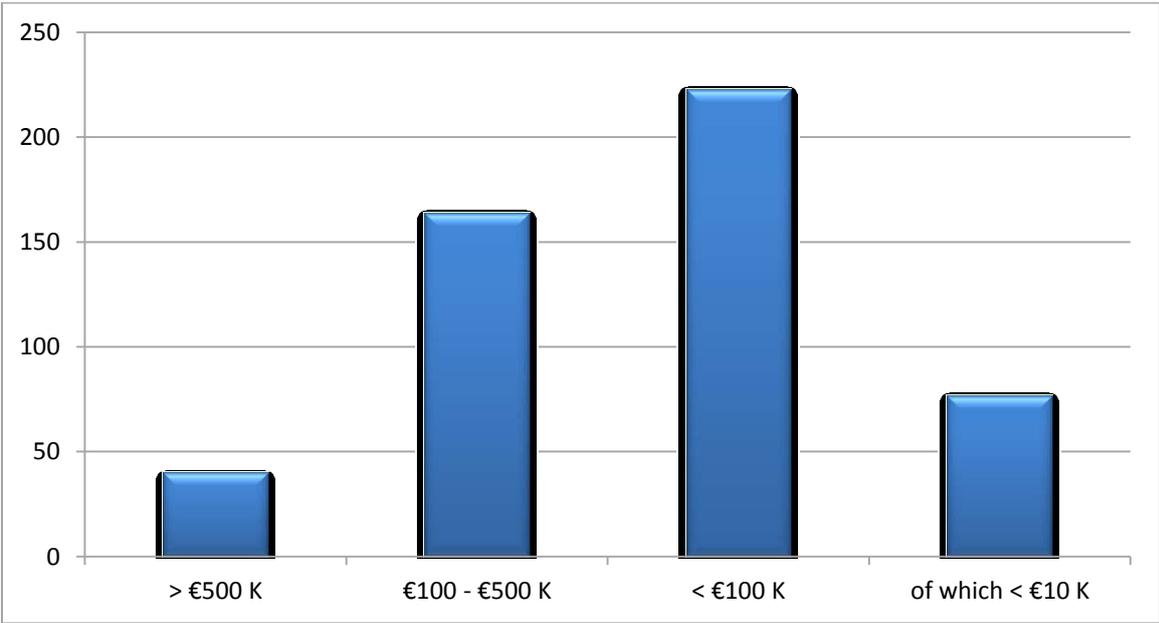


Figure 22: Annual Funding Volumes

Over half of the responding projects and therewith the majority (52%) receive less than €100,000 funding annually. Of these projects, over one third (18% of the total) receive under €10,000 annually. 38% of the responding projects receive between €100,000 and €500,000 per year. At approximately only 10% of responses, the smallest funding bracket is represented by 40 projects in receipt of in excess of €500,000 annually. Of these, 17 projects (4% of the total responding projects) receive over €1 mil. per year.

Viewed by country, the most projects in receipt of over €100,000 and/or €500,000 annually are found in the Czech Republic, Germany, Ireland, the Netherlands, Norway, Sweden and Switzerland, which accordingly also submit the fewest projects in receipt of less than €100,000 per annum. Many of the Swedish projects fall under the highest funding bracket of in excess of €500,000, and only one Swiss project and one Dutch project are in receipt of less than €100,000.

Projects submitted from Austria, Bulgaria, Croatia, Hungary, Italy, Lithuania, Poland, Serbia, Spain and the United Kingdom, on the other hand, are characterised by low annual funding volumes. The majority of the projects surveyed in these countries are in receipt of under €100,000 annually, and for Bulgaria, Hungary and the UK this applies to almost all projects. Project funding of under €10,000 per annum is particularly characteristic of the data from Croatia, Italy, Serbia and Spain.

Annual funding volumes of under €100,000 and particularly under €10,000 may be related to a multitude of factors. It may also be related to staff costs, or the lack thereof. Project heads, for example, may be university professors who run an academy-based project parallel to their primary teaching and research duties. The academies in the UK and Spain, for example, document particular cooperation with universities with the possible consequence that the project head or more members of the project team are in the salaried employ of a university and not of the academy-based project directly. As the SASSH survey did not have the scope to explore this, however, this can only be a matter of speculation. It can, however, roughly compare annual funding volumes with staff numbers and the reliance on voluntary researchers (see 7.1.2 and 7.2.1).

#### **6.4.4 Funding Volumes by Sponsor**

Almost half (48%) of the projects funded by national state budgets – either by the government directly or through national research councils or scientific foundations, or via the home research institution – receive less than €100,000 per annum, nearly a third (31%) of which receive less than €10,000 (15% of the total number of state-funded projects surveyed). This statistic rings particularly true for Austria and Lithuania, for which none of the state-run projects surveyed receive more than €100,000 per year. Moreover, the majority of state-funded projects submitted by Croatia, Serbia, Hungary and Poland receive less than €100,000, most of which receive under €10,000 in Croatia and Serbia. State-run projects submitted from Ukraine are similarly subject to poor funding of under €100,000 or even €10,000 per annum.

The data suggests that 76% of projects receiving state funding via their home institution receive more than €100,000 per annum, of which nearly a quarter (23%) receive over €500,000, which would imply that state funding awarded to projects via the home research institutions is greater on average than the volumes of state funding awarded by the government directly or via national science foundations/research councils. However, this statistic is shaped by the German projects, of which approx. 80% of those funded by the government via the Academies' Programme receive between €100,000 and €500,000, and 15% in excess of €500,000 per annum. For the other countries surveyed, only one or two projects financed in this way receive similar amounts. If the German data were removed from the funding data for government funding distributed by the home research institution, this would leave 8% of projects (13) in receipt of €100,000 or more per annum via this funding channel.

Although the number of projects surveyed in receipt of funding from a private trust alone is low, the data for these projects suggests that they fare well, with most in receipt of between €100,000 and €500,000; a system of funding from which Sweden in particular appears to benefit.

Of the three countries submitting many projects that rely on funding from multiple sources, the Irish projects would appear to be the only ones that fare well financially. Of the Spanish projects drawing on multiple grants, most receive under €100,000, of which the majority again receive under €10,000. Similarly, of the British projects relying on multiple funding sources, most are in receipt of under €100,000 per annum.

Perhaps the most enlightening insight facilitated by the funding data collected is that Germany appears to be the only country in which the home institution, in this case predominantly the Union of the German Academies of Science and Arts and its Academies' Programme, plays a major role in the channelling of excellent state funding to the projects in its remit. This suggests that the German Academies' Programme could serve as a model for the effective distribution of sufficient funding for SSH research among the academies and related research organisations of Europe.

## 7 PROJECT STAFF

### 7.1 Number of Staff

*None of us is as smart as all of us.*  
Ken Blanchard.

The SASSH initiative investigates the number of staff working on the SSH research projects of the European science academies and related research organisations for reasons of efficiency, sustainability and financing. The projects in question entail not only research and publication, but also coordination and administrative work, requiring project leaders, project coordinators, research staff, assistants, translators, and in some cases, digital experts or programmers.

Staff numbers depend on the skills and expertise demanded by the nature and aims of the project. However, in the experience of the German Academies' Programme, a research project with only one or two staff members may have a low chance of fulfilling the project requirements within the given timeframe, depending on the nature of the project. Projects staffed with only or two employees may be the result of financial restrictions, or of a highly specialised research topic.

Within the SSH, projects with over ten members of staff can be considered large projects (although modest in comparison to project staff numbers in the natural or engineering sciences). On the one hand, these projects are well equipped to fulfil the demands of the project within the given timeframe and they enjoy a breadth of experience and skills that solo or duo projects do not. On the other hand, staff costs make up approximately 90% of most research project expenditure: the greater the staff number, the greater the funding volume to secure. Such large projects are expensive.

508 projects divulge their staff numbers; a response rate of 84%. As with the funding volume data, the staff numbers figures provided for 35 out of the 38 Russian projects submitted pertain not to the individual projects, but to the collective sum of the projects run by the respective academy institute. These figures inform us only that the Institute employs 115 research and non-research staff in total, and not how this number is broken down among individual projects. The data for these Russian projects is thus excluded from the following analysis.

The breakdown of staff numbers for the projects surveyed is as follows:

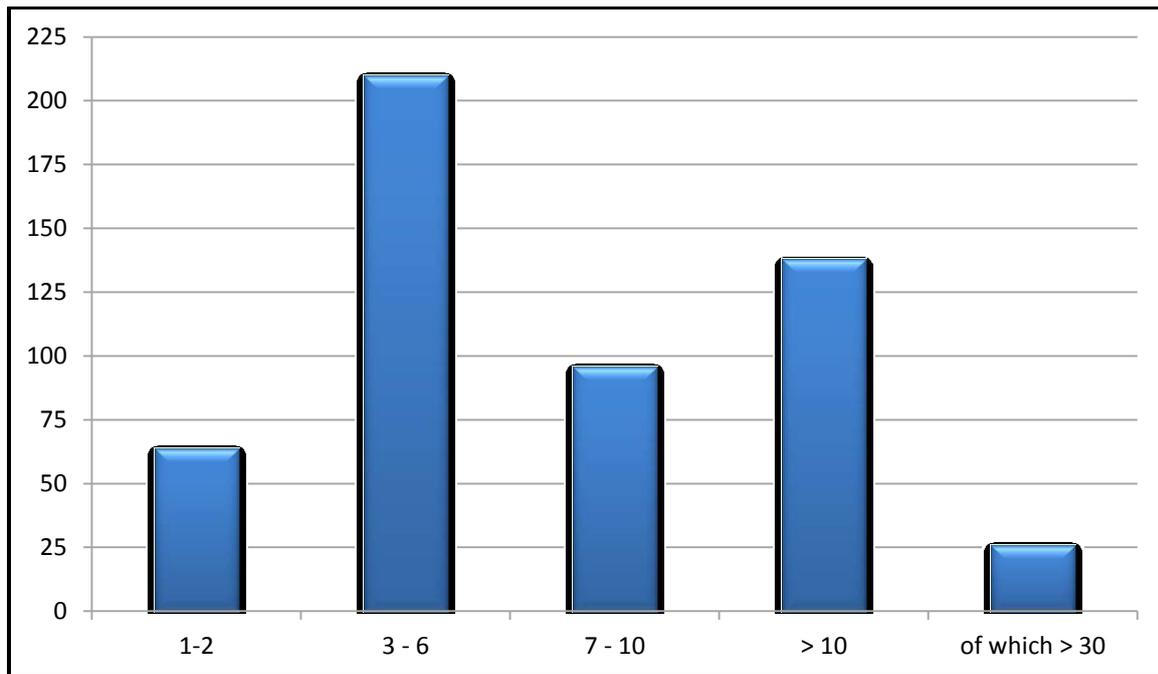


Figure 23: Number of Staff

In sum, the majority (87% or 444) of the projects surveyed have at least three members of staff (including academic and non-academic staff), leaving 13% (64) with only one or two staff members. 60% of responding projects (306) evidence a staff size of between three and ten. Of these, the majority are medium/small projects with between three and six staff members, and approximately one third (96) are medium/large projects with between seven and ten staff members. The most common project staff size is thus between three and six. Large projects with in excess of ten staff members constitute approximately one quarter (138) of all responding projects. Approximately one fifth (26) of these are very large projects with over 30 staff members. Taken as a percentage of the whole, this constitutes only 5% of the total responding projects, making projects with very large staff numbers even less common than projects undertaken by only one or two researchers.

### 7.1.1 Staff Numbers by Country

The great majority of projects in most of the countries surveyed (Bulgaria, Croatia, the Czech Republic, Germany, Greece, Hungary, Italy, Latvia, the Netherlands, Norway, Poland, Russia, Serbia, Slovakia, Slovenia, Spain, Sweden, the United Kingdom and Ukraine) are carried out by staff teams of at least three. Of these, staff numbers for most projects from Croatia, Germany, Greece, Hungary, Italy, the Netherlands, Slovenia, Spain and Sweden are between three and ten. Only Austria and Liechtenstein submit many projects carried out by very small staff teams of one or two researchers.

The Czech Republic, Slovakia and Ukraine submit the most projects with more than ten staff members, and staff sizes for projects from Serbia and the UK also tend to be larger rather than smaller, with at least seven employees. In Germany, large projects with more than 10 employees seem to be just as uncommon as small projects with one or two employees. Projects from Bulgaria

and Poland reveal a roughly even split between medium/large and large projects on the one hand, and medium/small and small projects on the other. Staff numbers on projects from Ireland, Lithuania and Switzerland reveal no staff number tendencies of any scale.

Very large projects where staff numbers exceed 30 are not typical of any of the participating countries. Instead, a maximum of three such projects were submitted from nearly all countries with a significant return rate. The only countries with significant return rates not to submit any such large scale projects are Croatia, Ireland, Italy, the Netherlands and Norway.

### **7.1.2 Correlation between Staff Numbers and Annual Funding Volumes**

Notably high and notably low funding volumes may be related to staff costs (large project teams), or the lack thereof (small project teams or solo researchers). A comparison of the data for annual funding volumes and staff numbers, however, reveals hardly any correlation between the two.

The only real correlation could be claimed for Austrian projects. Most of the Austrian projects submitted have low staff numbers of one or two researchers and a corresponding number are in receipt of under €100,000 annually. The number of projects in receipt of greater annual funding in Austria (over €100,000 and over €500,000) also roughly corresponds with the number of projects with large staff sizes of over ten.

The remaining data, however, gives rise to no correlation. Countries that document tendentially high staff numbers do not generally evidence correspondingly high annual funding volumes. While the majority of projects from the Czech Republic evidence large to very large staff numbers, for example, the number of projects in receipt of at least €100,000 per annum here is far lower, and of at least €500,000 lower still. Slovakia and Ukraine also document many large projects in terms of staff size, but do not evidence corresponding budgets. For example, although all but one of the projects submitted from Slovakia are equipped with over ten staff members, all but one of these projects are also claim to receive under €100,000 per year. Similarly, although most of the projects submitted from Serbia and the UK may be classed as medium/large or large, the projects in these countries evidence some of the lowest funding volumes; that is, the lowest numbers of projects in receipt of more than €100,000 per annually.

Furthermore, although all or most of the projects submitted from Croatia, Hungary, Italy, Poland and Spain are equipped with staff numbers of at least three, none or few of these projects receives more than €100,000 per annum. Indeed, many projects in Croatia, Italy and Spain claim to receive no more than €10,000 per annum. Low funding volumes here thus cannot be explained by staff teams of one or two. It may be the case that these projects are undertaken by research staff financed by other institutions (e.g. universities), or research staff working on an entirely voluntary basis.

Conversely, those countries with high numbers of projects falling under the highest funding brackets do not evidence correspondingly large staff numbers. The great majority of German projects are granted at least €100,000 annually (more specifically, projects within the Academies' Programme are

granted on at least €120,000 per annum, and €360,000 on average) and only a handful less than this, and the number of staff on the great majority of German projects is, at the same time, small to medium (between three and six employees). A similar tendency is suggested for projects from the Netherlands, Norway and Sweden. In relation to the costs of living and average salaries in North West Europe, this funding is commensurate. However, the fact that funding volumes here are some of the highest despite small-medium staff numbers while funding volumes elsewhere are much lower despite greater staff numbers reveals stark funding inequalities for academy and related projects in the SSH around Europe.

## 7.2 Emeritus Volunteers

Some research projects are led or assisted by voluntary research staff. These are often retired professors who wish to further engage in academic research, or university professors working on an academy project in addition to their salaried position. Such voluntary engagement brings long-standing expertise at no extra cost. Indeed, as around 90% of the project budget goes towards staff costs, emeritus volunteers can reduce human resources expenses significantly, and with the function of the otherwise highly salaried project head yet more so.

The SASSH initiative surveys the reliance of the responding projects on emeritus volunteers, both in leadership and non-leadership positions. Not only is the phenomenon of voluntary work in non-university SSH research a topic requiring greater transparency itself, but it is also indicative of the economic efficiency of a potential European research programme. If voluntary project heads are common in the European research landscape surveyed, they could play a valuable role in the research network envisioned.

Questions 16 and 21 ask if the project head is paid or voluntary, and if any project staff are voluntary, respectively. The order of the questions correctly implies that the latter question refers to staff below the leadership level:

<p><b>16. The project leader is:</b></p> <p><input type="checkbox"/> A paid employee</p> <p><input type="checkbox"/> A voluntary employee</p> <p><b>21. Are any of the project staff voluntary?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
--

These questions received a response from 558 projects; a response rate of 92%. The responses can be summarised as follows:

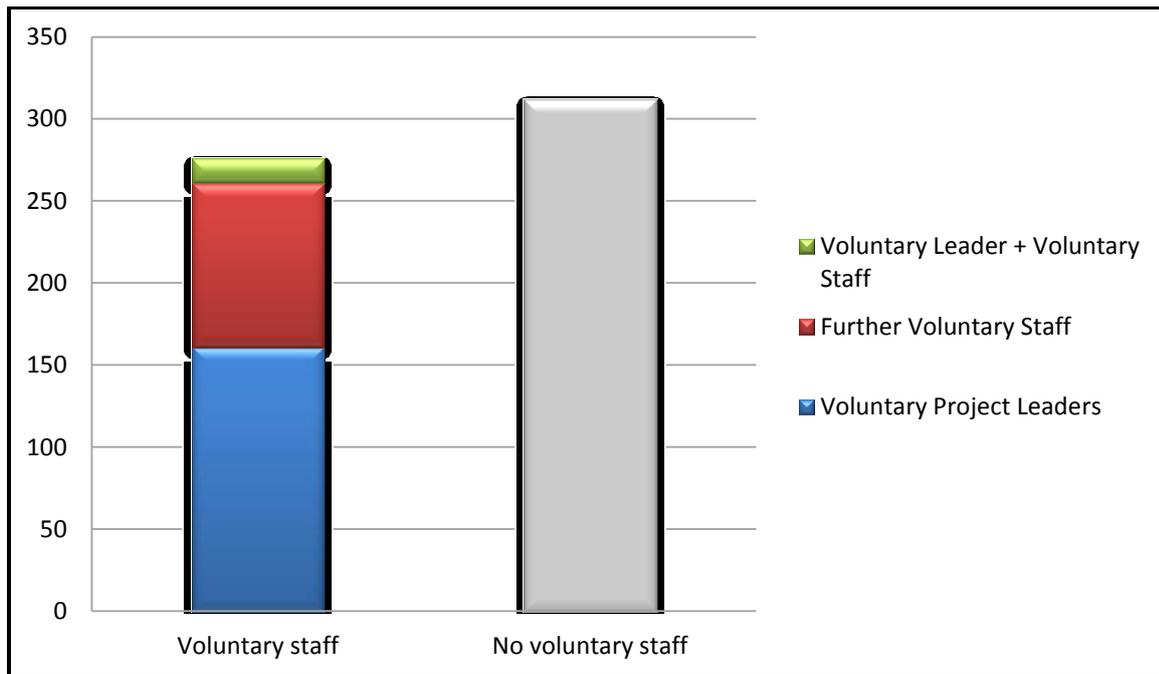


Figure 24: Voluntary Staff

Just under half (44%) of the responding projects surveyed rely on voluntary staff either at the leadership level, at a lower level, or both. Of these projects, only a fraction (6%) rely on both a voluntary project head and other voluntary staff. The majority of the projects relying on voluntary staff on some level rely on an emeritus project head; namely 62% of projects engaging voluntary staff and one quarter (26%) of the total projects surveyed. Just over one third (38%) of the projects relying on voluntary staff at some level rely on emeritus volunteers below leadership level; only 15% of the total projects surveyed. This leaves a slight majority of 56% of projects that do not employ emeritus volunteers at any level.

The data suggests that the reliance on emeritus volunteers at either or both levels is particularly strong in Austria, Bulgaria, Germany, Italy, Serbia, Spain and the UK. Most of the emeritus volunteers documented for Austria, Germany, Serbia, Spain and the UK assume leadership positions. Contrastingly, most emeritus volunteers on Bulgarian projects are in non-leadership positions.

There are two particularly significant examples from the German Academies' Programme. The first concerns musicological editions, for which the bulk of the editorial work is undertaken by so-called "volume editors" on a voluntary basis or for a small fee. The second concerns a large-scale project completed several years ago, *Historisches Wörterbuch der Philosophie* ("Historical Dictionary of Philosophy"). Although the project employed only 10 members of staff directly, the individual dictionary entries were written by around 1500 university professors from around the world on a voluntary basis.

It can be assumed that many of the unpaid research staff involved in a project below leadership level are employees of other departments or institutions (e.g. universities) who assist the project in a voluntary capacity.

With the exception of the countries characterised by a very low general rate of return, there is only one country that did not submit a single project relying on emeritus staff: the Czech Republic. Ireland, Latvia, Norway, the Netherlands, Russia, Switzerland and Ukraine submit the fewest projects engaging emeritus volunteers at any level.

### **7.2.1 Correlation Between Number of Voluntary Staff and Funding Volumes**

There is a correlation between the reliance on voluntary staff and annual funding volumes. It is not possible to discern the direction of relationship between cause and effect: on the one hand, designating an emeritus volunteer as project leader or reliance on voluntary assistance in other capacity lowers staff costs and therewith the funding budget to be applied for. On the other hand, low funding budgets granted irrespective of potential voluntary assistance may necessitate engaging voluntary staff to make the project practicable within budget.

Of the countries evidencing a significantly high or a notably low reliance on voluntary staff, there is a correlation between funding volume and reliance on emeritus volunteers for all except two. Germany, Italy, Serbia, Spain, the UK, and, albeit to a slightly lesser extent, Austria and Bulgaria, demonstrate a notable reliance on voluntary staff. With the exception of Germany, annual funding volumes in these countries is tendentially low (Austria, Italy, Serbia, Spain) or very low (Bulgaria, UK) (see 6.4.3). German projects, however, evidence some of the most generous annual funding volumes of the countries surveyed, and yet Germany demonstrates a particularly high reliance on voluntary staff in general, and voluntary project heads, an otherwise highly salaried position, in particular.

Further correlation exists between no or low reliance on voluntary work and a majority of comparatively good to high annual funding volumes for the projects surveyed in the Czech Republic, Ireland, the Netherlands and Norway. An exception to this rule is posed by Lithuania, which demonstrates low reliance on voluntary research staff despite projects being in receipt of tendentially low annual funding volumes.

## 8 RESEARCH SITES AND ACCESS TO RESEARCH MATERIAL

### 8.1 Types and Numbers of Research Sites

*1. The European Research Area (ERA) is characterized by a high degree of diversity in terms of national public research systems expressed in higher education institutions and in public research organisations or public non-university institutions.*

*2. Europe has to benefit from the diversity of its institutional research arrangements in order to improve the performance of the research system in view of academic excellence and particular in view of innovation.*

Jutta Allmendinger and Marvin Gamisch.

The number and type of research sites at which a research project is carried out may provide an indication of how academy projects are undertaken; to what extent and where they are undertaken at an academy only, and to what extent and where academies work together with universities and/or other non-university research organisations. It may also dictate the range of research material and expertise on which a project draws; a project based at multiple research organisations may enjoy access to more and richer resources and a broader body of researchers than a project based at a single academy.

The SASSH initiative surveyed the number and type(s) of research sites in which the responding projects are carried out. The questions were answered by 92% of the participating projects (560):

<p><b>14. Where is the project run?</b></p> <p><input type="checkbox"/> At an academy</p> <p><input type="checkbox"/> At a university</p> <p><input type="checkbox"/> At another institution</p> <p><b>Please name the institutions:</b></p> <p><b>15. Is the project carried out in:</b></p> <p><input type="checkbox"/> One place</p> <p><input type="checkbox"/> Several places</p> <p><b>If several places, how many in total?</b></p>
--

In sum, the data reveals that there is an approximately even divide between the number of projects surveyed that are carried out at a single research site (53%), and the number carried out at multiple research sites (47%). The target respondents of the SASSH survey were science academies, learned societies and other related non-university research organisations (see 4.2) and this is mirrored in the data collected on the types of research sites for single-sited projects: 87% are carried out at a single

science academy and a corresponding 13% at a single other kind of non-university research organisation (in some cases under academy leadership).

The “other” research organisations named are either research institutes, foundations, libraries, archives and documentation centres, museums, think tanks or policy institutes. The majority of these responses are from Germany and Croatia, including the German Archaeological Institute, several Max Planck Institutes, the Croatian Institute for Ethnology and Folklore Research and the Croatian Institute for Development and International Relations (see Appendix II).

Notable numbers of single-site projects were submitted from Croatia, Hungary, Ireland, Lithuania, Poland, Russia, Serbia, Slovenia, Switzerland and Ukraine. The data collected from the Czech Republic, Germany and Greece is characterised by an even split between the number of projects based at a single research site and the number based at multiple research sites. Most of the single-site projects from Hungary, Ireland, Poland, Russia, Serbia, Slovenia and Ukraine are based at a single science academy, whereas the single-site projects from Lithuania and Switzerland are tendentially based at another kind of non-university research organisation. The German projects are characterised by an equal divide between the number based at a single science academy and the number based at a science academy or academies in conjunction with one or more universities. The number of single-site projects submitted from Croatia is divided equally between those based at one science academy and those based at another type of non-university research organisation.

The majority of multiple-site projects surveyed are carried out at a science academy in conjunction with a university (34% of multiple-site projects) or at multiple science academies (27% of multiple-site projects). Multiple-site projects carried out at a science academy in conjunction with another type of non-university research organisation (9%), at an academy, a university and another research organisation (8%), at multiple other research organisations beyond the science academies and universities (6%) and at another type of research organisation in conjunction with a university (5%) constitute minorities. However, this is once again representative of the data captured only.

High numbers of multiple-site projects were submitted from Bulgaria, Italy, Latvia, Spain, Sweden and the United Kingdom. The greatest numbers of projects divided between an academy and universities or academies and universities were submitted from Germany, Italy, Spain, Sweden and the United Kingdom. Spain additionally submits the most projects divided between an academy and another type of non-university research organisation, and between an academy, a university and a further research organisation, suggesting that the research sites for academy projects in Spain are particularly numerous and diverse. Bulgaria and Greece, on the other hand, submit the most projects based at multiple science academies.

32 responding projects are based at a university or universities only; predominantly from Austria, Norway and the United Kingdom. The fact that these projects were reached by way of survey contact with the respective academies and/or research funding councils implies that the universities in these countries play a key role also within the academies’ research landscape. However, as the survey

concentrated on academies and related research organisations external to the universities, these projects are not included in the present analysis.

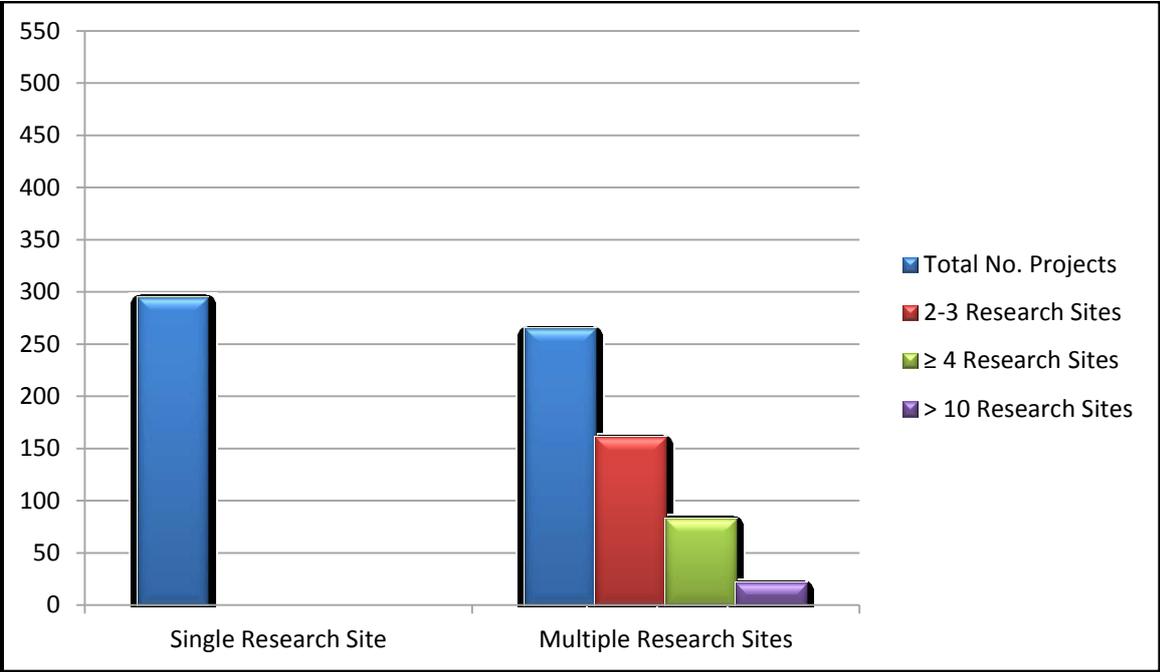


Figure 25: Number of Research Sites

For projects split between multiple sites, it is important to differentiate between those carried out at two or three sites and those carried out at four or more sites. For the purposes of the present analysis, projects carried out at multiple sites are divided into those carried out at two or three sites, those carried out at between four and ten sites, and those carried out at in excess of ten sites. At 61%, the majority of the projects carried out at multiple sites are split between only two or three institutions or departments. This is particularly applicable to projects in the Czech Republic, the Netherlands and Spain. This leaves just under over one third of multi-site projects divided between four or more institutions or departments. These are primarily made up of projects based at between four and ten research sites (80%), and only secondarily of projects based at 11 or more (20%). Projects based at between four and ten sites are particularly characteristic of Bulgaria, Greece, Hungary, Italy and the UK. Research projects spanning 11 or more institutions or departments were not found to be typical of any of the participating countries. A maximum of three projects in this category were submitted from Bulgaria, Hungary and Spain, otherwise only one or two projects were received from a minority of countries (Croatia, Italy, Latvia, the Netherlands, Norway, Serbia, Sweden, Switzerland and the UK).

Many (albeit not all) of these are large collaborative projects undertaken by on a multilateral basis due either to funding on a European level from the European Commission’s FP7 (e.g. *Families And Societies*, *European Media Policies Revisited*, *ANVIL – Analysis of Civil Security Systems in Europe*, *AthenaPlus*, *FIDUCIA – New European Crimes and Trust-based Policy Hungary*, *PROSUITE – Development and application of a Standardized Methodology for the Prospective Sustainability*

*assessment of Technologies*) or an affiliation to the international federation of academies *Union Académique Internationale*, (e.g. *Codices Graeci Antiquiores* and *Corpus de Troubadours*). The 18 museums, galleries and archives working on the *Rembrandt Database* in the Netherlands, on the other hand, are primarily content providers for the online database coordinated by two institutions (the Netherlands Institute for Art History and the Mauritshuis Museum).

The German Academies' Programme is an example of a clearly structured system of research sites. The current 153 projects run by the Programme are carried out at 209 research sites: two thirds are undertaken at a single site, and the work of only one third of the projects is distributed across multiple sites.

## 8.2 Access to Research Material

*If we value the pursuit of knowledge, we must be free to follow wherever that search may lead us. The free mind is not a barking dog, to be tethered on a ten-foot chain.*  
Adlai E. Stevenson Jr.

Gathering primary and secondary sources is an essential part of the research process for research projects and the European science academies. SASSH investigated the ease of access to research material for participating researchers in order to establish to what extent researchers do or must consult or collect material externally to their research organisation(s). The data collected by Question 37 primarily indicates the extent to which researchers face difficulties in acquiring research material.

Access to research material comes in many forms. At the physical or electronic archives or libraries of the home institution, on the internet<sup>18</sup> at the archives or libraries of other institutions, onsite field studies (particularly the case for archaeology), or live interviews. Accessing research material outside of the home institution may thus be fruitful and unavoidable. It may be a necessary consequence of archaeological or sociological projects that collect their data onsite or in a public space. It may also be a sign of a rich breadth of data mined from a necessary variety of sources. The need to resort to external sources of research material, however, may also be a sign of weakness and incohesion; a sign that it is, as yet, not possible to access all materials necessary for research within the institution or online. This may be attributed to the financial resources of the home institution, to the age of the research material, or to the lack of progress in digitisation in certain fields and certain languages, for example. The SASSH survey thus explored not only the extent to which researchers are dependent on resources or institutions outside of their home institutions and the internet, but also the restrictions researchers face in accessing material.

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<sup>18</sup> The use of the internet to access materials within a research institution can be partly distinguished from the use of the internet to access materials at a researcher's home or in another private space as research institutions and their internet users are granted free access to some online resources that would otherwise require a fee-based subscription, e.g. some online journals.

**37. Where do you access the material you need?**

- At your institution
- In an external archive/library
- On the internet

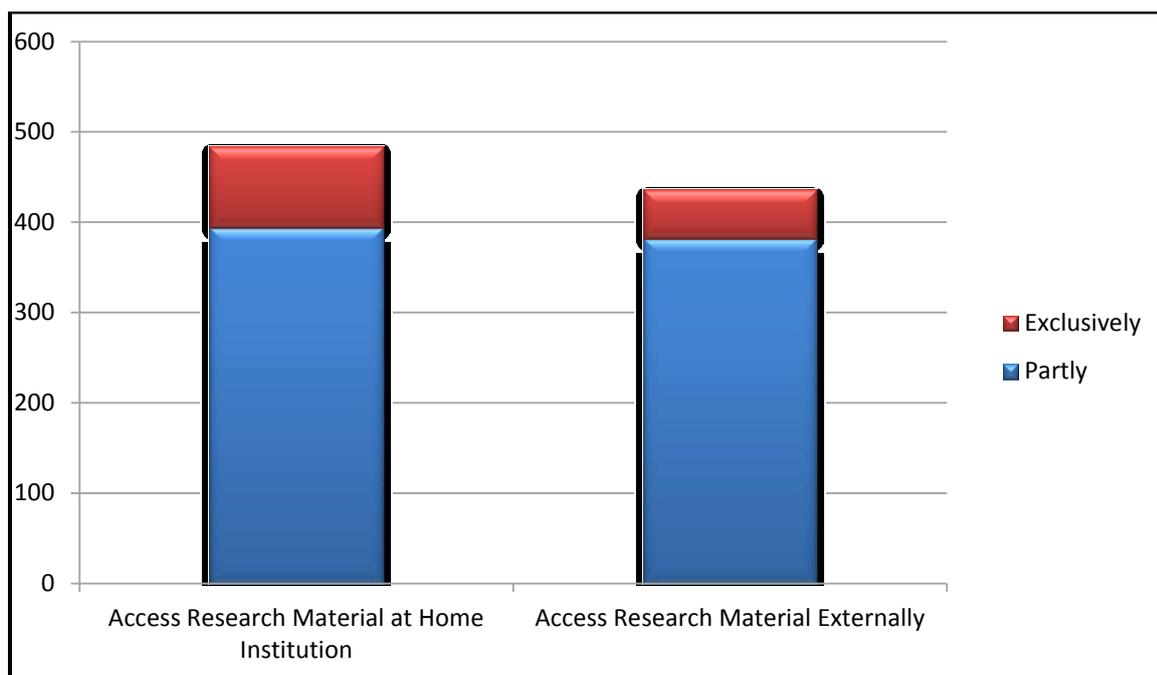


Figure 26: Access to Research Material

Of the 564 responses to Question 37 (a response rate of 93%), the vast majority (86%) access their research materials at their home institution in whole or in part. A smaller but equally significant majority (77%) access their research material externally to their home institution in whole or in part. This leaves a small minority of projects that do not or cannot access their research at their home institution at all (10%) on the one hand, as well as a small minority of projects that need not resort to external sources for research material on the other (16%).

In most of the countries surveyed, researchers able to access research material at their home institution in whole or in part constitute a strong majority (Austria, Bulgaria, Croatia, Germany, Greece, Ireland, Italy, Latvia, Liechtenstein, the Netherlands, Norway, Russia, Serbia, Slovakia, Slovenia, Spain and Ukraine). Most of the projects submitted that do not state their home institution as one of the places where they can access research material originate from the Czech Republic, Hungary, Poland, Serbia and the UK; however these numbers are still relatively low and in no case constitute a majority. Lithuania does not submit any projects accessing research material at the home institution.

Of the large number of projects for which research material can be accessed in whole or in part from the home institution, only 19% (16% of the total responding projects) access or are able to access their research material solely at the home institution. This is the case for projects submitted from Austria and Switzerland in particular. The remaining projects from the majority of participating countries, however, resort to external sources for research material in addition to their home institution (Bulgaria, Croatia, the Czech Republic, Germany, Greece, Italy, Latvia, Norway, Poland, Russia, Serbia, Spain, the UK and Ukraine). This will apply particularly to projects based on data gathered by field studies or on data particular to a foreign country. However, it also indicates the importance of external resources to researchers beyond the home institution; the major trend sees researchers gathering and/or consulting material from multiple places, either physically or electronically.

### 8.2.1 Restrictions to Accessing Research Material

<p><b>38. Is your access to the material you need</b></p> <p><input type="checkbox"/> Unrestricted?</p> <p><input type="checkbox"/> Restricted?</p> <p><b>If restricted, which restrictions do you face?</b></p>
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Regardless of whether they access their research material within or externally to their home institutions, of the 549 projects that responded to Question 38, over one third (36% or 195) of the projects surveyed experience or have experienced restrictions in accessing the research material they need.

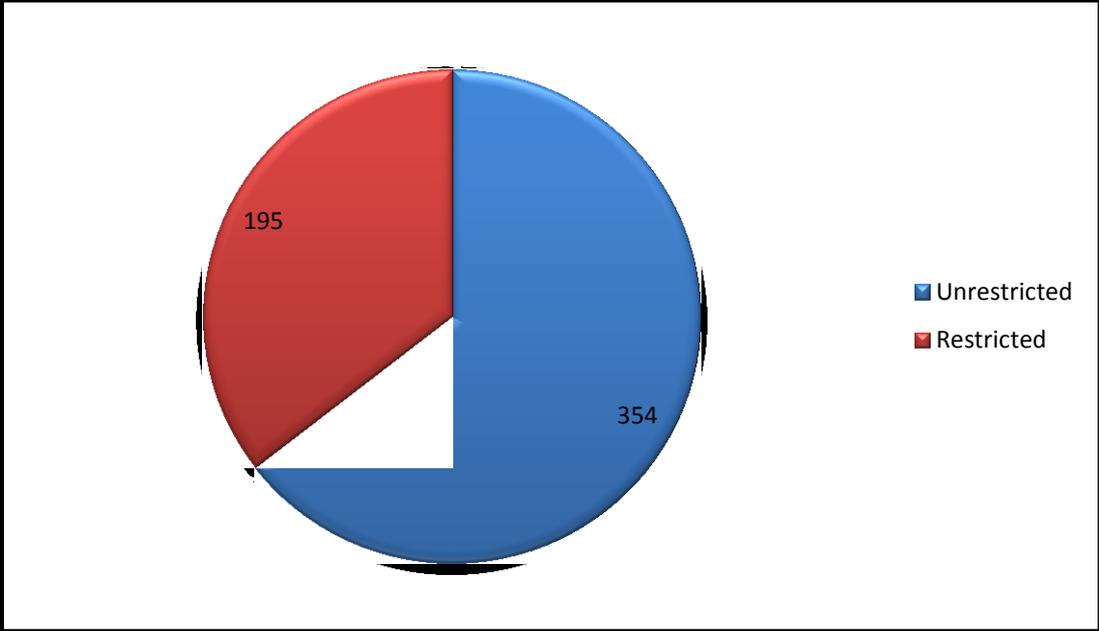


Figure 27: Restricted Access to Research Material I

The number of projects reporting access restrictions is particularly high among survey submissions from Greece and Russia, with substantial numbers of restrictions also documented for projects in Croatia, the Czech Republic, United Kingdom and, albeit to a less extent, in Bulgaria, Germany, Hungary, Poland and Spain.

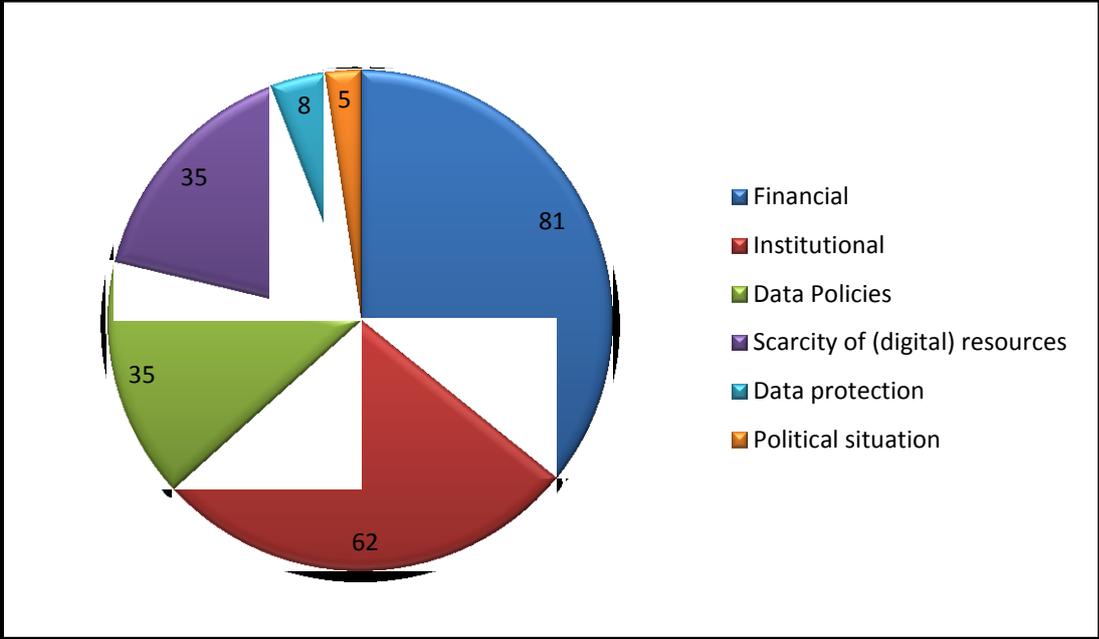


Figure 28: Restricted Access to Research Material II

Of the 195 projects reporting problems with access to research material, the majority (184) provide further details on the nature of these restriction(s). The data collected with this question revealed three major kinds of restrictions and two minor ones. The nature of the restrictions stated with greatest frequency is financial, documented by 81 respondents and thereby 44% of responses to this question. Financial restrictions criticise both the costs of accessing resources (e.g. journal subscriptions, scientific databases, research tools) per se, and/or the lack of funding at institutional level available to purchase this access. In some cases, this necessitates that the researchers themselves must pay from their own pocket to subscribe to journals or to access databases and further material.

The second most frequently cited type of restriction to accessing research material is institutional, featuring in 34% (62) of the responses to this question. Regardless of whether respondents seek material in private collections, foreign archives, or at institutions external to their own, just over one third note the necessity for special permission to view and use material, restrictive opening times, or restrictive preservation measures. Other researchers describe as a restriction the need to travel to other archives in general, and to foreign archives in particular. In some cases, the travel itself is perceived as an inconvenience, whereas in others a lack of travel funds at project or institutional level to undertake the international travel required by the projects represents a hindrance.

Just under one fifth (18%) of the responses to this question concern the restrictions respondents face or have faced related directly to the data itself and data policies. 35 respondents state either that the kind of absence of accessible literature in general and specifically the absence of digital material that necessitates trips to archives is at the root of their access difficulties. For example, one German respondent comments, "We face hindrances in that the academies do not have access to digital media to the extent that the universities do"<sup>19</sup>.

For other researchers, the greatest access problem rests on issues of copyright. This is an issue of data generation, publication, digitisation and general data policies. Finally, data protection laws surrounding the data necessary for some sociological projects constitute restrictions for a small number of responding projects (4%), as does the political situation (e.g. war) in the country of focus or the country in which the relevant archives etc. are located (3%).

Although the majority of respondents can access the necessary research materials at their home institution in part, only a fraction can access these at their home institution entirely while also relying on external resources. Accessing research material outside of the home institution may be unavoidable, and is by no means a weakness in all cases. On the contrary, it may be a sign of the quality, detail and breadth of research. The SASSH data suggests, however, that, although access to research material may be diverse, it is also scattered, incoherent and non-centralised. External resources may bring greater knowledge and perspective, but they are also accompanied by rules and restrictions – opening times, license laws, viewing regulations and costs – as well as time-consuming travel.

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<sup>19</sup> Original German: *Einschränkungen gibt es insoweit, als die digitalen Medien den Akademien nicht in gleichem Umfang zur Verfügung stehen wie den Universitäten.*

## 9 Early-Stage Researchers

*True success comes only when every generation continues to develop the next generation.*

John Maxwell.

The present analysis defines early-stage researchers (hereinafter ESR) (also “early career researchers” and “junior researchers”) as ranging from post-graduate researchers who have not yet obtained the doctoral award to post-doctoral researchers within five years of obtaining the doctoral award. Existing definitions of ESR (equivalent to the German *Nachwuchswissenschaftler*) vary. Some definitions view ESR as those researchers not yet holding a PhD, others as post-graduates and post-doctoral students with varying years of experience in post-doctoral research. The organisation for European Cooperation in Science and Technology (COST) assimilates post-docs into its definition of an ESR as “a researcher whose career spans less than 8 years between the date of the PhD/doctorate (or similar experience) and the date of involvement in the COST Action”<sup>20</sup>, as does the British University of Sheffield, which defines ESR as “doctoral and post-doctoral researchers in the early stages of their career (up to 7 years research experience)”<sup>21</sup>. This is consistent with research funding schemes for ESR in the UK aimed at post-doctoral researchers up to three years after obtaining the award. The EURAXESS – Researchers in Motion initiative and the German Humboldt Foundation, however, define ESR as postgraduates in the first four years of research activity after obtaining their first academic degree only, marking the award of the doctorate as the cut-off point<sup>22</sup>. Indeed, EURAXESS defines all researchers with a doctorate and all researchers having at least four years of research experience as “experienced researchers”<sup>23</sup>. There thus seems to be no one accepted definition of exactly what an early-stage researcher is in Europe.

Early-stage researchers are crucial for the future of science and research in the ERA. They are of both major demographic and innovational significance. As the European Council for Doctoral Candidates and Junior Researchers (Eurodoc) has underlined, the promotion of ESR is necessitated by the statistically proven ageing of the current research workforce, which will gradually need to be replaced<sup>24</sup>. It is for this reason that the Max Planck Society and Right to Research Coalition, for example, refer to ESR as the “next generation of scholars” in a conference call posted to the Right to Research homepage on August 21<sup>st</sup>, 2013. ESR are seen as future leaders of research, as reflected in the European research programme FLARE (Future Leaders of Ageing Research in Europe), a joint programme between some funding organisations of European Members States aiming to provide post-doctoral fellowships for recently qualified scientists. Employing ESR on research projects, and particularly on long-term research projects, lends the project greater chances of longevity by equipping young researchers with the knowledge needed to sustain the research into the future.

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<sup>20</sup> “COST Glossary”, <http://www.cost.eu/service/glossary/ESR>

<sup>21</sup> “European Postgraduate and Early Stage Researchers Working Group of the University of Sheffield”, <http://www.shef.ac.uk/law/research/clusters/ccr/researchconsultancy/research/european>

<sup>22</sup> “Alexander von Humboldt Foundation, Marie Curie Actions”, <https://www.humboldt-foundation.de/nks/forschende.html>

<sup>23</sup> “Euraxess, the European Charter and Code for Researchers: Definitions” <http://ec.europa.eu/euraxess/index.cfm/rights/definitions>

<sup>24</sup> Frederico G. Carvalho, “Working conditions for early stage researchers” (paper presented at the EuroDoc Conference, Lisbon, 4<sup>th</sup> – 5<sup>th</sup> April, 2013).

ESR are not just of demographic and longitudinal significance, but also bring innovation to research projects in the form of new ideas and of highly developed knowledge and understanding of new communication methods and digital processes. PhD students are encouraged to attend conferences and are thus key actors in the dissemination of research and establishment of new research collaborations leading to publications. Current and future generations of ESR that have grown up with and will grow up with digital media also interact or have the ability to interact with the scientific community and the general public via electronic methods of scholarly and non-scholarly communication such as blogs and social media. Digital skills that are either a part of everyday life for ESR or feature in the doctoral training programmes of current ESR bring new methods of research dissemination, communication, and a greater understanding and aptitude with regard to the transition of the publishing system towards online open access publishing, as reflected by the Satellite Conferences of Right to Research Coalition, for example.

In addition, early-stage researchers are decisive in cementing a European research identity. The proceedings of the conference *Early Stage Researcher Mobility in Europe: Meeting the Challenges and Promoting Best Practice* highlights the indispensability of mobility both as an element in a researcher's career, and also for the success of the European Research Area<sup>25</sup>. Generally speaking, young ESR are potentially the most mobile researchers. Research stays abroad equip ESR with new experiences, research techniques, comparative research perspectives, contacts and networks that enhance not only their own careers, but also the research projects on which they are then employed in their home countries, to which they bring this experience and a network of, for example, European contacts. The enrichment offered to research projects by ESR with international research experience is recognised and rewarded by the German Academic Exchange Service in cooperation with the BMBF and the Marie Curie programme COFUND with the P.R.I.M.E programme; a programme that provides outstanding ESR with a job at a German university of their choice upon their return to Germany instead of a research scholarship.

The importance of ESR to research is reflected in a series of opportunities for ESR offered by the Marie Skłodowska-Curie Actions of the European Union. With its Initial Training Networks programme that supports networks of research training organisation from different countries, for example, Horizon 2020 promotes and finances the training of "a new generation of creative, entrepreneurial and innovative early-stage researchers, able to face current and future challenges and to convert knowledge and ideas into products and services for economic and social benefit"<sup>26</sup>. In addition, the Euroscience Open Forum has initiated a Career Programme that offers ESR the possibility to discuss and learn about careers, policies, mobility, science publishing and communication in European research<sup>27</sup>.

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<sup>25</sup> Gabaldon et al, eds *Career Paths and Mobility of Researchers in Europe. Proceedings of the Conference ESRM2004 and the MCFA Events at ESOF2004* (Göttingen: Cuvillier Verlag, 2005).

<sup>26</sup> "Marie Curie Action: Innovative Training Networks", <http://ec.europa.eu/research/participants/portal/desktop/en/opportunities/h2020/calls/h2020-msca-itn-2014.html>

<sup>27</sup> "Euroscience Open Forum", <http://esof2014.org/programme-1>

Despite the clear importance of early-stage researchers to research, however, the employment of and employment conditions for ESR in Europe is a rather under-researched area, and much of the information that can be found points to the necessity to improve career prospects and development for ESR<sup>28</sup>, as well to ensure they are appropriately and sustainably funded. This is a result in particular of the jungle of short-term and/or part-time academic positions affecting the entire research landscape, and particularly junior researchers, as well as the poor salaries that accompany such positions.

The science academies of Europe are places of research with a long-term future. Many science academies around Europe help to foster and further ESR with prizes, awards and scholarships. In addition, so-called “Young Academies” are being founded at science academies around north-western Europe; cross-disciplinary fora enabling outstanding ESR to develop and execute their own research projects within coordinated networks of young researchers, for example the *Junge Akademie* of the Berlin-Brandenburg Academy of Sciences, the *Junge Kurie* of the Austrian Academy of Sciences, the *Unge Akademi* of the Royal Danish Academy of Sciences and Letters, the *Unga Akademi* of the Royal Swedish Academy of Sciences, and the *Jonge Akademie* of the Royal Netherlands Academy of Arts and Sciences.

As early-stage researchers are, on the one hand, the future of research and have the potential to enrich the longevity, innovation and internationality of research projects yet, on the other hand, are often subject to poor, limited-term contractual conditions in employment, particularly in the humanities and social sciences, it was a priority of the SASSH initiative to collect data on opportunities for ESR at the European science academies and related research organisations. The structures for ESR to progress in Europe vary according to country. SASSH explores the extent to which the organisations surveyed employ ESR and/or accommodate PhD theses, and the long-term career progression opportunities within a project.

## 9.1 Opportunities for Early-Stage Researchers

The SASSH survey asked the following four questions on this topic:

**22. Are any of the project staff young, early-stage researchers?**

**23. Would a PhD student be able to write a doctoral thesis as part of the project?**

**24. Does the project aim to attract young, early-stage researchers?**

**25. Does the project offer staff the opportunity for career progression? (e.g. to project leader or a professorship?)**

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<sup>28</sup> See e.g. “Nachwuchswissenschaftler – Doktoranden sind keine Währung und kein Bestand” (“Early Stage Researchers – PhD Students are not a currency or an acquis”), [http://www.academics.de/wissenschaft/nachwuchswissenschaftler\\_doktoranden\\_sind\\_keine\\_waehrung\\_und\\_kein\\_besitzstand\\_51662.html](http://www.academics.de/wissenschaft/nachwuchswissenschaftler_doktoranden_sind_keine_waehrung_und_kein_besitzstand_51662.html)

Question 22 received 549 responses, Question 23 received 542 responses, Question 24 548 responses, and Question 25 533, marking a response rate to questions on this topic of between 88% and 90%. All questions received a majority of positive responses, with the largest positive majority (82%) stating that it would be possible to complete a PhD within the framework of the project, 81% stating that the project does aim to attract early-stage researchers, slightly less at just over three quarters (77%) stating that the project actually employs early-stage researchers, and the smallest majority at two thirds (66%) stating that the project offers staff the opportunity for career progression.

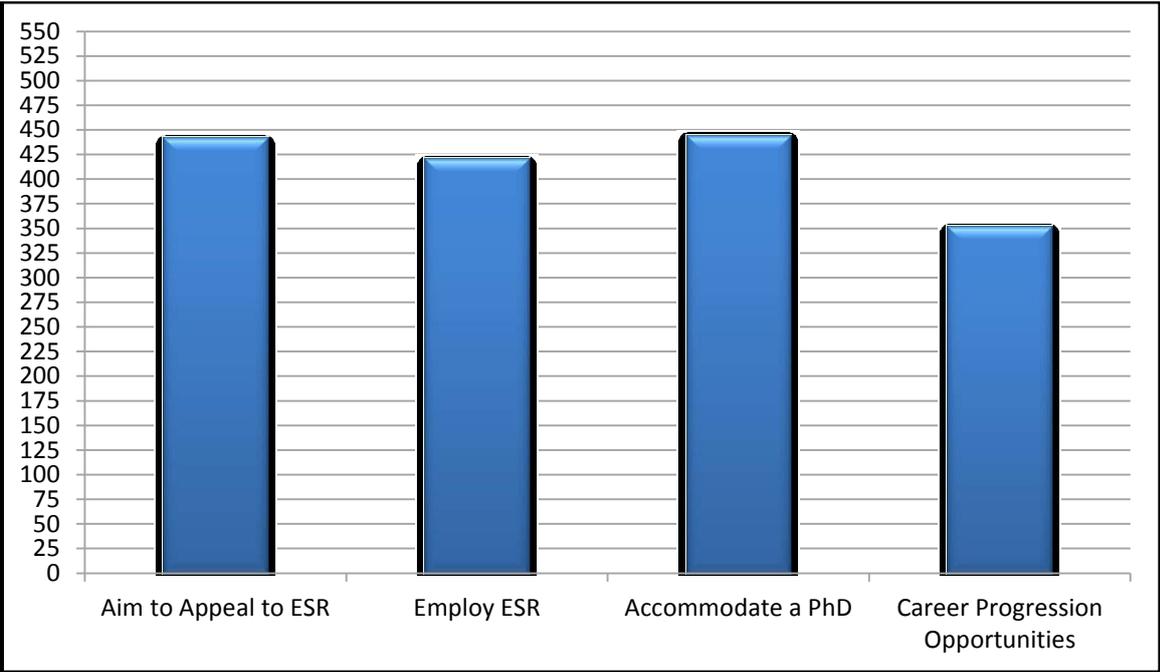


Figure 29: Opportunities for Early-Stage Researchers

At 81%, the total number of projects (442) that aim to appeal to ESR exceeds the number of projects that actually do employ early stage researchers (421). All responding projects from Croatia, the Czech Republic, Russia, Serbia and Slovenia state that they do aim to attract ESR. In addition, nearly all responding projects (minus one or two) from the Netherlands, Norway, Slovakia and Ukraine claim to do the same, and the majority of projects from Austria, Bulgaria, Germany, Greece, Hungary, Italy and Spain also share this aim. The main exception to the positive trend towards attracting early-stage researchers to work on research projects is posed by Lithuania, where the majority of responding projects claim that they do not to aim to do this. Responses claiming that the project does not wish to attract ESR are also notably numerous (albeit not in the majority) from Poland, Switzerland and the United Kingdom.

The record of actual employment of ESR would appear to be strong for the majority of participating countries. With all or nearly all projects claiming to employ ESR, the data suggests that the countries most active in fostering young researchers through direct employment are the Netherland, Norway, Russia, the Czech Republic and Switzerland. The data suggests that the employment of ESR on

research projects in the participating institutions is also high in Bulgaria, Croatia, Germany, Hungary, Poland, Serbia, Slovakia, Slovenia and Sweden. Only two exceptions to the otherwise positive rule reveal a majority of projects that do not employ ESR, originating from Greece and Lithuania. Data collected from Austria, Ireland, Italy, Latvia, Spain, the UK and Ukraine reveals a roughly even split between the number of projects that do and do not employ ESR.

The majority of projects surveyed show positive continuity on these two aspects of ESR promotion, both aiming to attract ESR staff and having an excellent record of actually employing them. This applies in particular to the data collected from Bulgaria, Croatia, the Czech Republic, Germany, Hungary, the Netherlands, Norway, Russia, Serbia, Slovakia and Slovenia. For projects in Austria, Italy, Ireland, Latvia and Ukraine, the reality of ESR employment falls slightly short of the will to attract ESR. Lithuania is the only example of negative continuity, with most projects not aiming to employ ESR and indeed most not employing any.

Other countries demonstrate more of a discrepancy between intentions and reality. On the one hand, significantly higher numbers of projects actually employ ESR staff than really aim to in Poland and Switzerland. On the other hand, despite the majority of projects from Greece and Spain claiming to want to appeal to ESR staff, significantly fewer actually do offer the chance for employment.

In order to properly foster and further early-stage researchers at both the pre- and postdoctoral stages, research projects should be open and able to accommodate PhD theses and, in the case of postdoctoral researchers, offer the opportunity for career progression. The latter is possible in medium and long-term projects only.

With 82% of the total projects stating that it would be possible to do a PhD within their framework, this question received the highest positive response of the questions concerning ESR. The possibility to undertake a PhD on an SSH research project at a science academy or related research institution in Europe appears to be strong in most of the participating countries. The major exception to the generally excellent potential to accommodate a PhD thesis on the research projects surveyed is again posed by Lithuania, where most projects state that they would not be able to do this. The numbers of projects not able to accommodate a PhD thesis are also comparatively high (albeit not a majority) for Poland and Spain.

The question regarding the opportunity for career progression within projects received a slight majority of 66% positive responses. This is the lowest positive majority of all the questions relating to ESR. This suggests that although in theory projects have the scope to accommodate a PhD thesis and are keen to attract and employ ESR, the career development opportunities for ESR thereafter are limited. This may be a consequence of the number of short-term projects with a running time of no more than five years. Notably high numbers of SSH research projects offering career progression opportunities originate from Austria, the Czech Republic, Russia and Ukraine, where all or nearly all of the projects submitted stated that they do offer the scope for career progression. Most projects from Bulgaria, Croatia, Hungary, Greece, Italy, the Netherlands, Norway, Poland, Serbia, Slovakia, Slovenia and Spain also offer the chance for career progression. The majority of projects submitted from Germany,

Ireland, Sweden and Switzerland, on the other hand, state that they do not allow or hardly allow for career progression. Data collected from Latvia, Lithuania and the United Kingdom is characterised by a roughly even divide between positive and negative responses to this question.

It can be concluded that, generally speaking, the majority of projects from most countries surveyed provide good to excellent opportunities for early-stage research staff in terms of aiming to attract them, actually employing them, being able to accommodate a PhD thesis, and offering the chance for career development and progression. Good opportunities for ESR appear to be in place in Bulgaria, the Czech Republic, Russia, Serbia and Slovakia, where all or nearly all responding projects responded positively to all four questions. Austria, Croatia, Hungary, the Netherlands, Norway, Slovenia and Ukraine also demonstrate very good conditions for ESR, whereby Austria, Slovenia and Ukraine are slightly let down by the actual rate of employment of ESRs, and Croatia, Hungary, the Netherlands and Norway by the opportunity for career progression.

Projects in Germany, Greece, Italy and Spain fall slightly short of the excellent conditions for ESR evidenced by the afore-mentioned countries, but demonstrate nonetheless acceptable conditions. With at least two thirds of all projects from these countries responding positively to three of the four questions on this topic, Greece, Italy and Spain are let down by their actual employment rates for ESR despite being characterised by a strong desire to attract ESRs to their projects.

Germany, on the other hand, is let down by a low rate of potential career development on its projects. This is probably related to German employment law and the corresponding difficulties that can arise in relation to open-ended employment contracts.

The data indicates that some of the least optimal conditions for fostering and furthering early-stage researchers may be in Ireland, Latvia, Sweden, Switzerland and the UK, which evidence a strong positive majority response to only one of the four ESR questions. For Ireland, Latvia and the UK this is the capacity to complete a PhD thesis within the framework of the project, and for Sweden and Switzerland actual employment rates for ESR. The data for Latvia and the UK is characterised by low numbers in the other three areas, with actual employment being the greatest weakness for UK research projects in the SSH, and career progression being the greatest weakness for Latvia. Ireland is also let down by the number of projects with career progression opportunities. Swiss projects demonstrate relatively low rates of aiming to attract ESR staff and low rates of career progression at just over one third. Sweden demonstrates low numbers of positive responses to all questions except actual employment. Finally, the data suggests poor prerequisites for the promotion of ESR in Lithuania, where all four ESR questions received negative responses from the majority of projects.

The reasons for the lack of correspondence between the high priority of ESR promotion in science policy on the one hand and the promotion of ESR in basic SSH research in practice and significantly differing forms of ESR promotion on the other may be due to variation between national employment laws. This topic requires more detailed investigation beyond the scope of the present survey and analysis.

## 10 DIGITAL RESEARCH PRACTICES

*The making available of our cultural heritage in digital form and the sensitive interlinking of such resources opens a new frontier for humanities research that calls on us to address 'grand challenges' in the humanities and beyond.*

European Science Foundation.

The discourse sees several buzzwords pertaining to digital research practices in the SSH: “E-Humanities” or “Digital Humanities”, (“Digital Social Research”<sup>29</sup> for the social sciences), “digital research tools” or “methods”, and “e-infrastructures” being the most popular. Digital Humanities is the name of the discipline at the intersection of the humanities and information and communication technology (ICT). Research within this discipline uses information technology as a central part of its methodology, whether it is the developing of digital tools and methods to support and further humanities research, or applying these tools in the pursuit of results. When we speak of “tools” (also interchangeably called “methods” and “technologies”), we mean computer-based techniques used to create, manage, analyse and disseminate research material, data and outcome. With such tools, researchers in the SSH can conduct research more effectively or creatively. An illustrative explanation of digital research tools (here “technologies”) is presented by the University of Oxford:

Digital technologies have the power to transform humanities research, making it easier and more efficient, enabling new ways of working, opening up new questions and creating new knowledge, or answering existing questions more fully and systematically. Among other things they provide

- integrated and accessible collections of dispersed research materials
- new ways of processing data, particularly large bodies of data
- new ways of representing data
- new connections between different types of data
- new desktop working environments
- support for collaboration, networking and community building
- new forms of output and dissemination<sup>30</sup>

Digital research tools (DRT) and infrastructures (DRI) are playing an increasingly important role in the SSH. While emerging social data sets on a grand scale (“big data”) are becoming a major focus of social science research and analysis, the generation of data through digitalising historical sources and research findings in the humanities means that databases are being created in the humanities en masse. One of the formative challenges for the digital humanities is collate these databases and, using uniform data standards, to make them interlinkable and therewith comparable, searchable, and above all available.

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<sup>29</sup> “Economic and Social Research Council of the United Kingdom”, <http://www.esrc.ac.uk/research/research-methods/dsr.aspx>

<sup>30</sup> “University of Oxford, Introductions to Digital Humanities”, <http://digital.humanities.ox.ac.uk/Support/whatarethedh.aspx>

In recent years, a near overwhelming number of digital research tools, methods or technologies have been developed for the SSH. The emphasis is now shifting away from the generation of tools and towards the harmonisation and integration of these in so-called “e-infrastructures”. An e-infrastructure brings digital research technologies together in order that they be easier to access, easier to disseminate, easier to share, and, ultimately, more coherent. The prioritisation of integrative e-infrastructures is a particular trademark of the European Commission and its current funding programme, Horizon 2020. The Commission attaches particular importance to the multidisciplinary significance of new e-infrastructures, as well as to the driving force that they have the potential to bring behind the construction of the ERA in that they enable the heightened online circulation of knowledge in Europe.

Interoperable digital infrastructures are still in the process of being developed and would be a key requirement for a pan-European research project. The SASSH questionnaire collected information on which digital research tools (DRT) are in use for what purposes, what kind of tools are perceived to be missing, problems associated with digital research practices, modes of publication and data preservation, and institutional data policies. Ultimately, the following chapter identifies what must be prioritised in order to enable pan-European research collaboration based on a connective, interoperable infrastructure of digital resources.

## 10.1 Availability of Digital Research Tools and Desiderata

The SASSH survey inquired about the standard of availability of DRT and researchers’ wishes and needs for future DRT. The responses given provide insight not only into the problems and deficits with DRT that researchers see themselves confronted by, but also initial insights into which DRT are used and for what purposes. The short survey asked ICT and library staff (and similar) to rate the availability of DRT at their institutions, and to explain their rating. The main survey asked project research staff about their needs and wishes for DRT in future.

**1. (SQ) How would you rate the availability of digital research tools at your institution? (1-3, where 1 = poor and 3 = excellent)**



**Explanation:**

**48. What would you like to see from digital research tools in future?**

### 10.1.1 Availability of Digital Research Tools

The short questionnaire (hereinafter “SQ”) addressed to ICT and library staff asked respondents to rate the availability of DRT at their respective institution on a scale of 1 (poor) to 3 (excellent). In sum, the responses from ICT and library staff suggest that the availability of DRT at the target research institutions is chiefly perceived to be acceptable. Of the 103 responses, 12% rate the availability of DRT at their institution as poor and 21% as excellent, leaving two thirds of ratings between the two poles.

According to the rating explanations provided, availability is rated as “excellent” not only when the institution provides the necessary tools and resources for research, but also when collaborations with digital research initiatives are in place or the institution enlists the support of external service providers.

The remaining 80% of participants who do not rate the availability of DRT as “excellent” give diverse explanations. The most frequently named deficit in the availability of DRT criticises a lack of awareness and knowledge of digital tools and processes at institutional level (23). The second most mentioned reasons for dissatisfaction with the availability of DRT are financial (15). As respondents report, financial straits are overcome by using cost-free or even unlicensed versions of tools. The inadmissibility of the latter goes without saying. Yet cost-free services are also not without their problems. As the market leader in this sector, Google in particular offers an abundance of cost-free, sophisticated and user-friendly tools and resources, including free storage space. The corporation also, however, reserves the right to access all of the data stored in its remit for its own purposes; a central component of its business model. And Google is not the only IT enterprise that procures access to user data via cost-free programmes which is then sold on to third parties. These practices offer no form of data protection and are particularly inadmissible for the preservation of sensitive, personal sociological data. It is with good reason that elaborate processes are in place to anonymise data before it is used or made public.<sup>31</sup>

For ten respondents, the deficit lies in obsolete or outdated resources that would need to be updated or replaced. Six respondents thematise the perceived absence of tools for their specific research aims and purposes, explaining that it then is or becomes part of the project to develop tailor-made software solutions.

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<sup>31</sup> See also Matthew Woollard: “Administrative Data: Problems and Benefits. A perspective from the United Kingdom” in *Facing the Future: European Research Infrastructures for the Humanities and Social Sciences*, eds Dusa et al. (Berlin: Scivero Verlag, 2014), 49-60.

### 10.1.2 Desiderata

In order to gain a more detailed overview of the everyday uses of DRT in the target SSH projects, the main questionnaire asked project research staff what they would like to see from digital research tools in future. The responses provide an insight firstly into the problems and deficits researchers face when applying or attempting to apply digital research methods, and secondly into what exactly researchers understand DRT to be and what they use them for. Question 48 of the main questionnaire received 268 responses, voicing a total of 335 needs and wishes.

Results show that respondents hold the following areas hold particular relevance for future developments in digital research practices. Responses range from general wishes to specific software solutions, and pertain to online services, software and hardware. The body of responses as a whole reveals a general wish for user-oriented, user-friendly and affordable tools. “User-oriented” is used in the sense of tools developed according to researchers’ needs and “user-friendly” in the sense of easy to learn and easy to use. A further wish across the spectrum of responses pertains to the continuity or sustainability of DRT. This is a particularly important consideration for long-term research projects, which, without sustainable DRT, may find themselves having to change the tools and methods on which the project is based along the way. Sustainability also concerns electronic archives, whose long-term sustainability has yet to stand the test.

#### 10.1.2.1 Research – Access to Databases / Collecting and Collating Data

Over a quarter of responses (92) pertain to the availability of relevant databases relating to the research topic(s). Respondents advocate greater efforts by libraries, repositories and archives to make their collections and catalogues available online, particularly historical sources. It is also hoped that scientific journals will more fully embrace e-publishing. One response criticises in particular the insufficient digitisation of German language literature beyond the commercial, calling for “the digitisation of 19<sup>th</sup> century literature beyond Google. Whereas the *Bibliothèque Nationale* in Paris offers impressive digital collections of 19<sup>th</sup> century French literature (GALLICA), the German language resources for this same period are pathetic in comparison”.

Open Access (OA) plays a major role in the accessibility of digitised data and sources, and is mentioned in 31 responses. Open Access is the appeal for free access to research findings, sources, raw data, essays, articles etc., and has found a growing advocacy base in recent years. The core argument for proponents of OA is that much of scientific research, and SSH research in particular, is funded or subsidised by the state, and yet, instead of then being made freely available to the public, the resulting research findings become the property of privately run, commercial publishing houses that publish these in fee-based journals. In the face of new publication forms offered online and by self-publishing companies, traditional publishing models are increasingly coming under fire. Further aspects of OA concern access to library collections, archives, repositories, etc. – in short, the provision of all kinds of collections of sources that may bear relevance for scholarly research.

The efficient and effective use of databases requires digital tools that enable the user to find and filter data. The desire for such tools is expressed in multiple responses, and implied in even more. On the one hand, this concerns search engines that “are not there to haphazardly gather material for clueless users with no regard to the actual content”, and that “allow users to view the original sources on which they are based at every stage”, as one German researcher puts it. Other respondents point out that it is not only the search engines but also the databases themselves that must be equipped with metadata to make them optimally searchable.

Respondents also thematise the problem of running search queries on historical sources to which standard character recognition software cannot be applied, for example on images, damaged manuscripts or stone tablets (11).

The issue of language is also mentioned with notable frequency. 29 respondents criticise deficits for data and sources in particular languages and/or for multilingualism, and wish from DRT that these deficits will be made up for in future.

#### **10.1.2.2 Digitisation and the Preservation of Data in Self-Compiled Databases**

In addition to the use of existing databases, responses also refer to the digitisation and preservation of research objects and the resulting need to capture and preserve the resulting data (55). Many SSH research projects use sources that first need to be digitised before they can be analysed and/or captured in a database. Against this background, respondents express firstly a general desire for simplified and faster, more efficient digitisation processes, and secondly a desire for enhanced character recognition tools, for example for application on early modern texts.

Beyond digitisation process involving scanning paper documents, several respondents feel the need for concrete solutions for digitally capturing other kinds of objects, such as automatic transcriptions of audio files and telephone interviews, and improved documentation of three-dimensional objects.

The diversity of the condition, form and kind of objects of SSH research seems to present a particular challenge for developers of DRT. Yet it also presents a challenge for the researchers themselves to gain an overview of existing tools relevant for their aims and purposes. Several responses reflect this, and regret not having access to more informed help and support when developing a database system within their projects.

#### **10.1.2.3 Networking and Compatibility**

International cooperation and the harmonisation of data standards also feature heavily in the responses (54). These express the wish for greater support for collaborative work between projects, greater access to information about the research findings of other projects, and appeal to the institutions whose primary task is to make data available to collaborate more.

Respondents state their needs and wishes not only for their own immediate use of DRT, but also in relation to larger digital infrastructures. A key aspect of the public debate surrounding research infrastructures responses is the problem of the use of many different data formats and standards<sup>32</sup>, and issue, also thematised in “Facing the Future – European Research Infrastructure for the Humanities and Social Sciences”, a publication resulting from a conference of the same named organised within the framework of the SASSH initiative. Keywords pertaining to this issue “compatibility”, “harmonisation”, “comparability” and “standardisation” feature in numerous responses (24), including “tools for the harmonisation of information streams”. The desire for compatibility and harmonisation concerns data obtained using special software solutions, and to various operating systems and database systems.

#### 10.1.2.4 Publishing and Archiving

A final major point of reference in respondents’ expressions of their needs and wishes concerns the publication and archiving of data (28). Multiple responses call for improved public visibility of researching data, sources and findings. This correlates with one of the central findings of the SASSH infrastructure conference “Facing the Future”, which identified as a major priority and challenge for the future the need to intensify efforts in fostering and promoting the external presentation and visibility of the SSH<sup>33</sup>. In addition, some respondents are concerned with the link between digital and print publications: one respondent notes that “there needs to be a simple interface between the e-publication and the digitised print version so that research can be undertaken on both publication forms with ease”.

The publication of texts in print form is also a major factor in the discussions surrounding archiving. There is little faith in the permanence of digital archives. The danger that the availability of research data and results in a specific archive may only be short-term not only depends on the data format, as one response emphasises, but also on “the ability of the institution to adequately maintain the data and ensure its long-term availability after a project ends”. Responses reflect the concern that the preservation of data is turning away from traditional archiving methods established over centuries and towards comparatively young methods of digital preservation that have not yet proven their permanence and stability. It would seem that the efforts of libraries in particular to secure sustainable and enduring archives for digital data are as yet unfamiliar to most researchers, who do not mention any such initiatives.

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<sup>32</sup> e.g. Adrian Dusa, Claudia Oellers & Simon Wolff “A Common Agenda for the European Research Infrastructures in the Social Sciences and Humanities” in *Facing the Future: European Research Infrastructures for the Humanities and Social Sciences*, eds Dusa et al. (Berlin: Scivero Verlag, 2014), 225-232, 228.

<sup>33</sup> cf. e.g. Adrian Dusa, Claudia Oellers & Simon Wolff “A Common Agenda for the European Research Infrastructures in the Social Sciences and Humanities” in *Facing the Future: European Research Infrastructures for the Humanities and Social Sciences*, eds Dusa et al. (Berlin: Scivero Verlag, 2014), 225-232, 231.

## 10.2 The Application of Digital Research Tools

*Digital Humanities is not a unified field but an array of convergent practices that explore a universe in which: a) print is no longer the exclusive or the normative medium in which knowledge is produced and/or disseminated; instead, print finds itself absorbed into new, multimedia configurations; and b) digital tools, techniques, and media have altered the production and dissemination of knowledge in the arts, human and social sciences.*

The Digital Humanities Manifesto 2.0.

After establishing the deficits that the researchers feel limit their digital research practices, the following investigates what kinds of DRT are used at the target research institutions for which purposes. This is an important consideration for the implementation of a collaborative research network. The kind of infrastructure that would need to be developed in order to facilitate a pan-European Academies' Programme essentially depends on which digital research tools and resources are in everyday use at the target institutions. A further key question for these intents and purposes is the extent to which European digital research infrastructure initiatives are known and consulted at the target institutions.

**46. Do you use digital research tools in your project?**

Yes

No

**Do you use any of them? If so, which and for what?**

**2. (SQ) Can you name the most popular digital research tools used at your institution?**

### 10.2.1 Analysis of the Application of Digital Research Tools

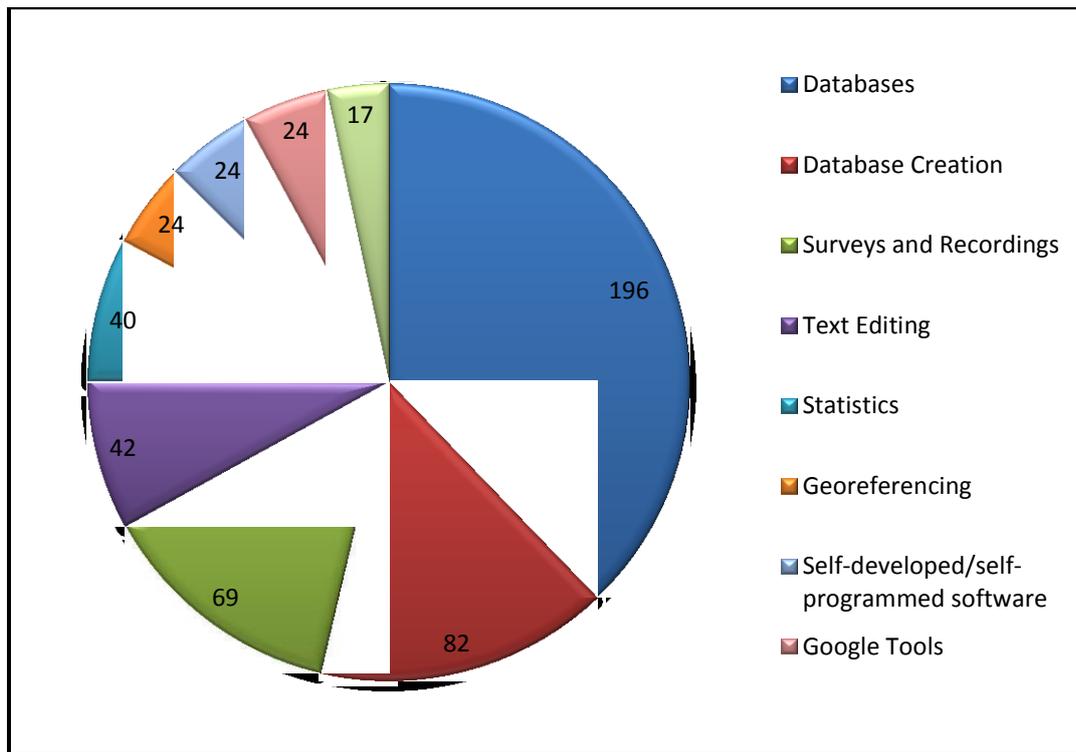


Figure 30: Digital Resources in Use

In response to Question 46 of the main questionnaire, 83% of researchers state that they do use DRT in their projects, leaving 17% that do not. In response to the follow-up question enquiring as to exactly what they use the tools for, 375 responses provide insights of varying scope and precision, and reveal varying perceptions of the term “digital research tools”. Some researchers provide the model number or brand name of the products they use, whereas others reply with “PC” or “scanner”. Numerous responses (42) include standard text editing programmes like Word, or general descriptions such as “browser” or “internet”.

The corpus of responses shows that DRT are used for all stages of a research project: for research, data collection, digitisation of sources, analysis, writing, editing and visualising findings, storing and archiving, and publication. These approximately chronological research stages will guide the ensuing analysis. They are, however, meant as approximate parameters only, as in practice they cannot always be so strictly differentiated, and not all are always all part of every research project, or in this order.

The short questionnaire (SQ) addressed to ICT and library staff provides further information on the use of DRT across the institution. 97 responses to Question 2 of this survey were collected, which prove less general than some of the answers provided by research staff in the main survey.

### 10.2.1.1 Research

A striking finding is that 154 of the responses to the main survey refer to databases, not including further responses that refer to a multitude of information infrastructures in the form of both cost-free and fee-based databases, such as project web portals, digital corpora, and the catalogues or inventories of libraries, repositories and archives.

There are 123 explicit references to one or more databases for research purposes. A further 21 responses make references to databases that are too vague to determine whether they pertain to research or to the storage of data generated by the project. The 123 specific descriptions chiefly concern subject-specific resources, and almost none of these are mentioned more than twice or three times by projects based at different institutions<sup>34</sup>. Exceptions are popular services like the cost-free online articles archive JStor (28), the digital collection of Greek texts *Thesaurus Linguae Graecae* (27) and Trismegistos (10), a database and search engine for Greco-Roman papyri from Egypt. In addition, a variety of large and small databases are named that have been created by projects or research organisations and made available for use by other researchers.

The results of the short questionnaire reveal no major discrepancies. 42 responses name a variety of databases for research purposes, including seven references to *Thesaurus Linguae Graecae* and three to *Jstor*.

It would thus seem to be the case that subject-specific research databases constitute some of the most central DRT in the projects and institutions surveyed. These information sources are very heterogeneous in terms of form, scope and topics covered.

### 10.2.1.2 Collecting and Generating Data

In addition to using the data sets collated by others for research purposes, researchers also collect and generate their own data (69). In the social sciences this is done using software-based tools to carry out surveys and dictaphones to record interviews, for example. No two respondents refer to the same methods of data collection. In the humanities, on the other hand, data is commonly generated via the digitisation of all kinds of sources.

57 responses describe their use of DRT for the digitalisation of research objects in order to more effectively analyse, edit and annotate them, to make them available to others, or to preserve the originals by performing studies on their digital replicas. This concerns scanning old texts, manuscripts and images, and also the use of techniques for capturing 3D objects, as well as the digitisation and notation of music and the spoken word. Scanning in texts is often followed by the use of text recognition software, generally known as “OCR” (optical character recognition). Generally speaking, there are no significant repetitions of specific software and hardware used in the digitisation process, with the exception of generic references to scanners (28) and cameras (19).

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<sup>34</sup> Several projects from the Academy of Athens refer to the same resources multiple times as some entries are identical for projects belonging to the same academy research institute

The short questionnaires completed by ICT and library staff provide a further 18 entries of the use of DFW to collect and generate data. These are also chiefly references to generic tools like scanners, digital cameras and computer-assisted surveys, and reveal no notable repetitions or deviations from the results of the main questionnaire.

### 10.2.1.3 Building Databases

As the responses reveal, data collected or generated by the project itself is also stored in self-built databases. These databases fulfil a range of different purposes. On the one hand, data collected from surveys or digitisation is stored in order to be further organised and reorganised, and analysed. This data is not always made public. In some cases, however, it is made public, in whole or in part, in order to enable the project researchers themselves to check and validate their research results, to make references to the underlying data in other analyses, and to allow other researchers to do the same. Databases can contain not only raw data, but also research findings, for example editions of original text sources made digitally available to other researchers can also be seen as a data corpus<sup>35</sup>.

82 responses to the main questionnaire make explicit references to the use of DRT to build databases, and a further 21 make somewhat more vague references to databases that do not allow for differentiation between the use of existing databases created by others and the self-construction of a project-specific database. Databases built for a project by project staff tend to be comprehensive collections searchable by many different criteria; so-called “relational databases”. Relational databases consist of data organised in tabular form that enable data pools (resulting, e.g. from scanned documents or survey results) to be searched and interlinked. In some cases, for example when a full-text search may be ineffective or the data pool is comprised of images or audio files, the searchability can be improved by adding metadata, a process known as “tagging”.

Three responses to both the main and short surveys, respectively, refer to the use of xml databases. In contrast to relational databases, their structure is based not on a table, but on a tree structure with data branches, similar to the menu on a website. Due to their fundamentally different structures, these database formats are not compatible.

Databases are administrated and maintained with the help of database management systems. These are software systems for the organisation of data. Microsoft is the market leader in this area, and developed the commercial relational database system “Access” for PCs and the “SQL server” for large-scale application. The latter features in 21 responses to the main questionnaire and six responses to the short questionnaire. Eight responses in the main questionnaire and three in the short version refer to the use of Excel, which can also be used to create a database, with some restrictions.

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<sup>35</sup> However, it is not always possible to draw a strict line between raw data and research outcome in the humanities. The results of one project may become the raw data for another project. Raw data in the humanities can best be conceived in terms of Hügi and Schneider's “throughputs”: “Throughputs can be any (analog and digital) documents, information and data produced during the research process but not intended for publication, for example reports of notes”. Jasmin Hügi and René Schneider: *Digitale Forschungsinfrastrukturen in den Geistes- und Geschichtswissenschaften*, Genf 2013, S. 17-21,

The application of DFW at this stage in the research cycle is essential for the harmonisation of data standards. The results of the SASSH survey do not facilitate a thorough overview of the database management systems in use as they survey does not ask any questions about this specifically; such systems are instead referred to in numerous descriptions of the DFW used. These responses do, however, indicate that the kinds of databases and data management systems in use are subject to great variation and diversity.

#### **10.2.1.4 Data Analysis**

Once data has been collected or generated and stored, it is then analysed and interpreted. Survey responses reveal that the kinds of DRT used for data analysis are just as diverse as the projects themselves. However, certain trends can be identified:

24 responses to the MQ refer to georeferencing programmes based on geographic information systems (GIS) and five responses to the SQ. Some references are unspecific, and there is no repetition among those that do name the programmes. GIS software is used to assign geographical metadata (e.g. provenance) to data (e.g. digital facsimiles of archaeological findings) which can then be searched for within the database.

Responses from social science projects frequently refer to programmes for the statistical analysis of data. A number of these name the fee-based programmes developed by market leaders in the area SPSS (11 MQ, 9 SQ) and STATA (3 MQ, 3 SQ). Three responses to the short questionnaire also name the open-source statistics programme “R”. Remaining references do not specify programme names, and those that do are not named more than once (26 MQ, 14 SQ).

Trends in the application of DRT for data analysis in humanities projects concern the use of software for editing and annotating sources. 15 responses to the main questionnaire refer to xml editors in general, and a further five specifically to the “Oxygen” editing software. As with xml databases, this software is based on a tree model and is particularly useful for adding elucidatory comments to editions and/or presentations which can be viewed at the click of a button. It has great advantages for collaborative work on the same source texts. Firstly, the use of uniform standards when digitising the texts avoids the duplication of work: at the present time, it is not uncommon for texts that have already been digitised and optimised for digital use for the purposes of one project to be unknowingly digitised and optimised for digital use all over again for the purposes of a different project. Secondly, digitising and publishing texts in xml format also enables them to be digitally analysed. Using full-text searches and/or metadata searches, users can search for keywords in the original text and annotations and perform contextual analyses, for example. Finally, xml files are optimal for printing as they can be directly converted into a pdf document and are particularly suitable for editing and further use by publishers. The popularity of electronic publishing is discussed in 10.5.

### **10.2.1.5 Presenting and Visualising Findings**

Beyond xml editors, the responses refer to a variety of further DRT for the textual presentation of research results, including traditional text editing programmes like Office (14) and Open Office (3). 23 responses describe applications of DRT to edit images and visualise results, including various computer aided design programmes (CAD) (7) used to create two or three-dimensional graphics. Eight responses refer to well-known Adobe graphics and layout programmes such as InDesign, Photoshop and Illustrator, and more specialised software for the graphical visualisation of findings like the online dictionary Visuwords. The software named by respondents for application in the presentation and visualisation of research findings can thus generally be said to be standard and well-known programmes. Subject-specific software is hardly unmentioned.

### **10.2.1.6 Publishing and Archiving**

Responses include comparatively few references to the application of DRT in publishing and archiving processes. 17 responses describe project websites operated by the content management system Wordpress. Two responses to the main questionnaire and six responses to the short questionnaire explicitly refer to self-developed databases as a publication medium. As the survey did not ask a particular question of this nature, however, it can be assumed that this is also more widespread in projects. Mentions of the application of DRT in archiving processes are also underrepresented. They feature in a total of three responses only, and are unspecific. Further information on publishing and archiving processes was obtained elsewhere in the survey and is discussed under 10.4.

### **10.2.1.7 The Use of Individual Software Solutions and Cost-Free Services**

As reflected in the responses to the question of desiderata, responses to the question on the application of DRT make numerous references to software designed especially for the needs and purposes of the individual project. Totalling 15 responses to the main questionnaire and 5 to the short questionnaire, this cannot be described as an all-round trend, but certainly as notable: tailor-made software solutions are most commonly designed to administer and manage project databases.

Also notable is the frequent use of cost-free services, in particular those offered by Google. Google is named in 24 responses to the main questionnaire and 9 responses to the short questionnaire. 18 of these specify programmes like Google Docs, Google Scholar and the web analysis tool Google Analytics.

## 10.3 Guidance and Advice on DRT

**15. (SQ) Does your institution offer training or informative events for digital research tools?**

Yes

No

The short questionnaire asks library and ICT staff whether their institutions offer further training or informative events for digital research tools. 42% of respondents answer in the affirmative, and for 58% this is not the case. Responses reveal that some of the target institutions offer internal training courses and promote external training courses in order for staff to improve their knowledge in particular of bibliographic management systems, image processing, GIS and editions. In some individual cases, institutions hold informative events on the topics of copyright and Open Access.

There are opportunities beyond institutional training and guidance to increase knowledge of DRT and seek advice on which to use for what purposes. The internet registry “DiRT Directory” ([dirtdirectory.org](http://dirtdirectory.org)), for example, presents a rich list of DRT by possible uses. The site focuses on tools for SSH research and is a wiki page, meaning it is constantly revised and updated by users. There are also several European-level services to this end. These are discussed in the following sections.

### 10.3.1 Knowledge and Consultation of European Infrastructure Initiatives

Section 10.3 of the analysis has shown how heterogeneous, and also how fragmented and abstruse the use of DRT at the target institutions is. This fragmentation has inspired the setting up of various initiatives aiming to maximise the kind of potential that would result from the improved harmonisation and compatibility of digital research resources. The Digital.Humanities@Oxford initiative summarises the issue as follows:

An enormous wealth of data resources is now available to humanities researchers, but methods and technologies need to be developed before these can be used to their full potential. The dispersed nature of such resources is a particularly serious limitation: for the most part they can only be used separately from one another, yet the more data can be connected to other data, the more useful it is likely to be. Linking and integrating data resources is a major development prospect for the immediate future.<sup>36</sup>

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<sup>36</sup> “University of Oxford: Introductions to Digital Humanities” <http://digital.humanities.ox.ac.uk/Support/whatarethedh.aspx>.

The same principle also applies to harmonising and integrating the wealth of data that would be at the root of a pan-European academies' research programme and may pose one of the greatest challenges to implementing such a programme.

European infrastructure initiatives like DARIAH, CLARIN and Europeana were set up with the goal of fostering the harmonisation and integration of digital research tools and resources. They are large-scale platforms with varying focal points for digital research practices in the SSH:

*DARIAH* stands for *Digital Research Infrastructure for the Arts and Humanities* and was established to support the humanities and cultural studies by developing and providing digital infrastructures for their use. Partners from around Europe, e.g. DARIAH-DE in Germany, work on different areas of the initiative. Their common goal is to provide researchers with access to the data they need from around Europe, to enable interdisciplinary exchange and collaboration, and to foster the establishment of uniform data standards. DARIAH found reference in the ESFRI Roadmap in 2008 when it was still under construction<sup>37</sup>, and has since gained the status of a European Research Infrastructure Consortium (ERIC), thereby gaining long-term funding from the European Commission.

CLARIN is the acronym for the Common Language Resource and Technology Infrastructure. It was founded in 2008 and is still being developed. CLARIN is a platform focussing on language-based tools and resources, e.g. text annotation and semantic analysis. The initiative was initially funded by the European Commission in its early phases, and is now supported and funded by its nine member countries. The goal of CLARIN is to create a platform that provides researchers all over Europe access to research tools and to publically financed linguistic research findings, to equip these with uniform data and metadata standards, and to ensure that their use is not restricted by legal copyright quandaries. CLARIN also aims to guarantee the sustainable long-term preservation of data.

*Europeana* is a virtual library launched in 2008. The *Europeana* portal contains large collections of diverse media (texts, images, audio and video data) provided by over 1000 organisations from all over Europe. The portal can be used to search for digital resources which are then accessed via the web pages of the participating organisations. The initiative has been financed by the European Commission since 2007. It is there to provide the public at large with access to European cultural heritage and to simplify and standardise the search for digital resources.

**47. Are you aware of any European consortia for digital research? (e.g. DARIAH, CLARIN, Europeana?)**

Yes

No

**Do you use any of them? If so, which and for what?**

**4. (SQ) Do researchers at your institution work with any European digital research consortia? [drop-down menu and free text field]**

<sup>37</sup> "ESFRI roadmap 2008" [ftp://ftp.cordis.europa.eu/pub/esfri/docs/esfri\\_roadmap\\_update\\_2008.pdf](ftp://ftp.cordis.europa.eu/pub/esfri/docs/esfri_roadmap_update_2008.pdf).

58% of the 536 responses to Q. 47 of the main questionnaire are affirmative. The open follow-up question received 194 responses, of which 49% were affirmative. The infrastructure initiative in most frequent actual use appears to be Europeana (69) as a research resource, followed by DARIAH (26) and CLARIN (24) for the use of tools and services. Seven responding projects are active participators in one of the initiatives, e.g. as a contributor to Europeana or a national subsidiary of DARIAH or CLARIN.

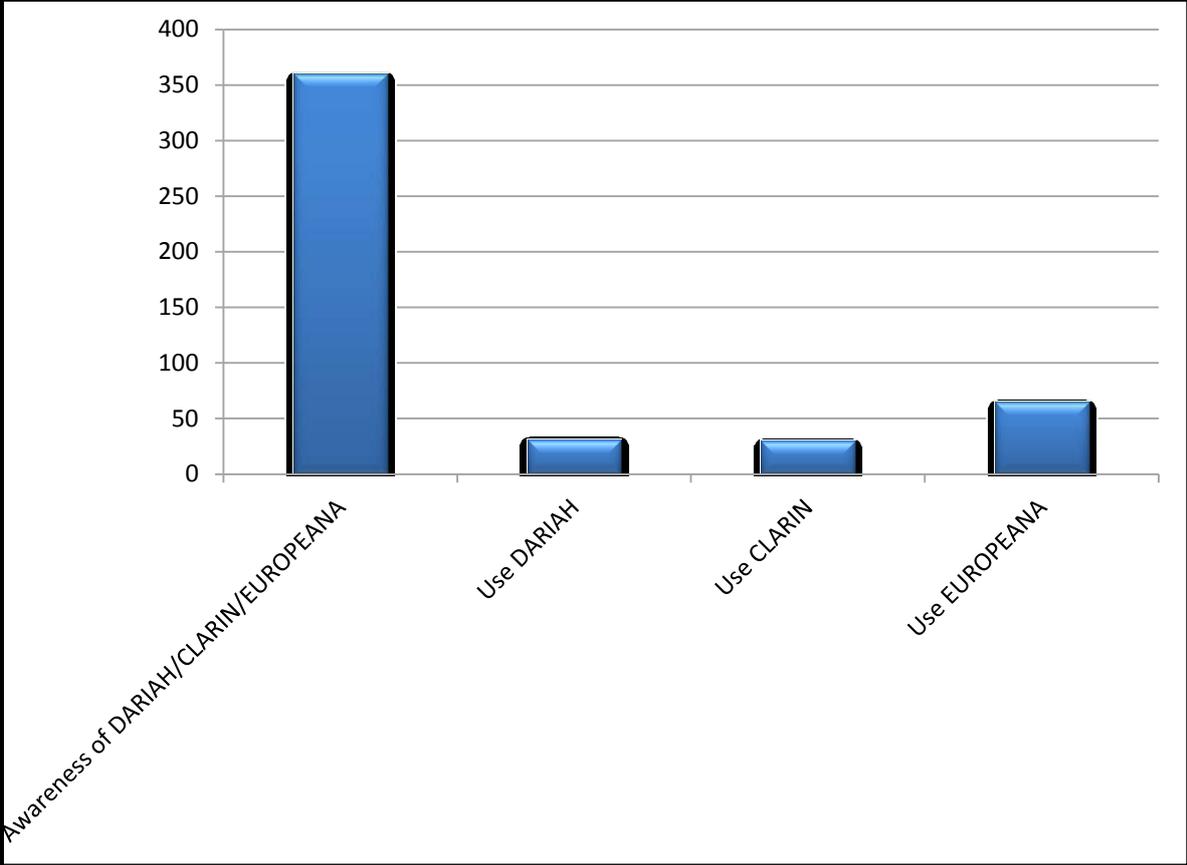


Figure 31: Awareness of DARIAH/CLARIN/EUROPEANA

The short questionnaire asked ICT and library staff if their institution takes advantage of the services offered by European initiatives for digital research. The dropdown menu featured DARIAH, CLARIN, Europeana, and further initiatives CENDARI, CESSDA, DASISH, ESS and SHARE, also providing a free text field for further initiatives not found among the options. Of the 85 responses, 41% (35) do not use any. 50 respondents (59% of the total responses) selected the initiatives used or consulted by their institutions. The popularity of Europeana indicated by the results of the main questionnaire is again reflected here:

Infrastructure Initiative	Number of Responses
Europeana	19
DARIAH	11
CLARIN	7
ESS	4
CESSDA	2
Cost	2
SHARE	2
CENDARI	1
DASISH	1
ISSP	1

## 10.4 Publication and Archiving

*Imagine a world in which every single person on the planet is given free access to the sum of all human knowledge.*

Jimmy Wales.

Academic research in the SSH focuses primarily on the analysis of primary sources in reference to existing theories and perspectives on the subject found in secondary literature, and complemented by metadata on the primary and secondary sources – so-called tertiary sources. These sources constitute the material used during the course of a research project. Whether primary, secondary or tertiary sources, research material can exist in physical form (e.g. print) or electronic form (although producing digital replicas of original sources has led to a blurring of this boundary).

The digital infrastructure for a pan-European academies' programme should be designed to allow the use of the data stored locally by all participants. At present this is not in action, as the Directorate-General for Communications Networks, Content and Technology (DG Connect) of the European Commission has observed: "Today there are [...] no infrastructures that link scientific publications and the underlying scientific data; and no infrastructure to link data with the software needed to process that data" as well as "limited data interoperability across disciplines and countries"<sup>38</sup>.

Using the SASSH data, this subchapter investigates the ways in which the target institutions store, publish and archive research data and findings in order to gain an overview of the extent to which the academies engage with digital practices in these areas and would therefore facilitate open data

<sup>38</sup> <http://ec.europa.eu/dgs/connect/en/content/einfrastructures-data-centric-science-and-engineering>

sharing, and the extent to which this would call for improvement and changes in the case of the implementation of a pan-European academies programme.

#### 10.4.1 Publication

<p><b>41. How do you publish your research outcome?</b></p> <p><input type="checkbox"/> In book form</p> <p><input type="checkbox"/> In specialist journals</p> <p><input type="checkbox"/> On the internet (electronic publishing)</p> <p><b>42. If you publish electronically, does this include open access?</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
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##### 10.4.1.1 Publication Forms

Of the 564 responses to Question 41, 64% state that they publish research outcome wholly or partly in electronic form, of which most also produce print publications. Just over half (58%) of the projects that do publish their research outcome in electronic form do so in Open Access form. This totals just over one third (37%) of the total responding projects. The highest numbers of projects to publish their research outcome electronically in OA form were submitted from Austria, the Czech Republic, Germany, Hungary, Norway, Russia, Serbia, Slovenia and Switzerland. The only country to evidence a large number of projects publishing online without OA is Spain.

Most of the responding projects do publish in print form at least in part (96%), and a resounding majority in book form. The tendency to publish in print form only, i.e. in books or print journals, applies to 36% of respondents. Bulgaria, Greece, Italy and Lithuania submit high numbers of projects publishing in print form only.

The tendency to publish in electronic form only applies to 4% of respondents, and most respondents (67%) cannot imagine publishing research outcome online only.

##### 10.4.1.2 Copyright Issues and Creative Commons Licences

A major issue in fostering online publication, particularly concerning Open Access, is a lack of clarity regarding copyright. This is reflected in responses by ICT and library staff to the question in the SQ of the most frequently asked questions by researchers concerning digital research practices: 21% state that these concern copyright issues.

Although online publications are protected by copyright laws, these vary according to country, and are often shrouded by ambiguity. In the face of this, copyright on electronic publications is often disregarded. The erroneous assumption that everything freely available online can also be freely edited and re-used is wide-spread.

Creative Commons (CC) is a non-profit organisation that has developed a set of licences that protect the copyright of original work to different extents. The holder of rights to a publication (generally the author or creator) can assign a CC licence of their choice to their work, thereby stipulating to what extent that work can be re-used. Publications can be protected by a CC licence that permits re-use with reference to the author's name, a licence that permits all re-use for non-commercial purposes, or a licence that prohibits or allows the publication to be amended, for example. The licence download page of the CC website describes the permissions and prohibitions of each type of licence, creating clarity and transparency for users. CC licences provide an effective legal framework of the use of freely available data online, and are thereby conducive to the propagation of OA.<sup>39</sup> Only 28% of respondents to the SQ state that CC licences are used at their institution.

#### **10.4.1.3 Types of Digital Publication**

The project descriptions provided by respondents under Question 3 of the main questionnaire can be combined with information provided on the publication form of the project outcome (Questions 41-43, MQ) to gain an overview of the kinds of digital publications being produced by the target projects.

As established under 10.2.1.3, database creation is a major element of many of the target projects. 30% of projects with a digital output publish their databases online as a form of research outcome. They are in a sense the project's primary output and made publically available and searchable on the project or institution homepage either freely or subject to certain restrictions. Digital corpora are a further type of data pool compiled as a kind of database, and have been or are being produced in electronic form by 17% of the responding projects.

20% of electronic project publications are digital editions and 13% are dictionaries or lexica. These are partly integrated into the html structure of the host websites, or exist in pdf format, and are freely accessible in some cases, and subject to access restrictions in others. This is a further example of the advantages for the user of electronic reference works over printed reference works: they are searchable at the click of a button and many remain a dynamic work in progress that is subject to continuous updates and amendments.

In 15% of cases, it is the online publication of texts that respondents identify as the project's electronic output: e-books or articles, commonly in pdf format, that are made available online either free of charge or for a fee. Although this is made explicit in the survey entries for 15% of projects, it can be

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<sup>39</sup> The German Commission for UNESCO, the North Rhine-Westphalian Library Service Centre and Wikimedia Germany released a set of guidelines on CC licences in 2014: Till Kreutzer, Open Content – *A Practical Guide to Using Creative Commons Licences*, [https://wikimedia.de/w/images/homepage/b/ba/Open\\_Content\\_A\\_Practical\\_Guide\\_to\\_Using\\_Open\\_Content\\_Licences\\_web.pdf](https://wikimedia.de/w/images/homepage/b/ba/Open_Content_A_Practical_Guide_to_Using_Open_Content_Licences_web.pdf).

assumed that most, if not all, projects are in possession of electronic copies of resulting books, chapters, essays, articles, etc., even if these are only locally stored and not made available online.

Appendix V captures a list of the digital outputs produced by the projects surveyed in as far as participants provided this information in the project description (Q.3) or in as far as such information is available via the projects' web presence.

#### **10.4.2 Archiving**

*We have a habit in writing articles published in scientific journals to make the work as finished as possible, to cover up all the tracks, to not worry about the blind alleys or describe how you had the wrong idea first, and so on. So there isn't any place to publish, in a dignified manner, what you actually did in order to get to the work.*

Richard Feynman.

Section 10.1.2.4 discusses researchers' concerns relating to the long-term sustainability of electronic archives. In order to synergise research projects from around Europe in a network, it is integral for participating researchers to be able to access the research data and results of all involved partners. Both the main and the short questionnaire inquired into the current state or archiving practices by the projects surveyed. The short questionnaire addressed more questions on this topic to ICT and library staff, as it is likely that they have better knowledge of institutional archiving practices than the researchers themselves.

**43/5. (MQ/SQ) Where do you archive or publish your research data/material?**

- On paper in an archive at my institution
- On paper in a public archive
- Electronically
- Electronically with open access
- Nowhere

**6. (SQ) How long does the data remain in the archive?**

- Forever
- For a limited time

**If for a limited time only, for how many years? (approx.)**

**7. (SQ) Where does your institution store the research outcome (e.g. publications) after a project ends?**

- In a physical archive at your institution
- In a physical public archive
- In an electronic archive
- In an electronic archive with open access
- Nowhere

**8. (SQ) How long does a publication remain in the archive?**

- Forever
- For a limited time

**If for a limited time only, for how many years? (approx.)**

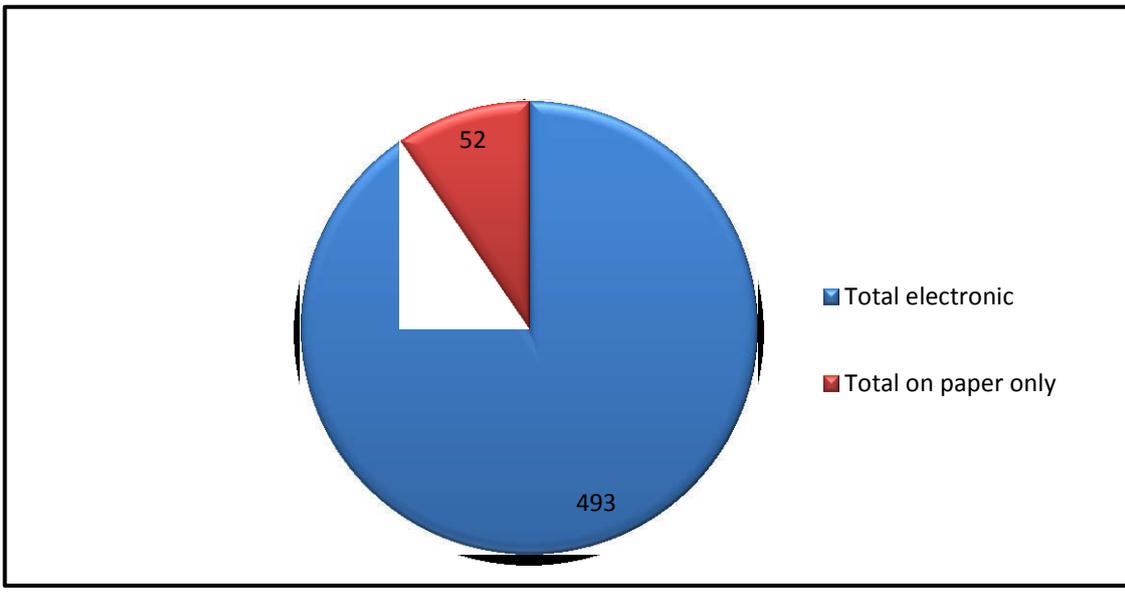


Figure 32: Data Archiving

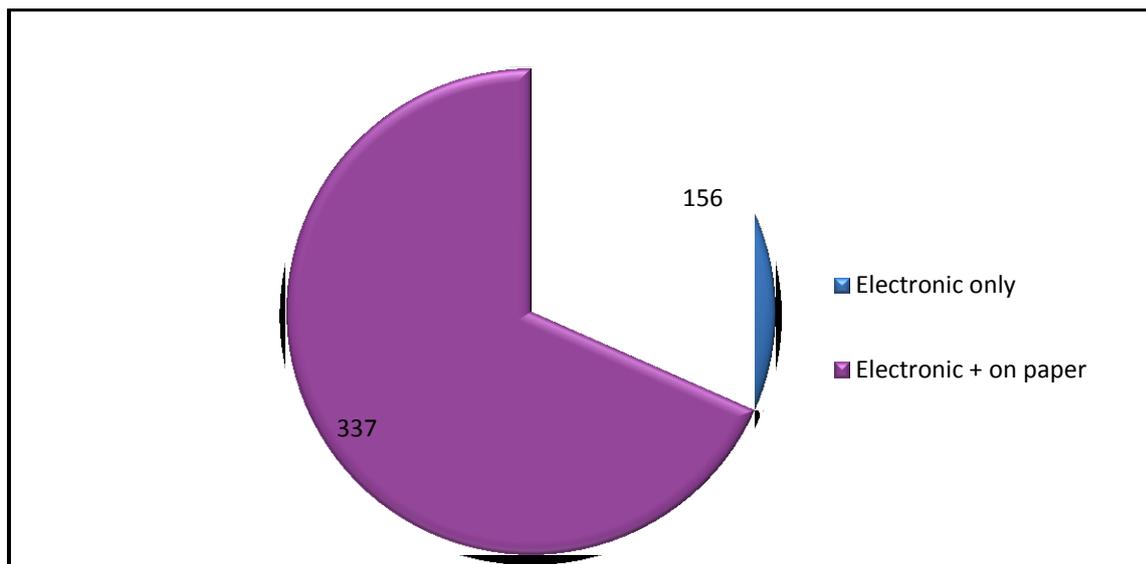


Figure 33: Electronic Data Archiving

Question 43 of the MQ received 557 responses. 89% claim to archive their research data and material electronically, of which the majority also store these in physical archives on paper (61%). Just over one third (37%) of those projects that store their research data and material electronically do so in Open Access form. Although the number of projects archiving their material and data in paper form in a physical archive is high (70%), this number is primarily a result of the tendency for most projects to store material in both physical and electronic archives. Only 9% store their material on paper in physical archives only. 2% claim that their data and material is not archived at all.

Responses from library and ICT staff to the same question deviate slightly. Here, 77% state that project data is stored in electronic archives, 56% in both physical and electronic archives, 20% solely in an electronic archive, and 18% solely in a physical archive. Under a third of respondents (29%) state that data is archived electronically with Open Access. The results of the SQ (institutional level) thus indicate greater a slightly greater use of physical archives and slightly lower tendencies towards electronic archiving than the results of the MQ (project level). These deviations may result from the fact that 15% of responding project staff archive their research data and material externally to their home institution, e.g. in public archives. These external archives may include electronic archiving forms that the institutional responses to the SQ do not consider. 89% of SQ respondents claim that research data and material is archived indefinitely and 11% for a limited period varying between five and fifty years.

18% of respondents to the SQ state that research outcomes are archived solely in the archive(s) of the projects' home institution. In contrast to the responses regarding the archiving of research material and data, 82% of responding library and ICT staff state that their institutions archive research outcome electronically (commonly in addition to a physical archive), and in over half of these cases in OA form. According to the survey results, research outcome and publications are archived indefinitely in 97% of cases.

The combined results of the MQ and SQ reveal that between 76% and 90% of projects and institutions store their research data and outcome in electronic archives; large figures in either case. Material is archived in OA form in between 37% and 45% of cases, suggesting that the movement towards OA movement is slowly taking hold, if not yet fully established. As international research collaboration is much easier to facilitate and more effective when material is electronically and particularly openly electronically stored than when it is stored only on paper in closed or limited access physical archives, the results suggests that the target projects offer good prerequisites from this perspective, although the movement towards open electronic data and outcome archiving rather than electronic archiving alone (storing data on a local institution server is a step, but not a big enough one if data is to be circulated). At present, archiving is chiefly an internal process within the institution (e.g. the institution's server). The use of data repositories or the archives of large-scale online library initiatives like GESIS remain an exception.

#### **10.4.3 Institutional Policies for Publishing and Data Standards**

The preceding analysis suggests that the use of DRT at the target institutions is fundamentally heterogeneous. The use and construction of numerous, diverse, and frequently incompatible databases is particularly salient. The following subchapter investigates whether the institutions have policies in place beyond the guidance of European infrastructure initiatives governing data management, the use of data standards, and online publishing.

**9. (SQ) Does your institution have a policy for data management/data standards?  
If yes, please briefly describe the policy**

**10. (SQ) Does your institution have a policy for electronic publishing/open access publishing?  
If yes, please briefly describe the policy**

**11. (SQ) Does your institution offer researchers support and advice on data management/data standards?  
If yes, what are some common questions and problems for researchers?**

**12. (SQ) Does your institution offer researchers support and advice on electronic publishing/open access publishing?  
If yes, what are some common questions and problems for researchers?**

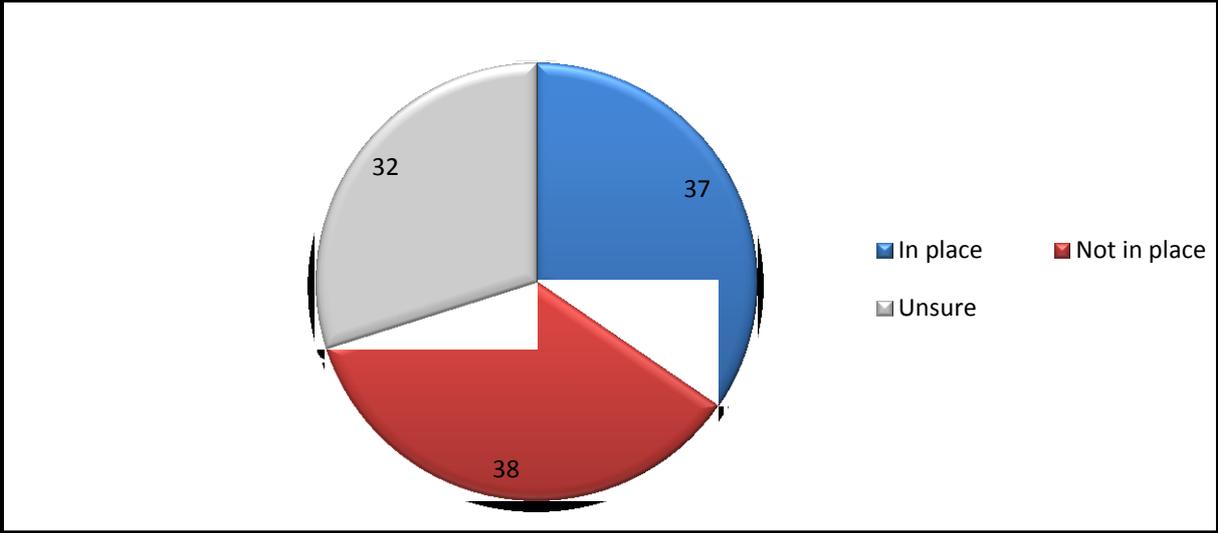


Figure 34: Data Standards Policies

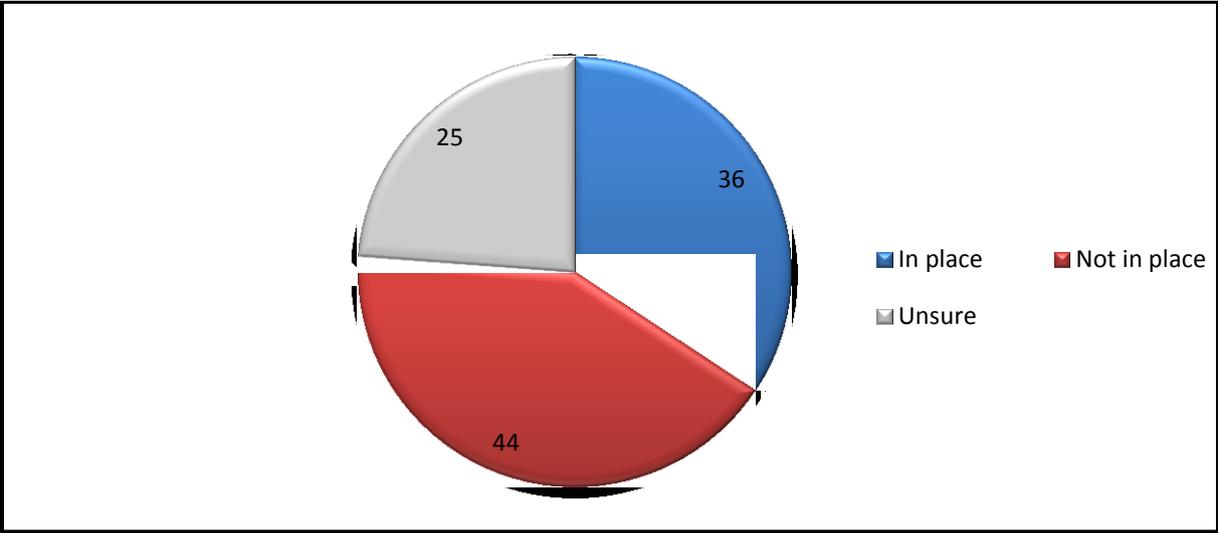


Figure 35: Electronic Publishing Policies

35% of respondents to the SQ state that their institution does have a data standards and management policy, 35% state that it does not, and 30% are unsure. Upon the request for further details on these policies, approximately half explicitly refer to international standards or policies. However, no two respondents name identical policies. The other half describe national level policies or policies devised by the institution. The data does not reveal to what extent, if at all, these national and institutional level policies are in accordance with international standards.

The number of institutions that provide researchers with advice and support on the topics of data management and standards and the number of those that do not are approximately equal, at 49% and 51%, respectively. On this topic, researchers most commonly seek advice on issues of copyright and archiving.

34% of respondents to the SQ state that their institution has a policy on electronic publishing in place (including open access/open data), 42% state that it does not, and 24% are unsure. Upon the request for further details on these policies, 40% of responses explicitly refer to international standards, e.g. the Berlin Declaration. The remaining 60% refer to national level policies or policies devised by the institution. From the perspective of data harmonisation for the purposes of international collaboration, existing applications of concrete international standards are more desirable than policies developed at national or institution level, however it cannot be ruled at that these are in accordance with international policies.

According to the results of the SQ, institutional advice on and/or support for (open) online publishing is available in approximately a third of cases (35%) and not available in approximately one half of cases (47%). The remaining 18% of participants are unsure. The most common questions from researchers on this topic once again concern copyright issues.

The Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (hereinafter “Berlin Declaration”) is a statement that emerged from an Open Access conference held by the Max Planck Society in October 2003. It commits to fostering Open Access “to gain the most benefit for science and society”<sup>40</sup>. It does not contain any concrete recommendations for uniform data standards, but advocates that the authors and rights holders of research output grant to all users without recall “a free, irrevocable, worldwide, right of access to, and a license to copy, use, distribute, transmit and display the work publicly and to make and distribute derivative works, in any digital medium for any responsible purpose, subject to proper attribution of authorship”. It thus champions a particularly open and cost-free form of OA. In addition, it also advocates for publications to be “deposited (and thus published) in an appropriate standard electronic format in at least one online repository using suitable technical standards (such as the Open Archive definitions)”<sup>41</sup>. The Berlin Declaration has been signed by 498 scientific institutions thus far<sup>42</sup>, making it what is probably the most prominent and widely distributed commitment to Open Access in circulation. It could serve as an important basis for the implementation for a uniform OA policy within the framework of a pan-European academies’ programme.

In conclusion, approximately a third of institutions have clear policies on data management, data standards and online publishing that staff are aware of. In only a third of cases do these pertain to national or international standards. Half of the target institutions offer support and advice on data standards, and a third on online publishing. The reasons that researchers seek advice in these areas chiefly pertain to uncertainty surrounding copyright issues.

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<sup>40</sup> “Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities”, <http://openaccess.mpg.de/Berlin-Declaration>

<sup>41</sup> Ibid.

<sup>42</sup> Status: 6.10.2014

## 10.5 Conclusion: Digital Research Practices and Resources

The survey questions on the availability of DRT and researchers' needs and wishes for DRT in the future provide a first impression of the use of DRT and the kind of problems that researchers see themselves confronted with at present. Analysis of the responses to availability reveals a research landscape in which the use of diverse DRT is a matter of course, but in which the phenomenon of the e-humanities is yet to assume any priority. This is reflected above all in criticisms of insufficient financial means to access and use these and/or keep them up-to-date. These financial straits are overcome by using cost-free or even unlicensed versions of tools, and in some cases necessitates that researchers pay out of their own pockets or work with outdated versions of software.

The number and diversity of responses reveals an opaque and highly fragmented picture. Respondents describe a wide range of software and hardware, internet services and, above all, databases; however, with the exception of standard office software, neither concrete programmes nor hardware would appear to be in use across the board, or even by a notable number of projects. This diversity varies according to different phases of the research cycle. DRT used for research and the creation of project databases are particularly diverse, as are those used in the analysis phase. DRT used to present and visualise research findings, however, are characterised by less diversity. More often than not, tools are developed within the framework of the project itself in order to cater to project-specific requirements.

Yet there is one general type of digital research tool and resource that features in responses to a multitude of the questions on DRT in both the main and short questionnaires: databases. Researchers express the need for user-oriented, user-friendly and affordable DRT. This concerns the availability and searchability of databases in particular. Many respondents call for open access to data; to research findings, publications and databases of all kinds. In light of the ever-expanding mass of data, special programmes are required to help researchers filter relevant information; search machines that can both factor in context and operate efficiently in a multilingual environment. The rich diversity of research objects in the SSH presents a challenge for the generation and indexing of data. Enabling the digital discovery not just of texts, but also of three-dimensional artefacts, images and audio files, may be *the* central task for the digital humanities.

The diversity of research objects in the SSH has given rise to an abundance of individually developed solutions to fulfilling these tasks. This has led to an absence of uniform data standards, which many respondents criticise. Here there is a tension between the desire for user-oriented, tailor-made solutions on the one hand, and the desire for the greatest possible comparability on the other, which is only possible if databases are created using uniform data standards.

The sustainability of tools and digital storage media is also a major concern for researchers. Short-lived DRT and archives are particularly problematic for long-term research projects running over decades. A long-term project spanning, for example, 20 years, takes a risk by basing any research phase from data collection to analysis and data storage on a tool that may become obsolete during the course of the project. And whereas historical sources have been successfully preserved in traditional

archives on paper over centuries, it is not possible to say with any certainty how long a digital archive will remain accessible.

Between approximately 80% and 90% of projects and institutions claim to archive their research data and material in electronic form, of which between 37% and 45% with open online access. Approximately two third of projects publish their outcome electronically, of which most claim to do so with open online access. This includes forms of research findings beyond project publications in text form (books, chapters, articles, essays), namely numerous databases, digital editions, digital dictionaries and encyclopaedias and text and image corpora.

In addition to scepticism surrounding the long-term sustainability of tools archives, the major hindrances and concerns of researchers regarding online publishing and repositories revolve around copyright issues. Less than a third of respondents are familiar with or use copyright solutions like Creative Commons licences that create transparency regarding the use and re-use of sources found online. Information and advice on these aspects are in place only to a limited extent. A third of the institutions surveyed have clear policies on data standards that staff are aware of, only some of which are internationally agreed policies. Half of the target institutions offer guidance and support on data standards and management, and only in a third of cases on (open) online publishing.

European infrastructure initiatives set up to foster collaboration between research institutions by creating a shared infrastructure fundament are not yet widely known, and even less widely used than they are known. However, it should be pointed out that, at the time the SASSH survey was undertaken, the three initiatives highlighted above (Europeana, DARIAH, CLARIN) were still in the early stages of development. In this light, it can be seen as a respectable result that over half of the project research staff surveyed are familiar with them. The use and/or application of these initiatives, however, seems as yet to be hardly established. Although half of the responding projects do work with or consult European infrastructure initiatives for their research, this pertains to a total of 196 responses only, and therewith to less than 20% of the total projects.

#### **10.5.1 Conclusion: The Significance of these Findings for a European Academies' Programme**

Determining what kind of infrastructures would need to be created to facilitate a European academies' programme depends on what DRT are used in everyday research practices at the target institutions and by the target projects. The SASSH analysis has established that the digital research landscape in question is shaped by data resources. Whether electronically stored (if not necessarily electronically published) databases, raw data, digital facsimiles, material collections such as text corpora, or research findings in their numerous possible forms, each individual research institution is a rich storehouse of data. Interlinking the data pools stored by these institutions would create a cumulative storehouse of data on European cultural heritage and identity hard to rival. That said, the SASSH findings indicate that interlinking these data pools would not be without challenges.

As yet, the research data held by these largely independent and heterogeneous are often incompatible, not interlinkable and therewith incomparable. This is partly a result of the number of individual solutions created within the scope of individual projects without consideration of data standards. To exploit the full potential of the electronically stored data resources available and those to come in future for the purposes of international research collaboration, the data stored thus far on externally inaccessible local servers and in local repositories to a more or less open extent, these need to be stored in the first place in or retrospectively converted into a uniform format and granted access to in the long-term.

Efforts to harmonise data standards and metadata standards in order to facilitate international collaboration between the target research institutions depend above all on the ways in which data is stored, published and archived. This cannot be considered independently from the tools used for data collection, generation and analysis, which determine the data format. The challenge for harmonisation efforts chiefly lies in sensitising researchers to the fact that their work and resulting data is undertaken and generated within a greater context, and that the use of these does not expire when the project ends and the final project publication has been released. Achieving this requires more comprehensive opportunities for guidance and advice on data management and standards either locally at the target institutions, or centrally organised by the envisioned European academies' programme.

In addition, uniform institutional data policies and printing and archiving policies would integral to achieving this. In order to facilitate international research collaboration, uniform standards for data models and interfaces must first be established. Initiatives such as OAI (the Open Access Initiative) and TEI (the Text Encoding Initiative) are key components of achieving such standards. The Digital Repository of Ireland of the Royal Irish Academy offers advice on selecting suitable content management technology<sup>43</sup>. On the European level, initiatives like CLARIN, DARIAH and Europeana play an essential role in promoting the kind of uniform data standards in the SSH necessary for effective collaboration between research projects and institutions on an international level. In addition to improving the provision of advice and support on these matters, the infrastructural basis of a potential European academies' programme should be designed and implemented in close cooperation with relevant infrastructure initiatives such as DARIAH and CLARIN in order to avoid creating further fragmentation. The awareness of such initiatives and the fundamental willingness to use and apply them are key prerequisites and would need to be cultivated.

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<sup>43</sup> <http://www.dri.ie/dri-launches-guidelines-choosing-cms>

## 11 PUBLICATION, DISSEMINATION AND VISIBILITY

*Connaître, découvrir, communiquer—telle est la destinée d'un savant.*  
François Arago.

Commonalities in publishing forms and formats are an important consideration in the facilitation of international research collaboration. The SASSH initiative surveyed the types of research outcome produced by the target projects, language(s) of publication, and the extent to which project outcomes are published electronically. The latter is also subject to discussion in Section 10.4.1.

Publication of research outcome for the scientific community is only one way of making research visible. Knowledge of similar research projects is valuable to all researchers, projects and research organisations. Firstly, researchers should be up-to-date on the studies and results of similar or related research projects at home and abroad in order for their research to remain innovative and at the forefront of research, making a new contribution to the field(s). Secondly, knowledge of other research is important for building professional contacts whose insights, data and/or research outcome can enrich the research or inspire collaboration.

### 11.1 Publication

#### 11.1.1 Form of Research Outcome

**31. Which of the following categories are most applicable to your project?**

- General basic research in the humanities
- General basic research in the social sciences
- Dictionary
- Edition
- Text corpus
- Textbook
- Subject-specific standard reference work

There were 557 responses to this question; a response rate of 92%. Just under two thirds (349) of these responses specify a precise form of research outcome, the remaining 37% (208) selecting only one or both of the first two general options. The option “subject-specific standard reference work” was included as an option for any project producing a reference work that does not fall under the other categories listed. With hindsight, the question should have explicitly included the option “other” with the possibility to define further publication forms. Whereas one quarter of basic humanities research projects did or could not identify a more precise description from the list provided, this was the case for

92% of projects defining themselves as basic research in the social sciences. This suggests that this question was particularly inadequately formulated for social sciences projects.

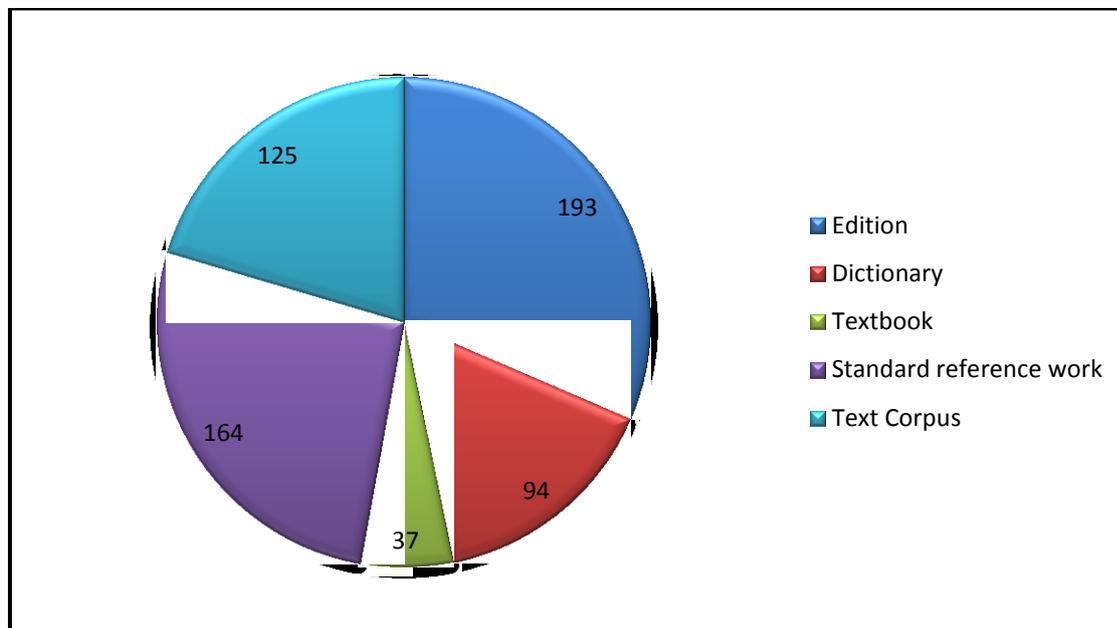


Figure 36: Types of Research Outcome

According to the data, 193 projects are working on an edition (55% of the total responses specifying the type of their research outcome), 94 on a dictionary (27%) and 37 on a textbook (11%). 164 projects selected the option “subject-specific standard reference work”<sup>44</sup>.

The majority of editions are being produced in humanities subjects (63%), with 21% spanning disciplines of both the humanities and the social sciences, and just one edition in the social sciences. 15% did not specify. A similar trend is identifiable for dictionaries, with 54% classing themselves as humanities dictionaries, 20% spanning the SSH, and none in the SS. 26% did not specify. Textbooks being produced tend to span the SSH (49%), with 30% being purely humanities textbooks and 11% purely social science textbooks.

More than half of those who selected a more specific form of outcome (186) selected multiple options, in particular respondents from Germany, Greece, Italy, Serbia and Spain. This is particularly the case for combinations of text corpora and subject-specific standard reference works. Text corpora seem to be produced largely within the scope of another type of output. 125 projects stated that they are

<sup>44</sup> Respondents’ understandings of “standard reference work” proved to vary too much to feasibly analyse the data for this. Whereas some selected this as the sole form of their research outcome, others selected both “standard reference work” and a further publication form. It cannot be discerned whether these projects are indeed producing two such publications, or whether they selected both because they – understandably – view a dictionary as a standard reference work. Although 164 (47% of responses) projects state they are producing a subject-specific standard reference work, only 45 (27%) of these select this option alone. The majority of answers selected this option in conjunction with one of the other listed forms.

producing a text corpus as their research outcome, but for only 11 (9%) of these is a text corpus the sole and primary outcome. The majority of text corpora are produced within the scope of humanities dictionaries, editions, textbooks, or other standard reference works.

The data gives rise to few country-specific tendencies in the forms of research outcomes being produced. This implies that there are few extremities in the distribution of what kind of research outcomes are produced where; that they are all generally produced to a greater lesser extent everywhere. There are some exceptions. The data suggests that Austria, Germany, Greece, Italy, Lithuania, Spain and the UK produce particularly high volumes of editions. Relatively high numbers of dictionaries/lexica are produced in the Czech Republic, Germany, Greece, Poland and Serbia. Dictionary projects based in Germany and Greece make up over half of the dictionary projects submitted.

### 11.1.2 Language of Publication

*The significance of language in the nationalistic realm of science is astounding - just one word mistranslated into German from Russian triggered an inflammatory contest between Germany and Russia for the credit of having discovered the periodic table.*

Michael Gordin.

In Europe, English is the scientific lingua franca of a continent made up of a rich array of different languages. For the purpose of examining the kind of research processes that facilitate international collaboration, the SASSH initiative looked at the language(s) of publication used by the target projects. The chief concern was to establish how many projects publish in English, a practice that enables collaborative publishing on an international level and wide international dissemination, versus how many projects publish in their native (non-English) tongue only. The latter minimises the potential for international research collaboration and for collaborative publishing, as well as the scope for the dissemination of results.

**40. In which language(s) do you publish your research outcome?**

- In your national language(s) only
- In your national language(s) and in English
- In English only
- Other (please specify)

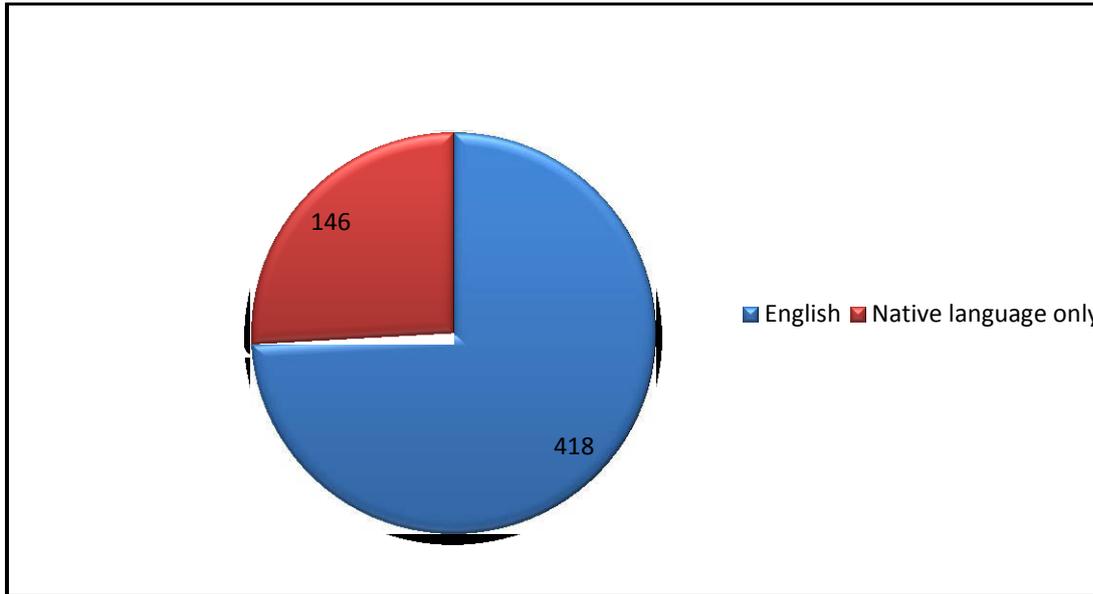


Figure 37: Publication Languages I

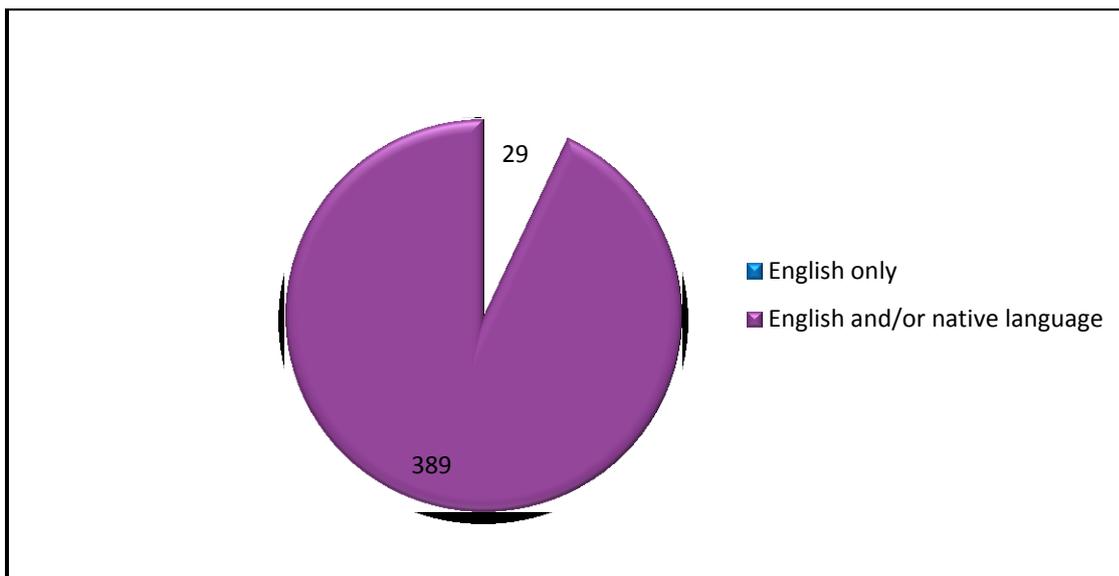


Figure 38: Publication Languages II

The data reveals that, of the 564 responding projects (a response rate of 93%), a substantial majority of 74% (418) publish only or partly in English. This leaves a minority of 26% (146) that do not publish in English at all.

Data from the majority of countries is characterised by substantial majorities of projects publishing solely or partly in the English language. This is particularly applicable to the projects submitted from Latvia, the Netherlands, Norway, Russia, Slovakia, Sweden and, of course, the UK and Ireland, where all projects surveyed publish in the English language. Most of the remaining countries surveyed also

evidence strong majorities of English language publications (Austria, Bulgaria, Croatia, the Czech Republic, Germany, Hungary, Italy, Poland and Serbia).

The data indicates that the tendency to publish in the native language only – where English is not the native language – is particularly characteristic of the submissions from Lithuania and Spain, as well as, albeit to a lesser extent, Slovenia, Switzerland and Ukraine. These results can be partially explained by the high volume of linguistics projects with a specific national focus submitted from Spain and Switzerland.

For the sake of potential collaborative publication work, it was a priority of the SASSH initiative to identify to what extent a common linguistic denominator is used in practice by the target projects. As the many languages of Europe are an integral aspect of national and cultural identity, the SASSH initiative heralds the importance of English as the language of publication, but does not advocate publishing exclusively in the English language. Of the 418 projects producing English-language publications in whole or in part, only 29 (7%) publish exclusively in English. This result is predominantly typical of survey submissions from the UK and Ireland, with one or two projects from Austria, Bulgaria, Croatia, Germany, Hungary, the Netherlands, Norway and Poland also publishing solely in English. The remaining 93% (389) of projects publishing in English also publish in their native language(s). This result may be in tune with the findings discussed in 12.3 that many of respondents view their research to be of significance on both a European and national level. The SASSH results also conform to the findings of a study of publication languages based on the abstract and citation database “Scopus”. Daphne van Weijen observes that:

Results indicate that English is clearly the dominant language of publication in the Arts & Humanities (77%), although this figure is somewhat lower than the proportion of English language content in Scopus in general (88.4%). This suggests that local languages appear to play a larger role within the Humanities than in other fields<sup>45</sup>.

A further interesting result for the purpose of international collaboration arises from projects publishing in a further language or further languages other than English and/or the native language(s). 15% (84) of the projects surveyed publish in a third language (or languages). Of these, the majority also publish in English, with a minority of approximately one fifth publishing in the native language of the host institution and a third language. Notably high numbers of projects publishing in several languages other than the native language of the host institution or English were submitted from Bulgaria (Serbian and Italian), Greece (French, German, Italian), Poland (French, Russian, Norwegian) and Serbia (German, French, Russian, Bulgarian, Polish). Although Croatia and Germany do not submit a statistically significant number of projects publishing in other languages, the languages that the few multilingual projects they submit publish in are the most and most varied, with projects totalling eight further languages for Germany (Greek, Italian, French, Latin, Turkish, Russian, Chinese, Japanese) and seven further languages for Croatia (Russian, German, French, Italian, Latin, Hungarian and Bulgarian).

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<sup>45</sup> Daphne van Weijen, “Publication Languages in the Arts & Humanities” in *Research Trends* (Issue 32, 2013).

The results of this question thus indicate that English language publishing is prevalent and that international collaboration on publications would therefore not present a challenge in the majority of cases. The results also suggest that existing linguistic competencies in other languages may also facilitate communication in the scope of collaborative work on an international level.

### 11.1.3 Digital vs. Print Publication

*Publication, n.*

*1a. The action of making something publicly known; public notification or announcement; an instance of this.*

*2a. The issuing of a book, newspaper, magazine, or other printed matter for public sale or distribution; the action of making material publicly accessible or available in electronic form; an instance of this.*

Oxford English Dictionary.

Researchers need easy access to research material and resources. At the same time, it is the responsibility of the researchers to make their research outcomes easily accessible as material and resources for the scientific community in turn. There is no acquisition without provision. In addition, research findings should be made available to the general public, not just because the majority of the target projects are funded by the state and therewith by public taxes.

The SASSH initiative surveyed where and in what format the research outcomes of the target projects are published and archived in order to assess the extent to which basic SSH research is disseminated widely and accessibly. The questions on this matter also measure the popularity of open access (OA) for any projects that publish their research outcome(s) electronically.

**41. How do you publish your research outcome?**

- In book form
- In specialist journals
- On the internet (electronic publishing)

**42. If you publish electronically, does this include open access?**

- Yes
- No

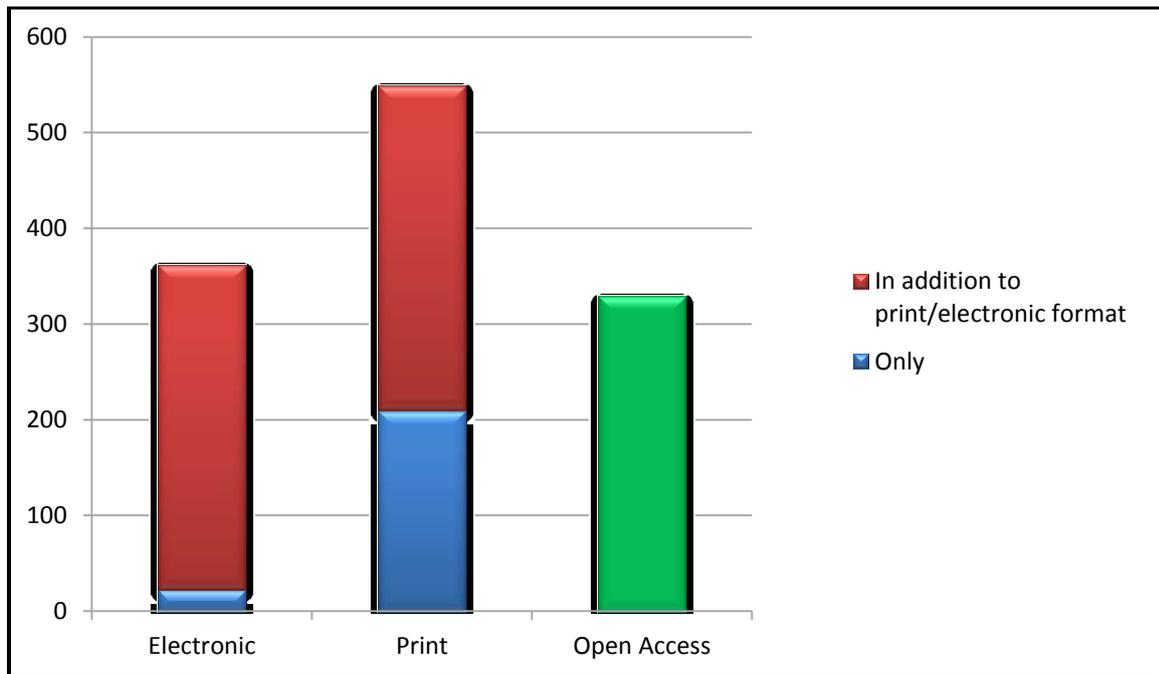


Figure 39: Publication Format

As illustrated, 63% (362) of the 572 responding projects publish their research outcome either solely electronically or in addition to in print form. Electronic publishing seems to enjoy particular popularity in Austria, Croatia, the Czech Republic, Germany, the Netherlands, Russia, Slovenia, Switzerland and the United Kingdom, and Poland, Spain and Ukraine also submit majorities of projects publishing their research outcome online.

The overwhelming majority of responding projects publish in print form (96%), whereby the majority of these (62%) publish in print form in addition to in electronic form. A corresponding 37% of the projects surveyed do not publish their research outcome electronically. Countries characterised by particularly large numbers of projects publishing only in print form are first and foremost Bulgaria, Hungary, Italy, Lithuania and Serbia. From the data, it follows that the publication form of choice is still very much the book. A resounding 86% of responding projects publish their research outcome(s) in book form, whether solely or in addition to journals and/or electronically. The number of projects publishing only in book form (13%) also far exceeds the number of projects publishing only in journals (5%) and only online (4%).

The great majority (91%) of projects that publish electronically also claim to publish with open access, meaning that well over half (58%) of the total responding projects publish their outcome online with open access. Austria, Croatia, the Czech Republic and Russia submit the highest numbers of projects publishing online in OA form. The number of projects claiming to do so in Germany, Hungary, Norway, Serbia, Slovenia and Switzerland is also considerable. The only country to evidence any kind of majority for online publishing without OA is Spain.

Of the 362 projects that publish electronically, only 6% (23) publish solely electronically. Fewer than half of the countries surveyed submitted at least one project publishing exclusively online (Belgium, Croatia, Germany, Hungary, Ireland, Italy, Latvia, Poland, Slovenia, Spain, Sweden and Switzerland). The remaining 94% of projects publishing their outcome electronically also publish in print form in parallel. Indeed, the results of the analysis of publication forms are characterised in general by multiplicity. Of the total responding projects, only approximately one fifth (22%) publish their research outcome in one singular form: either in books only, in journals only, or online only. The remaining 78% publish in multiple forms. The most common combination of publication forms is indeed a combination of all of the forms surveyed; a majority of 40% of responding projects publish in books, journals and online.

## 11.2 Dissemination and Visibility of Project Information

*Mankind's greatest achievements have come about by talking, and its greatest failures by not talking. It doesn't have to be like this. Our greatest hopes could become reality in the future. With the technology at our disposal, the possibilities are unbounded. All we need to do is make sure we keep talking.*

Stephen Hawking.

The SASSH initiative survey investigated whom projects inform about their projects, results or outcomes, and using which communication channels. Question 39 of the survey and a follow-up question for those selecting one or both of the latter two options addressed this issue, where multiple selections were possible.

### 39. Whom do you inform about your research, and how?

- The scientific community via publications
- The general public via press releases and newsletter
- Policy makers in your country
- Other research institutions in your country

**If you inform policy makers or other research institutions in your country about your research, how do you do this?**

This question received 564 answers; a response rate of 93%. The results can be summarised as follows:

Target Group	Number of Projects	Percentage of Total Responses
Scientific Community (publications)	529	94%
General Public (e.g. press releases)	345	61%
Policy makers	228	40%
Other research institutions	292	52%
All of the above	148	26%

Figure 40: Research Dissemination I

As the table shows, nearly all of the responding projects disseminate their research outcome(s) to the scientific community in the form of publications. Almost two thirds of the responding projects also alert the general public to their research and outcome(s) using channels like press releases, book launches and newsletters. Only a minority of projects, however, advertise or promote their research among local policy makers, and only marginally over one half of responding projects actively inform other research institutions about their work.

Over three quarters (76% or 426) of the responding projects select more than one option, suggesting that the majority of projects are aware of disseminating their research and research outcome beyond publications addressed to the scientific community. The most frequently occurring combination of options was the scientific community plus the general public. Only one quarter of responding projects, however, inform not only the scientific community and the general public about their research, but also policy makers and other research institutions.

The greatest number of projects per country reporting to inform other research institutions about their research and its outcome are identifiable for a handful of participating countries, which nonetheless hardly exceed 50% of the projects submitted from each. This applies particularly to submissions from Bulgaria, Greece and Italy, with fair number of projects based in the Czech Republic, Norway, Switzerland and Ukraine also claiming to keep other institutions informed of their research. The numbers of projects doing the same from the other countries are low. Concerning the dissemination of research to policy makers, the results were even lower. Here, the most projects doing so are found in Bulgaria, Croatia, Ireland and Ukraine.

The data thus suggests a deficit in efforts to keep research institutions (and therewith potentially related or interested projects) and policy makers up-to-date on current research. In order to explore this issue in greater detail, the SASSH survey included a further question to identify the communication methods or channels used by those that do disseminate their research and results to other research institutions and policy makers. There were 259 responses to this open question (46% of the total responses to Question 39). The results can be summarised as follows:

<b>Policy papers/project progress reports</b>	89	34%
<b>Conferences/seminars/workshops/lectures</b>	84	32%
<b>Bulletins/mailling lists/newsletters</b>	55	21%
<b>Special subject publications for target groups e.g. ministries or annual academy summary reports</b>	47	18%
<b>Personal contacts/meetings/roundtables/advisory boards/personal visits</b>	40	15%
<b>Web presence (e.g. homepage/social media)</b>	30	11.5%

Figure 41: Research Dissemination II

Two thirds of the responses detail rather exclusive and therewith limited channels of research dissemination to other research institutions and/or policy makers. Around one third of responses (32%) name conferences, seminars, workshops and lectures as the primary research dissemination channels. Approximately one third (34%) name policy papers and project evaluation reports. A further third name either personal contacts, invitations to a personal visit for policy makers, or exclusive meetings between small groups of experts such as roundtable meetings and advisory boards. These all concern communication channels and events that are of limited accessibility. Semi-open events such as conferences, workshops and lectures are perhaps the least restricted of these in that they are open not just to those in receipt of a personal invitation, but also to other interested parties. The openness of a conference or workshop, however, still relies on conference publicity and an extensive mailing list. An Italian researcher on Latin inscriptions beyond the close circle of contacts maintained by inscriptions researchers may miss a conference on the international potential of European research into Latin inscriptions because he or she lacks the necessary personal contacts, does not happen to be on the right mailing lists and does not have to time to scour the internet for related conferences. Personal contacts and correspondence are even less public, with exclusive meetings of limited groups of experts such as roundtables and advisory boards (whose membership may also be more or less the result of personal contacts). Finally, some specialist publications written for and submitted to the attention of policy makers are for the eyes of a limited and exclusive group of people only.

Of the 259 responses to this part of the question, only 85 mention electronic dissemination; under a third of responses. Of these, the majority name bulletins, mailing lists and/or newsletters, with a mere 30 projects naming an online project homepage or social media as a way of disseminating their research to other research organisations or policy makers (12% of responses). Of the responses to Question 39 in total, therefore, 15% use electronic methods to disseminate their research, and a fractional 5% more specifically state the project's web presence is a key channel for research dissemination. The majority of these are German projects, followed by a handful of projects each from Ireland, Hungary, Poland, the UK and Ukraine. As this question was formulated as an open question without a checklist of options, it should be noted that, just because a respondent does not mention the

project's web presence it does not necessarily mean that the project has none, e.g. no homepage or description on the institutional home page. The infrequency with which this channel was mentioned, however, at the very least implies that, even if more projects do use a homepage to inform about their research than the survey records, it is not at the forefront of researchers' awareness of dissemination channels.

In many cases, projects and their host institutions are thus not exploiting the institution's homepage as a research dissemination resource. This is suggested by the data collected and confirmed by further research into the institutions' web presence (see 3.2). There is as yet no one-stop information source for academy research in Europe. The provision of basic information such as project titles by field, project descriptions, the names of and, where applicable, links to online versions of, project publications, and the contact details of the project leaders would be vital to facilitate international and, where applicable, interdisciplinary research cooperation. A central information portal on the research undertaken at and/or by the science academies and related research organisations of Europe would be an effective solution to this.

## 12 INTERNATIONAL COLLABORATION

*Collaboration is necessary to grapple with the world's problems, and research is an important way to bring great minds together from around the world [...] broadening research horizons. The facilitation of collaboration has a positive impact not only on the science conducted but on broader objectives, from enhancing domestic prosperity to addressing specific challenges. Research collaboration and mobility are key topics for the ERA as well as for Science Europe and the European Commission.*

Elsevier.

International research collaboration can take many different forms. It can mean the exchange of ideas, resources, data and results and it can mean joint research projects and/or co-authorship. The present analysis defines collaborative projects on an international level broadly as the input of researchers in several different countries into a research project in pursuance of the same research goals. The following differentiates between “formal” and “informal” collaboration. The latter refers to any contact between researchers to pool information and advice, whereas the former refers to joint project work and/or co-authorship in an organised structure, i.e. a group of researchers working together under the same management over a sustained period of time in order to solve a particular research question together and/or to publish the research outcome together.

International collaboration opens up access to a wide range of facilities and resources for researchers and their institutions, as well as to new expertise, perspectives and methods. Ultimately, it opens up access to knowledge that may otherwise be out of reach for geographical reasons or beyond the reach of institutional resources alone. Collaboration thus leads to the faster, more enhanced co-construction of best research practices and more comprehensive, multifaceted knowledge<sup>46</sup>. Collaborative research activity on an international level is thus an indicator of research quality, and, as a report commissioned by the British Office of Science and Innovation has pointed out, is commonly identified as contributing to some of the highest impact research activity<sup>47</sup>.

Collaborative research on a multilateral basis in Europe benefits not just research, researchers and institutions, but also on a grander scale the ERA. Joint research activity and policies are of economic benefit to the European Union. Fostering the European Research Area and collaboration within it has been an aim of the European Commission since it published the report “Towards a European Research Area” in 2001. A European Research Area should strengthen research cooperation between EU member states by optimising the coordination of national research activities and policies, ultimately to better allocate resources, and to attract leading researchers and investors from around the world. It goes without saying that internationalisation strengthens economic prospects on the level of the individual research institution by enhancing its reputation, competitiveness and therefore sustainability, and opening up the international labour market and access to funds from and shared overheads with foreign institutions and/or programmes.

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<sup>46</sup> Elena Zaitseva, Jan Shaylor & Janice Whatley “Collaboration Across Border: Benefits and Pitfalls of an International Collaborative Project” (paper presented at the conference *Education in a Changing Environment*, Salford, UK, 2005), [www.ece.salford.ac.uk/proceedings/papers/ez\\_04.rtf](http://www.ece.salford.ac.uk/proceedings/papers/ez_04.rtf).

<sup>47</sup> Jonathan Adams, Karen Gurney & Stuart Marshall *Patterns of international collaboration for the UK and leading partners* (Leeds: Evidence Ltd, 2007), <http://www.scidev.net/global/key-document/patterns-of-international-collaboration-for-the-uk.html>.

On a larger scale, multilateral research collaboration in the SSH can strive to tackle societal challenges on the European and global scale by adopting a common approach to overcoming shared problems that transcend national boundaries. Known as “global societal challenges”, these include migration, poverty and conflict. The focus of the SASSH initiative is not only on addressing common societal challenges in Europe, but also on European identity and cultural heritage. The need to keep this in sight when fostering the ERA dates back to the original report released by the Commission in 2000 which included the necessity to foster “an area of shared values”, stating “Europeans are attached to a model of society based on a combination of a market economy, a high level of social protection and quality of life and a number of principles, such as free access to knowledge. They are also aware of the richness of their cultural diversity and sensitive to the need to preserve it.”<sup>48</sup> It is this latter aspect that has become a pillar of the work of ALLEA. ALLEA defines itself as “a federation of European science academies [...] guided by a common understanding of Europe bound together by historical, social and political factors as well as for scientific and economic reasons”<sup>49</sup>. It views multilateral research collaboration as integral not only to enhancing the competitiveness of research in the ERA, but also to discovering, exploring, publicising and preserving constituents of European cultural heritage and identity.

International collaboration can thus be a core component of research. It advances not only researchers, the institutions hosting the projects and the quality and impact of science in general, but also the ERA, the understanding and resolution of societal challenges, and the elucidation and preservation of European cultural heritage and identity. However, it is not without its challenges in implementation. Neither it is always necessary or possible: specific national subject matters do not necessarily lend themselves to collaborative work on an international level. Examples include historical national language dictionaries or maps and atlases pertaining to the geography of one country only, such as the *Irish Historical Towns Atlas*.

In order to establish the extent of international collaboration at or by the European science academies and related research institutions and the degree to which the projects at these institutions would be ready and willing to embrace international collaboration in something like a European Academies Programme’, the SASSH survey investigates which projects believe themselves to be of significance beyond the national research landscape, which projects have or are engaged in international collaboration, to what extent and in what form, and experienced or assumed hindrances therein. The survey also collected data on contact to similar projects at home or abroad. This not only served the purpose of gaining exact information on similar projects to complement the list of projects that could be connected based on the SASSH data, but also to investigate where informal contact exists between similar projects where official collaboration is not in place but could be; to investigate unmined potential for collaboration.

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<sup>48</sup> Commission of the European Communities. *Communication from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions – Towards a European research area*, 2000. <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52000DC0006>

<sup>49</sup> “ALLEA”, <http://www.allea.org>

## 12.1 Existing International Collaborations and Aspirations

**30. Does your project collaborate with research institutes or universities in other countries?**

**If yes, with which institutions and in what form?**

**32. Are you in contact with similar research projects in your country or abroad?**

**If yes, with which projects in which countries?**

**33. Would you like to increase your collaboration with other research institutes and/or universities?**

**34. What may the hindrances be to doing this?**

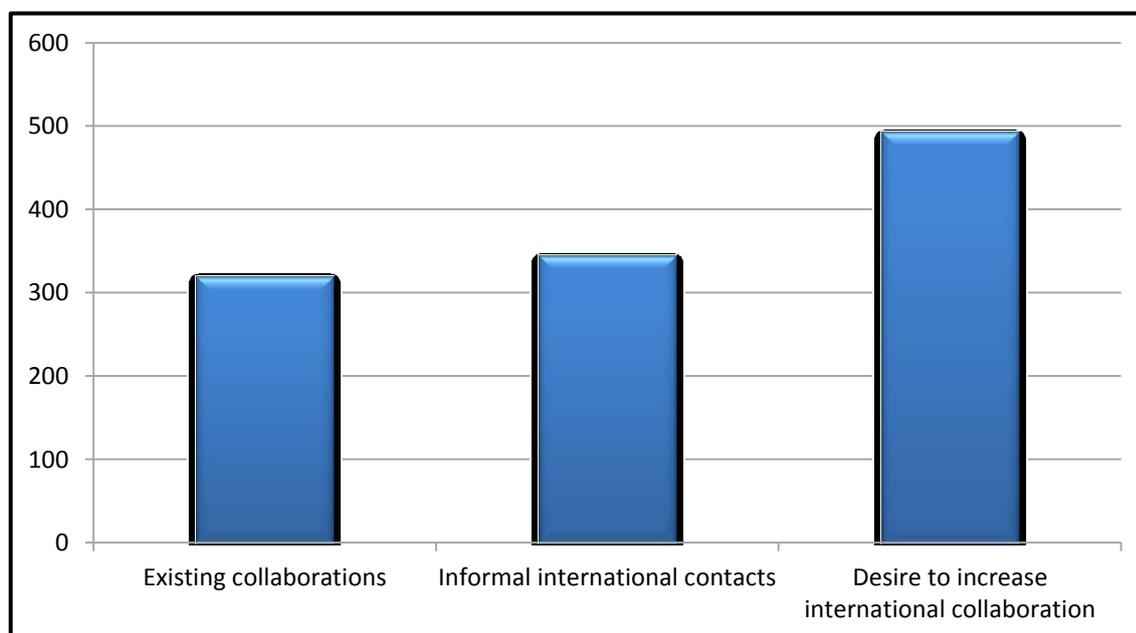


Figure 42: International Collaboration

Although nearly all researchers are in favour of increasing their project's collaborative activity, only just over half of the projects surveyed do actually collaborate on an international level. At just under two thirds, a greater number of projects are in contact with similar projects (unofficial collaboration or exchange). This points to the potential to increase multilateral collaboration in general and to increase opportunities for concrete collaboration between similar projects already in contact.

58% of the projects surveyed are engaged in international research collaboration. The data reveals that the highest numbers of projects in existing collaborations originate from Austria and Norway. Bulgaria, the Czech Republic, Germany, Greece, Ireland, Latvia, the Netherlands, Slovakia, Spain and Switzerland also submit many projects involved in international collaboration. Hungary, Lithuania, Poland, Russia and Serbia, on the other hand, are characterised by a majority of projects not involved in any international collaborations. The data for Croatia, Italy, Slovenia, Ukraine and the UK is

characterised by an approximately even divide between projects that do collaborate on an international level and those that do not.

By way of individual science academies, the survey reached a number of projects under the patronage of the Union Académique Internationale (UAI). As an international organisation of science academies, the UAI encourages and initiates cooperation between science academies, and UAI projects are therefore joint projects run between many different countries (under one lead academy). The *Corpus Vasorum Antiquorum* project submitted once from Germany and once from Greece, for example, is the product of work from twenty five national academies (Italy, Germany, France, USA, United Kingdom, Denmark, the Netherlands, Switzerland, Australia, Austria, Belgium, Canada, Cyprus, the Czech Republic, Finland, Greece, Hungary, Japan, New Zealand, Norway, Poland, Romania, Spain, Sweden). Further examples of UAI projects captured by the survey include the *Dictionary of Medieval Latin*, *Tabula Imperii Romani*, *Arnau de Villanova (Corpus Philosophorum Medii Aevi)*, *Codices Latini Antiquiores*, *Corpus Antiquitatum Americanesium*, *Sylloge Nummorum Graecorum*. Surveys for these projects were submitted by only one or two of the participating countries (Spain, Greece and Italy), yet the projects represent large scale research cooperations involving many more countries beyond those named. The Bavarian Academy-led project *Thesaurus Linguae Latinae*, for example, collaborates with 42 sciences academies world-wide.

69% (217) of projects that collaborate internationally provide names of the countries or institutions with which they collaborate. Many responses include the addition “etc.” or “among others”, meaning that the following statistics should be viewed as a minimum. At 47%, just under half of all responding projects and therewith the majority collaborate in small groups with one or two other partners. The second largest group is constituted by just under one third (31%) of projects that collaborate with between three and five partners. Overall, the vast majority of projects (78%) are thus involved in small or medium-size collaborations of between one and five partners. The remaining 22% of projects are involved in larger collaborations with six or more partners, where just under 10% collaborate with between six and ten partners, and 12% collaborate with more than ten.

116 of the projects that provided the names of the countries, institutions and/or projects with which they collaborate or have unofficial contact collaborate with projects or institutions beyond Europe. Although this constitutes only a fifth (21%) of the total projects that responded to these questions, it should not be forgotten that not all of these provided names. Taken as a percentage of those projects that named their collaboration partners, just over half (53%) also collaborate with projects outside of Europe. Of the 116 projects collaborating beyond the European research area, there is a roughly even split between those involved in official collaboration (56%) and those just in contact with similar projects (44%). The majority of these projects collaborate or are in contact with similar projects in the USA (58%). Remaining collaborations or contact beyond Europe is comprised of 9% with projects in both Canada and Asia (15% with projects in Asia if Turkey is included in this statistic), 6% in both Australia and South America, and 3% with projects in both Africa and South Africa. One project based in the United Kingdom names a cooperation partner in New Zealand.

93 of the respondents from projects involved in existing international collaboration describe the nature and form(s) of their collaborative activity. The data reveals that 45% of responding projects engage in collaborative efforts on actual project work at some level, for example collecting and/or providing data or content, corpus building, or joint analysis, with a further 26% working on co-publications or co-editing. Another form of research collaboration enjoying widespread popularity is conferences and workshops, or other networking and discussion events such as summer schools (39% of responses). In addition, the simple exchange of information, ideas and experience (20% of responding projects), visiting scholars or scholar exchanges (18%), and collaboration in an advisory capacity e.g. an advisory board or review (10%) were also mentioned with relative frequency. These findings suggest that a good number of the projects surveyed have experience with collaborative research work at project level, either in the project execution or publication stage. It also suggests that conferences and workshops – face-to-face meetings – are an important aspect of research collaboration. On the other hand, however, they also suggest that research mobility within the institutions surveyed is low, with under a fifth of projects naming researcher exchange or visiting scholars as an aspect of international research cooperation.

Of the 345 respondents that confirmed that contact exists to similar research projects at home or abroad, just under half (161) provided the names. Such data was provided by all participating countries except those that submitted very few surveys (Armenia, Denmark, France, Israel, Montenegro and Slovakia), and a further 107 named countries or institutions with which they are in contact without naming the exact projects. The majority (139) listed between 1 and 5 projects, with the rest listing large multiple lists of 6 or more.

The number of projects in informal contact with researchers on similar projects exceeds the number of projects involved in official collaborative work (63%). This tendency is also indicated in responses to Question 30, where a number of projects point out that informal contact between individual project researchers exists, but that no formal joint research agreement is in place. Examples include the German response “Nicht institutionell auf der Ebene des Gesamtprojekts, sondern individuell auf der Ebene der wissenschaftlichen Mitarbeiter” (*Not institutionally at project level, but individually between researchers*), the Czech response “We are in contact but there are no official links”, or the Norwegian response “We have a broad network of contacts internationally, and thus contacts with similar research projects in various countries, however without having organised this formally”.

The data reveals that, of the 345 projects that do have contact with similar projects, no official collaboration is in place in 25% (90) of cases. This indicates some untapped potential for collaboration between similar projects where as yet none exists. This is particularly the case for projects submitted from Hungary, Poland and Ukraine. Many projects with contact to but no official collaboration with other projects also originate from Bulgaria, Croatia, the Czech Republic, Greece and Spain. These countries have more contact with similar projects than they do official collaborations in general.

The overwhelming majority of all responding projects would welcome an increase in international collaboration for the project. This includes all projects submitted from the majority of countries (Austria, Belgium, Bosnia, Croatia, the Czech Republic, Ireland, Latvia, Montenegro, the Netherlands, Poland,

Russia, Serbia, Slovakia, Slovenia, Spain and Ukraine), and most projects originating from Bulgaria, Germany, Greece, Hungary, Italy, Liechtenstein, Norway, Switzerland and the UK. Lithuania evidences the only significant number of negative responses to this question.

## **12.2 Hindrances to International Research Collaboration**

The survey inquired as to the hindrances either experienced or anticipated in expanding and developing project collaboration on an international level. A total of 400 projects responded to Question 34, many of whom voiced multiple concerns. Firstly, it is particularly useful to look at the hindrances named by the projects that do not wish to more actively collaborate on an international level. The data suggests that the main hindrance causing these projects to reject international collaboration are first and foremost a lack of capacity (time and staff) due to the existing obligations of the project. This is followed by insufficient funding, and particularly mobility grants. Other reasons include a perceived lack of similar projects or, where similar projects may exist, a perceived absence of the kind of expertise needed for the project, which may be viewed as country-specific national expertise (e.g. knowledge of a language or historic handwriting). Other respondents reject developing international collaborations because the project is at an advanced stage, explaining that the logistic complexities of increasing international collaboration at this stage would simply not be worthwhile.

The concerns voiced by respondents who do not advocate an increase in international collaboration match those voiced by respondents who, despite being in favour of developing or expanding international collaboration, would still anticipate hindrances in the actual implementation. The data reveals three major hindrances: lack of funding and/or resources (59% of responses), lack of staff and therefore lack of time and human resources to complete additional administrative work on top of project work obligations (28%), and an absence of contacts, networking opportunities or information on other projects, as well as a general absence of central coordination or infrastructure (19%).

The majority of responses naming funding issues as the main hindrance to international collaboration simply state “lack of funding” as a hindrance without elaborating, or lack of funding in combination with the resulting lack of staff and time (e.g. “due to the fact that only two positions are funded” – Switzerland). However, among more detailed answers, emphasis is placed on the difficulties that separate funding for individual projects cause when attempting common research initiatives (Austria), and, similarly, the absence of a funding framework that allows for combined funding proposals for collaborative projects (Germany), as well as the lack of appropriate calls for long-term project funding at national and EU levels (Slovenia). Indeed, one response from the Netherlands combines both the hindrance of inadequate funding opportunities and absent infrastructure, naming the greatest perceived hindrance to be the absence of a budget to create and maintain the kind of infrastructure needed to perform collaborative research.

Following inadequate financial resources, the greatest perceived hindrance to undertaking or expanding international research collaboration is the lack of human resources, which is, in part, a consequence of a lack of adequate funding. Respondents elaborating on this assertion from the Czech Republic, Germany, Italy, the Netherlands, Norway and the United Kingdom point out that developing links and collaborations on the one hand, and applying for collaborative grants (and for EU grants in particular) on the other, are complex processes requiring enormous amounts of paper work, for which the projects as they stand simply do not have the staff capacities.

Finally, 77 (19%) of the responding projects view one of the greatest hindrances to developing international collaboration at project level to be the lack of information about similar projects, lack of contact with similar projects, and networking opportunities. Comments made here range from simply “knowledge about which projects are happening where” (UK) to the observation made by a project from Liechtenstein regarding the lack of any kind of database informing about other relevant research projects. Bulgaria, Hungary, Spain and Slovenia voice similar concerns using the term “infrastructure”, explaining that international collaboration is hindered in part by a lack of existing networks and scientific infrastructure, the lack of policy coordination between different research centres, or simply “the absence of a relevant framework” (Greece).

Further hindrances are also recorded in the survey, albeit with less frequency than the aforementioned. Minor hindrances include legal factors (mentioned in 9% of responses), politics (named in 5% of responses), and inadequate digital infrastructure and data access or copyright issues (in 1% of responses). Notably, hindrances relating to the nature of the research itself such as variation in research concepts or methodologies, the specific needs of the project, or the language that the project either researches or is undertaken and documented in, prove significant only to a fraction of respondents, featuring only in 7%, 4% and 2% of responses, respectively. Projects researching old forms of national languages in particular felt that the nature of the project is too specific to find any or much resonance at an international level. 25 respondents or 6% of the total responses state that they do not see any hindrances to expanding international collaboration.

The SASSH data on hindrances to international collaboration thus suggests that it is far less the subjects and working processes of research projects themselves that may pose difficulties for international collaboration, but more the bureaucratic and organisational structures, or an absence of the latter. Successfully encouraging and developing international collaboration requires financial resources, human resources (in particular to cover administrative demands), information about similar or relevant projects being carried out elsewhere and, not least, a centrally coordinated framework.

## 12.3 The Willingness and Scope to Europeanise

*In varietate unitas!*  
Ernesto Teodoro Moneta.

The clustering across Europe of academy projects cannot effectively be implemented without the support and willingness of the projects and research organisations in question. The SASSH initiative establishes the extent of the support base for this vision of the Union of German Academies and ALLEA. Participants were asked if they believe that their country and/or institution could benefit from a European research programme on cultural heritage and identity (Q.11), whether they could see their project becoming part of such a programme (Q.12) and whether, in their opinion, such a programme would be an enrichment for the common European Research Area of the future (Q.13). Affirmative responses were resounding. Based on a response rate of between 559 and 565 projects per question, 98% answered Question 11 with “yes”, 96% Question 12, and a near absolute 99.6% responded favourably to Question 13.

To implement cross-border research collaborations between the projects and research organisations surveyed, the project topics involved must be of European significance. The measure of European significance is subjective. In a sense, any research project undertaken in Europe can be of European significance by comparison and contrast: research into the historical development of Catalanian morphology may sound at first to be a research topic primarily of interest to the Spanish research landscape only, however the historical development of this minority language could be compared to the historical development of other minority languages such as Swiss German or Flemish, for example. For the purposes of a European research programme, “European significance” denotes research into any phenomena common to a greater or lesser extent to multiple states within Europe on the general level, and, on a more specific level, any research with a multinational focus.

Question 28 of the SASSH survey asked participants, in their opinion, whether their project is of significance rather for the national research landscape, the European research landscape, or the international research landscape; that is, also for first or third world countries beyond Europe. Multiple selections were possible:

**28. In your opinion, at what level is your project of greatest significance?**

- National level
- European level
- International level

Depending on individual interpretations, “international” may be understood to include “European”. With hindsight, this was a slight methodological flaw in formulation and it cannot be ruled out that those who selected “international” subsume the European research landscape within this. However, as it was possible to select multiple answers, it is assumed for the purposes of the present analysis that those who selected “international” but not “European” regard their research to be most important for countries outside of Europe. “International” is considered to subsume “European” only where participants select both options.

This question received 570 responses; the highest response rate to any question in the survey of 94%. The divide between the number of respondents who hold their project to be of significance to the European research landscape and those who do not is the most marginal divide documented by the survey, with 49.6% selecting “European”, and 50.4% not. In addition, the divide between the number of participants who view their projects as significant at one particular level and the number that view their projects as significant on multiple levels is almost exactly as equal, with 51% selecting either “national” or “European” or “international”, and 49% selecting a combination of two or more.

The greatest number of respondents would class the scope of their research as relevant on a national, European and international level. Of the 570 responding projects, only 16% view their projects to be of greatest significance to the home or focus country only. This leaves a substantial majority of 84% of projects believed to be of greatest significance beyond national borders, whether this concerns first and foremost Europe, the US, Canada, South America, Australia, Asia or Africa, or a combination of some or all of these.

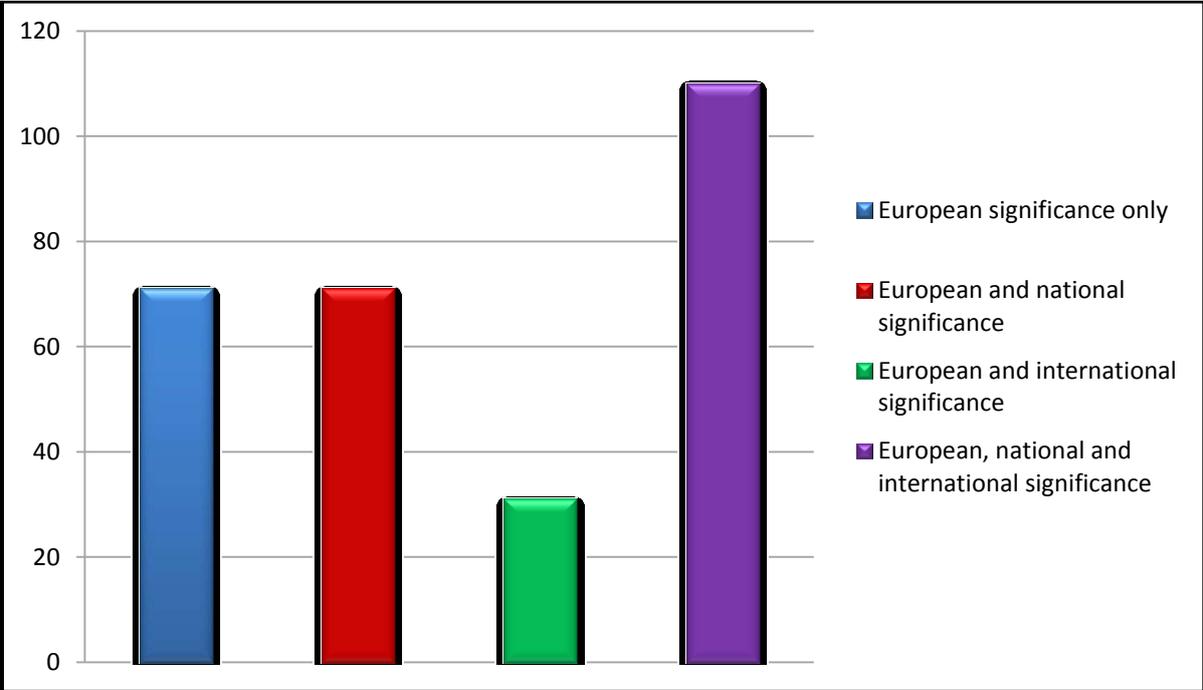


Figure 43: National, European & International Scope

Of the 283 respondents that state that their project is of greatest significance for the European research landscape, almost two thirds (64%) state that their project is of equal significance for both the European and the national research landscapes. This finding is key to the tenets of a potential European research programme. Europe is united by a common history, cultural encounters, a common political union, and an economic union including (in part) a common currency. At the same time, the Council of Europe is constituted of 47 member states, each with their own national language, culture and history. A pan-European research programme should thus aim to explore European identity without muting the diversity of the continent's constituent states; to explore and preserve cultural heritage while not losing sight of individual cultures; to acknowledge diversity within community; to connect across borders without ignoring them; to harmonise without standardising. Research of simultaneously European and national significance helps to preserve the diversity within the unity in the spirit of the official motto of the European Union, *In varietate unitas!*

## 13 PROJECT EVALUATION

*The meaning of an education learned by a person is not truly measured by his growth attained in the profession, but by his action reflected in his assigned task consistently towards bringing the mark of excellence and perfection.*

Anuj Somany.

The SASSH initiative collected information on project evaluations. Evaluations are undertaken in order to assess performance standards and identify areas for improvement and perspectives for development.<sup>50</sup> They are also a way for funding sources to check and control the quality of the work being produced under their auspices. It is a common criticism of scientific systems of checks and controls like evaluations, ratings and the performance-oriented allocation of resources that they limit researchers' freedom and innovation potential, and consume valuable time and effort. In contrast, proponents of evaluation maintain that they create crucial transparency for politics and society surrounding the quality of what is often state-funded research, and that they have a positive impact on the efficiency of the research performed.

In Germany, evaluations have been an inherent part of the running of academy projects for many years now. All projects of the Academies' Programme are subject to inspection every three years and to a thorough evaluation process every six years. Despite the above-named criticisms, the German Council of Sciences and Humanities (*Wissenschaftsrat*) asserts that the "the implementation of evaluations as measures of quality assurance [...] are largely viewed as positive in the non-university research sector."<sup>51</sup>

On the basis of the responses recorded in section E of the survey, "Project Evaluation", the following analysis looks at the extent to which evaluations are in place, how regularly these take place, who performs the evaluations, the transparency of evaluation results, and the consequences of a negative evaluation.

An initial review of the survey results immediately shows that, although evaluations are commonly a part of the projects surveyed, there is no common schema underlying their forms and methods. While some evaluations are based on the review of a self-written report, others entail in-depth interviews, personal visits to the project site(s), scrutinising research data and the expenditure of the project budget.

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<sup>50</sup> German Council of Science and Humanities: *Empfehlungen zur Bewertung und Steuerung von Forschungsleistung*, <http://www.wissenschaftsrat.de/download/archiv/1656-11.pdf>, 22.

<sup>51</sup> *Ibid.*

## 13.1 Frequency of Evaluation

**49. Is your project evaluated?**

**50. If yes, are evaluations carried out regularly or irregularly?**

**How often are evaluations carried out?**

92% (506) of responding projects are evaluated, leaving under 10% that are not. Many of the countries surveyed submit one or two projects that are not evaluated, making it predominantly a small exception common to most countries rather than a country-specific tendency (e.g. Bulgaria, Croatia, Italy, Lithuania, Norway, Serbia, Slovakia, Slovenia, Spain, Switzerland, the United Kingdom and Ukraine). Austria, Greece and Hungary, on the other hand, submit more considerable numbers of projects that are not subject to evaluation.

In 89% of cases, evaluations are undertaken regularly. For just over half of these projects, regularly equates to annually. A further 11% are evaluated every three years, 10% every five years, and the remaining projects are only evaluated once in the final phase of the project or in the final funding phase. Irregular evaluations are not characteristic of any specific countries and, where they are documented, they constitute a fraction of the total projects submitted for most of the participating countries.

## 13.2 Form of Evaluation

**51. Are the evaluations**

- Self-evaluations?
- External evaluations?
- Internal evaluations?
- Unsure

**If external, who performs the evaluations?**

**52. Where do the evaluators come from?**

- My country
- Abroad

**53. Are the evaluators experts in**

- Your discipline?
- Other disciplines?

**54. Please provide a brief outline of the evaluation process**

The evaluation of a scientific research project can fall under one or more of the following categories: self-evaluation, internal evaluation or external evaluation. Evaluations performed by the project research staff themselves offer the least objectivity and therewith the lowest genuine quality guarantee. Evaluations performed by external assessors provide the greatest objectivity and therewith the highest genuine guarantee of quality. Evaluations performed by staff belonging to the research organisation but not to the project in question offer greater objectivity than self-evaluations, but may nonetheless lack the objectivity of wholly external assessors. Furthermore, evaluations can vary in thoroughness and scope depending on the extent to which the project is assessed from an international perspective, for example, and from the broader perspective of the research field and related research fields beyond the exact topic of the project. Such evaluations are a necessity for multidisciplinary projects, but may also enrich the quality assessment of other projects with relevance for related fields or disciplines. This seems particularly pertinent in light of the finding that 82% of responding project staff view their projects as multidisciplinary, or at least as having relevance to other research fields (see 5.3.1).

The forms of evaluation differ greatly among the projects surveyed. 79% of projects claim to be subject to external evaluation. However, it should be noted that perceptions of “external evaluation” and “internal evaluation” appear to differ among respondents: some of those who claim that their project is subject to external evaluation list the evaluators as persons or committees belonging to or affiliated with the project’s home institution. When asked who performs the evaluations, most state that it is the funding bodies – ministries, foundations and trusts or the European Commission – that perform the evaluations or commission evaluations by external organisations.

One fifth (116) of project evaluations do not factor in external reviewers, but involve self-evaluations or internal evaluations. Most of these are subject to self-evaluation only (approx. 60%). Notable numbers of projects evaluated by project staff themselves or by staff from within the project’s home institution(s) were submitted from Ireland, Latvia and Spain as well as, albeit to a lesser extent, from Greece, Hungary and Serbia. These submissions from Ireland, Latvia, Spain and Greece are dominated by self-evaluations undertaken by project staff only.

45% of respondents claim that project evaluations include reviewers from outside the project’s home country, leaving over half that do not. Most of the projects doing so are based in Austria, the Czech Republic and Germany. Remaining countries submit small minorities of projects that do so. The countries submitting the fewest number of projects incorporating reviewers from abroad are Greece, the Netherlands, Russia, Serbia, the United Kingdom and Ukraine.

Some project evaluations include experts from other fields, allowing the project to be reviewed from other but perhaps related perspectives and therefore from a broader and more holistic perspective. Such evaluations, however, are uncommon, constituting just over one quarter (27%) of responses. Countries submitting the most projects that do this are Bulgaria, Lithuania, the Netherlands, Spain, the United Kingdom and Ukraine. The lowest numbers of project evaluations incorporating experts from a related but different field are documented for Austria, Croatia, Hungary, Greece, Poland and Switzerland. In sum, only projects in the Netherland, the UK and Ukraine would appear to have a

strong record of factoring in both international reviewers and reviewers from outside the specific research field.

440 responses to the request for a brief description of the evaluation process provide a diverse range of further details on the exact form of evaluation. Approximately a quarter of respondents state that their projects are evaluated based on a report written by project staff. A further 20% are evaluated both on the basis of a self-written report, and in the form of personal interviews or visits by evaluators to the project site. Further but uncommon methods include peer review, and careful verification of results by subject-specific experts.

The most frequent quality assessment criteria named by respondents are financial criteria, i.e. a comparison of the original financial plan and actual expenditure. Further, more content-based assessment criteria include innovation, social impact, international networking and scope, and visibility.

### **13.2.1 Transparency of Evaluation**

<b>55. Are the results of the evaluation made public or are they internal only?</b>
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Combining the data collected for Questions 51 and 55 allow some observations to be made on the transparency of evaluations. Project evaluations can be declared particularly transparent when they are subject to external evaluations and their results are made public, and particularly non-transparent when they are evaluated by reviewers from the project staff or home institution and the results remain privy to the project, institution and funders only.

17% of responding projects are evaluated internally and do not release the results of evaluation beyond the home institution(s) and funding body. 3% of responding projects are evaluated internally but release evaluation results to the public. Over half (53%) of responding projects and therewith the great majority are subject to external evaluation, but do not make these results of these public. The remaining one fifth (21%) of project evaluations documented can be declared transparent, as they are performed by reviewers external to the project and institution (however, see the caveat to perceptions of “external evaluation” under 13.2) and make the evaluation results public.

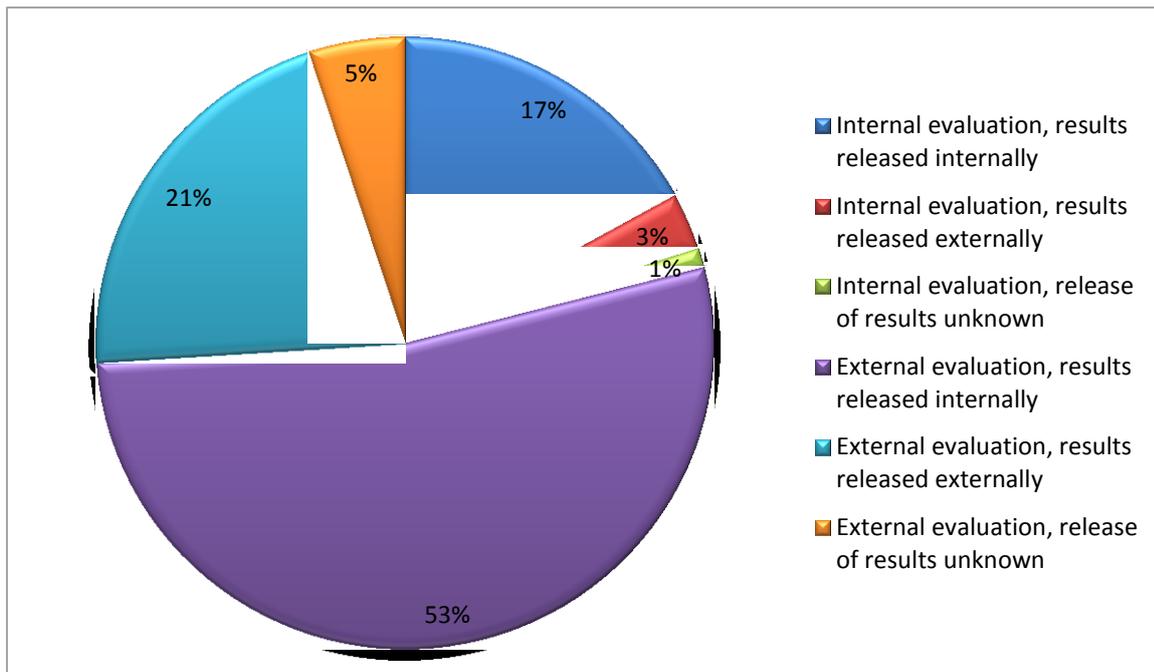


Figure 44: Transparency of Evaluations

In terms of country-specific tendencies, the greatest numbers of project evaluations that can be described as transparent were submitted from Serbia, the UK and Ukraine. The greatest numbers of project evaluations that can be described as non-transparent, on the other hand, were submitted from Greece, Hungary and Spain.

It can be added that the German Academies' Programme publishes a collective evaluation report every year for the information of the sponsors (the German Ministry of Education and Research and the local state governments) and the general public.

### 13.3 The Consequences of a Negative Evaluation

**56. What consequences would a negative evaluation have for your project?**

Project evaluations function as a system of checks and controls (see 1 above). The SASSH questionnaire thus asked about the consequences of a negative evaluation. Question 56 received 408 responses.

In 41% of cases, a negative evaluation would lead to the immediate termination of funding and therewith of the project. In 14% of cases, the funding volume would be reduced and the project running time therewith shortened. 7% of responding projects would have to pay back the means received up to that point. 13% of projects would receive a grace period to raise the standard of work to meet requirements, and 6% would be subject to further, more frequent and thorough checks and controls. In a fraction of cases (2%), a negative evaluation would deny the project the permission to publish its results.

### **13.4 Conclusion**

The analysis of the data collected on project evaluation has shown that evaluations are standard practice in the specific part of the European SSH research landscape surveyed, but that these do not follow a common schema.

The majority of projects are subject to regular evaluation, but only in around half of the cases does regularity equate to at least annual evaluation. Evaluations incorporate international reviewers in approximately half of cases, and related experts from outside of the specific research field in approximately one quarter of cases. Most evaluations are based on a report written by project staff, and approximately one fifth of evaluations also or alternatively entail personal interviews or visits to the project site. Although most projects are subject to external evaluations, the results of these are made public in only one quarter of cases. Negative evaluations have chiefly strict, financial consequences leading to the immediate or premature termination of funding and therewith the project.

## **SECTION C: SUMMARY OF FINDINGS AND IMPLICATIONS FOR A PAN-EUROPEAN ACADEMIES' PROGRAMME**

### **14 CONCLUSION**

The pioneering SASSH initiative elucidates much of the as yet non-transparent research landscape of the science academies and related research organisations of Europe. The results reflect the research topics and practices of over 600 projects in the social sciences and humanities. They encapsulate the European academy research landscape as constituted by over 150 research organisations from 31 European countries, of which 76 directly participated in the survey. Not only has SASSH shed light on what kind of research is being undertaken where, with which means and with which regard to collaboration and dissemination, but it has done so with an eye to the implications of these factors for the compatibility and potential connectivity of the research projects. The following synopsis lays out a summary of the similarities and differences identified by the survey to characterise the European academy research landscape in terms of research topics, publishing, archiving and digital research practices, research dissemination and visibility, quality evaluation, international collaboration, duration and funding, research sites and staff numbers, and the promotion of early-stage researchers. Finally, it discusses the implications of these findings for the implementation of a pan-European research programme based at the science academies and related research organisations of Europe.

#### **14.1 Inventory of Research Topics**

The majority of projects based at or coordinated by European science academies and related research organisations would categorise their research as basic or fundamental (that is, not applied). The majority of basic research projects in the SSH captured undertake humanities research, and the minority in social sciences research. The data suggests that contemporary social science research is predominantly characteristic of projects in Bulgaria, Russia, Slovakia and Switzerland. In the remaining countries, social science research is primarily of a socio-historical nature.

Research is dedicated to topics across the spectrum of the SSH, from anthropology to psychology. The research interest in a certain number of fields is more pronounced than in others; namely in language, politics and law, religion, sociology, geography (including anthropology and ethnography), and literature. Social science fields with a contemporary focus such as sociology, politics and economics, and research fields at the intersection of the SSH such as anthropology and ethnography, are typical of several Central and Eastern European countries (Russia, Ukraine, Hungary, Poland, Bulgaria, Slovakia).

Whereas the humanities projects surveyed are largely historical, the social science projects have a predominantly contemporary focus. Historical humanities projects concern the Medieval, Early Modern and Modern Eras and cross-epochal historical perspectives in roughly equal parts, with a proportionally low interest in the Prehistoric Era. Historical humanities research in the fields of religion, literature and philosophy in particular meets strong interest across the eras and across Europe.

Most research fields yield a substantial number of thematically similar projects with overlapping or related research concerns. Indeed, there are so many similar projects within and across fields that they give rise to over 100 possible thematic research clusters. The fields of language studies, religion, and politics and law evidence a particular wealth of potential project clusters. The most popular topics and/or outputs from a multitude of countries from across the European geographical board are historical dictionaries, the history of law, religious writings, significant theologians of the past, regional archaeological excavations, social history and change, composer editions, and the lives and works of philosophers.

## **14.2 Inventory: Duration and Funding**

The SASSH data has established that there is no such thing as a standard project running time at the science academies and related research organisations of Europe. It has also established that the longevity of the projects undertaken within the German Academies' Programme is not necessarily the norm. To a certain extent, long-term research (here defined as fifteen years or longer) in the SSH is an established research culture in Europe, especially in Germany, Ireland, Italy, Serbia, Spain, Switzerland and the United Kingdom. Short-term projects of five years or less, however, are just as common, and particularly typical in countries of Central and Eastern Europe (Bulgaria, the Czech Republic, Hungary, Latvia, Lithuania, Poland, Russia, Slovakia and Ukraine). Viewed in three categories, the results show that the number of long-term and short-term projects captured is approximately equal. If projects of over six years are viewed as relatively long-term, however, the number of short-term projects running for five years or less is lower than the number of non-short-term projects.

The majority of projects with substantial running times of between fifteen to over one hundred years or even open-ended are basic research projects creating fundamental reference works for the traditional humanities disciplines of linguistics, literature, philosophy, music and religion, as well as art, architecture and archaeology. Most are standard language reference works, followed by complete and/or critical editions of the works of theologians, philosophers and composers.

Most projects are in receipt of funding for their full duration. This is presumably due in part to the fact that many are short-term projects and to the causal relationship between project duration and funding. Certain countries are characterised by projects in receipt of periodical funding only; namely Austria, Slovakia, Switzerland and the UK. It may be no coincidence that Switzerland and the UK also submit notably high numbers of long-term research projects. It seems that the SSH funding landscapes in Germany, Italy, Serbia and Spain, however, offer greater scope to obtain continuous grants for long-term research.

Unscheduled funding interruptions have been experienced by a small number of the projects surveyed, albeit in a variety of countries (Austria, Bulgaria, Germany, Greece, Hungary, Italy, Liechtenstein, Poland, Russia, Serbia, Slovenia, Spain and the UK). The majority of these interruptions lasted for a significant period of time; for at least half a year in all cases but one. The

chief cause of interruption in all cases except the German projects is funding, closely followed by administrative or staff problems. Interruptions have been chiefly due to a change in sponsor, the failure of a funding application, the discontinuation of funding, a change in management, a change of editor, or the maternity leave or death of a key member of project staff. In Germany, the primary reasons were the two World Wars rather than financial or administrative obstructions.

The majority of responding projects are funded solely or primarily by the state. Science academies are, after all, generally public research organisations. Of these, approximately a third are funded by the state via their home institution, a quarter are funded by the state via their national research council, and a further third name the government directly as their funding source. Unfortunately, a flaw in the survey methodology means that it cannot be ruled out that those who selected the government directly as their funding source selected the source but not the channel, and that the statistics for what is here referred to as “direct government funding” may not be entirely accurate.

The home institution is the most active channel for the distribution of state funds to research projects in Germany, Greece and Ukraine. State-funded national science foundations or research councils shown to be major actors in the distribution of research funds in the SSH are the Lithuanian Research Council, the Hungarian Scientific Research Fund, the Slovenian Research Agency and the Polish National Science Centre. Almost half of the projects funded by national state budgets – either directly or institutionally channelled – receive less than €100,000 per annum (this applies particularly to Austria, Croatia, Hungary, Lithuania, Poland and Serbia). State funding awarded to projects via the home institution would appear to be greater on average; however, if the German data was left out of the calculation, this would not be the case.

The majority of projects may be in receipt of continuous funding, but the project funding volumes are characterised by great disparity. Over half of the projects receive less than €100,000 funding annually, approximately 40% receive between €100,000 – €500,000, and the highest funding bracket (€500,000 or more) is granted to the smallest number of projects. All but one of the eight countries identified to award generous or sufficient funding are located in Northern and Western Europe: the Czech Republic, Germany, Ireland, the Netherlands, Norway, Sweden and Switzerland. The lowest funding volumes recorded concern Austria, Bulgaria, Croatia, Hungary, Italy, Lithuania, Poland, Serbia, Spain and the UK.

The results of the funding analysis should not be viewed in isolation. Project funding is dependent on factors such as number of staff, number of voluntary staff, and the cost of living and therewith average national salaries. Many of the reported funding volumes appear low, for example, if the frame of reference is comprised of the average academic salaries in Germany rather than economically less prosperous countries such as Greece, Serbia or Spain. However, considering the European Economic and Monetary Union (albeit not yet in place across the board of the countries surveyed), varying economic prosperity between the member states may not be differentiated enough to justify the disparities in SSH funding.

Depending on the extent of voluntary support, the greatest allocation of project budgets goes towards staff costs. The high number of low funding volumes recorded would be partly explainable by an equal number of very small projects carried out by only one or two staff members. The survey data shows, however, that under a fifth are staffed by only one or two persons and a fraction of responding projects are executed by a lone researcher. The vast majority of the projects surveyed have at least four members of staff, and a third report large project teams of 11 or more. It would thus appear that the phenomenon of low annual funding volumes cannot be explained simply by project staff numbers.

Staff costs can be mitigated for institutions or projects that rely on voluntary research staff. Voluntary support is most frequently provided by retired professors or by university professors with a further, salaried position. Just under half of the responding projects rely on voluntary staff either at the project leadership level or at another, lower level, or both. For the majority of the projects relying on voluntary staff, this is at project leadership level. Substantial numbers of projects relying on voluntary staff at either or both levels can be found among the Austrian, British, Bulgarian, Italian, Serbian and Spanish data. Countries characterised by a notable absence of voluntary work either at the leadership level or below are the Czech Republic, Ireland, Latvia, Norway, the Netherlands, Russia, Switzerland and Ukraine.

There is a resounding correlation between the reliance on voluntary staff and the project budget for all countries except Germany and Lithuania. Projects surveyed in Austria, Bulgaria, Italy, Serbia, Spain and the UK receive on average some of the lowest annual funding volumes recorded, and evidence a high reliance on voluntary staff (that is, by staff paid by other sources; usually universities). Projects surveyed in the Czech Republic, Ireland, the Netherlands and Norway receive on average good to excellent funding, and evidence a low reliance on voluntary staff.

### **14.3 Inventory: Working Practices**

The publishing practices of the projects surveyed appear to be largely homogenous. The majority of projects publish in English, whether solely or in addition to publishing in their native language(s) or other languages. Only projects in Lithuania, Spain, Slovenia and Switzerland appear to publish more frequently in the native language than in English<sup>52</sup>. The vast majority of projects producing English language publications do not publish exclusively in English, but also in their native languages.

At just under two thirds of responding projects, the majority are accustomed to publishing their research outcome electronically. Many of the countries surveyed evidence project majorities that publish their outcome wholly or partly electronically, in particular Austria, Croatia, the Czech Republic, Germany, the Netherlands, Russia, Slovenia, Switzerland and the United Kingdom. Exclusive print publication majorities are characteristic only of Greece, Bulgaria and Italy.

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<sup>52</sup> This can be partly explained by the high volume of linguistic projects with a national focus submitted from Spain and Switzerland

Characterised by less commonality is open access electronic publishing. Only just over half of the projects surveyed publish their research in OA electronic form. This is a double-edged result; although this leaves much to be desired in terms of the total number of projects using OA publishing forms, it does show that, of those publications which are released online, the vast majority are published in OA form. This suggests that the open access dimension of electronic publishing is less of a hurdle than the concept of electronic publishing in general; once a project decides to publish online, it seems that the majority are happy to do so in OA form.

The data indicates that the kind of institutional support needed to encourage and facilitate OA electronic publishing is in place only to a limited extent. Only a third of the IT and library staff surveyed could claim that their institution has a policy for electronic publishing (including OA), of which only a fraction were described to be in line with national or international policies such as the *Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities* (2003). It is thus no surprise that the willingness to publish electronically and openly is not yet widespread. Where no guidelines are in place concerning electronic open access publishing, the concerns researchers have regarding copyright are left unresolved: it is no coincidence that a fifth of responding IT and library staff claim that the most common questions and issues from researchers concern copyright issues in publication.

Academic research is based not just on one-way knowledge dissemination, but on two-way knowledge circulation. It is not just the sharing of data and results on which research innovation and collaboration depends, but on access to such. The data would suggest that, although the majority of respondents can access the necessary research materials at their home institution in part, only a fraction can access these at their home institution entirely, relying also on external resources. Accessing research material outside of the home institution may be unavoidable, and is by no means a sign of weakness. On the contrary, it may be a sign of the quality, detail and breadth of research. The SASSH data suggests, however, that, although access to research material may be diverse, it is also scattered, incoherent and non-centralised. External resources may bring greater knowledge and perspective, but they are also accompanied by rules and restrictions – opening times, license laws, viewing regulations and costs – as well as time-consuming travel. Just over one third of the projects surveyed experience or have experienced restrictions in accessing the research material they need.

Hindrances to accessing research material are particularly characteristic of survey submissions from Russia and Greece, with several instances also documented for projects in the Czech Republic, Croatia and the UK. The nature of the restrictions most frequently stated is financial, pertaining both to the costs of accessing resources (e.g. journal subscriptions, scientific databases, research tools) themselves, and/or the lack of funding at institutional level available to purchase this access. In some cases, this necessitates that the researchers themselves must pay from their own pocket to subscribe to journals or to access databases and further research tools. The second most frequently cited type of restriction to accessing research material is institutional: the nature of the external source of research materials places restrictions on accessing research material (e.g. difficult archive or collection systems that require special permission to view and use or that have restrictive opening

times or preservation measures in place). Just under a fifth of responses to this question concern the restrictions they face or have faced related directly to the data itself and data policies: that the kind of absence of literature in general and specifically the absence of digital material that necessitates trips to archives is at the roots of their access difficulties or that their biggest access problem is copyright or data protection laws on sensitive sociological data, for example.

The importance of external resources to researchers beyond the home institution cannot be denied: although the number of projects reliant solely on external resources for their material or external resources in conjunction with the internet is low, the major trend sees researchers gathering and/or consulting material from multiple host institutions, either physically or electronically.

Digitised material should be available to as broad a scientific and public audience as possible, as should the data collected on or from digitised and non-digitised material. Researchers are aware of this: when asked about their needs and wishes for future DRT, the desire for sustainable long-term electronic archives was frequently mentioned. Many respondents noted their need for open access to the results of other projects, to publications, and to databases.

The digitisation of primary research material is a matter of digitisation initiatives by libraries and data centres, but also of the efforts of individual research projects. The survey data would suggest that at least three quarters of responding projects archive their data electronically; meaning that data and material is archived on paper only and therewith difficult to access in a minority of cases. However, respondents' definitions of "electronic archiving" may differ: some respondents may have interpreted the storage of their data on the academy's server for the foreseeable future as "electronic archiving". What matters is not electronic archiving in its many possible forms, but electronic archiving making material accessible outside of the home institution. Here, we see more of a deficit. As a mean number between the answers in the short survey and the answers in the long survey, only around 40% of responding projects archive their data and material electronically in OA form. This may indicate that the movement towards open access archiving of data is gradually establishing itself, but it also shows that there is still a long way to go, particularly considering researchers' needs and wishes for as much material and data and as many databases as possible.

Electronic research practices go beyond publishing, dissemination and access. The survey and analysis shows that, viewed collectively, the projects surveyed use digital research tools and resources at all stages of the research cycle. The most common processes and practices in digital research concern firstly the digitisation of texts, images and objects, and secondly the use and/or construction of databases to store, tag, sort and search digital data. The projects surveyed are thus producing vast numbers of data sets, the sharing of which may be of great value to similar or related projects. However, many projects develop their own database systems. Tailor-made solutions may ensure that the system fulfils the individual needs and requirements of the exact project, however, this leads to vast numbers of data sets produced and stored in individual and non-standardised formats. This in turn makes the kind of interlinking between data sets that would facilitate greater access to a greater store of data, which would be simple if the data sets were produced and stored in standardised

formats, problematic, time-consuming, or even impossible. As with OA publishing, there are as yet few sufficient structures in place at the institutions surveyed to offer guidance on data standards and management.

The future of research dissemination in the ERA lies in the “optimal circulation, access to and transfer of scientific knowledge”<sup>53</sup>, and therewith in (licence-governed) open access publication. Accordingly, the European Commission invites member states to “ensure that public research contributes to Open Innovation”<sup>54</sup>. To reach the goals set for the ERA, electronic publishing must come hand-in-hand with or even become synonymous with open access publishing. As yet, the data would suggest that just over half of the projects surveyed publish their research outcome in open access electronic form.

Many researchers report difficulties in accessing research material. This is firstly due to the incomplete nature of digitalisation; not everything has of yet been digitised and made available on the web. It is also, however, due to the failure or reluctance to store research data in open sources. Storing the digital versions of research material and corresponding data produced in the context of a research project in an open digital source can enrich other research and ease access to what may otherwise prove challenging to obtain. The survey reveals, however, that, although the data and material for the majority of projects is available and stored in a digital format, it is archived in an open, accessible source in only 40% of cases. This may be attributable to a conflict identified by the survey between the desire for open access to other research material, findings, data and publications on the one hand, and the reluctance to make their own public on the other. Many researchers express the need and wish for sustainable, long-term digital storage media. There is a concern that digital archives are as yet no guarantee of long-term reliable data storage as there is no guarantee that they will be maintained forever; that the standards and formats on which they’re based will eventually become out-of-date and obsolete, and that material and data is there not in safe hands.

A lack of guidance, awareness and uniform data standards also characterises other aspects of digital SSH research. Respondents criticise an absence of user-oriented, user-friendly and affordable or free digital research tools across the spectrum, and particularly databases. A perceived absence of appropriate tools leads to the production of many self-developed tools and, due to insufficient data standards at institutional level and guidance and training, this leads to a plethora of non-standardised and thus incompatible digital tools and resources. Developed for the purposes of a specific project, these tools are not maintained beyond the duration of the project and become obsolete. In reality, the desired tool(s) may not be non-existent, but merely unknown. The priority awarded to digital humanities at policy level in Europe in recent years has led to enormous funding opportunities for the creation and/or adaptation of digital research tools. The problem we are facing now is not so much an absence of tools, but an absence of awareness of those that do exist, and particularly of those with the long-term stability guarantee of an ERIC status.

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<sup>53</sup> “European Commission: European Research Area”, [http://ec.europa.eu/research/era/optimal-circulation\\_en.htm](http://ec.europa.eu/research/era/optimal-circulation_en.htm)

<sup>54</sup> Ibid.

## 14.4 Inventory: Quality

The SASSH data reveals that the vast majority of projects are subject to evaluation, and, moreover, to regular evaluation. The most common form of evaluation is the report, written by project staff and submitted to evaluators. Personal visits or inspections by evaluators who peruse the work space, data and outcome, for example, are also common.

Where surveys suggest a complete absence of evaluation, this largely concerns individual cases from several countries, suggesting that a complete absence of evaluation is unusual across the board. Exceptions to this are posed by the data collected from Austria, Greece and Hungary, where comparatively substantial numbers of projects are not evaluated. Irregular evaluations similarly represent individual exceptions for several countries; however the large majority are subject to regular evaluation.

The consequences of a negative evaluation are primarily strict and financial across the board. For the majority of projects, a negative evaluation would lead to the immediate or premature termination of project funding, and therewith of the project. In a small number of cases, the sponsor would demand a repayment of all funding received up until that point; however, this is rare. Only in a minority of cases (less than a third of responding projects) are no decisive financial sanctions imposed. A handful of projects would be subject to further and stricter assessments, or expect to be at a disadvantage when seeking funds from the same sponsor in future, or not be allowed to publish the project results. More commonly, non-financial sanctions allocate a period of time in which the project must improve on or eliminate its deficits. Such lenient measures apply to a maximum of 50 projects, respectively. The severity of the sanctions imposed is presumably dependent on the extent of the deficits identified.

The data varies more widely on the matters of including external, international and specialists from other research fields in evaluation processes. Internal evaluations by staff from the same institutions but from outside the project team may not necessarily be biased, but are perhaps still not quite the guarantors of quality that external evaluations are. Self-evaluations are the lowest guarantors of project quality possible, as subjective and in all likelihood biased and/or aggrandised. Although the majority of responding projects are subject to evaluation by authorities external to the project staff and host institution(s), over one fifth are not. Of these, the majority are subject to self-evaluation only; the least reliable form of quality assurance possible. An absence of evaluators from outside of the project team or institution is notable for Greek, Hungarian, Irish, Latvian, Serbian and Spanish projects. Of these, projects from Greece, Ireland, Latvia and Spain evidence the highest numbers of projects relying solely on self-evaluation. Projects based in Greece, Hungary, Ireland and Latvia, Greece would also appear to seldom involve international experts in the evaluation, together with projects in the Netherlands, Poland, Russia, Serbia and the United Kingdom.

Only a minority of project evaluations are interdisciplinary. This appears to be most common in the Netherlands, the United Kingdom, Bulgaria, Lithuania, Ukraine and Spain, and least or not at all practised in Austria, Croatia, Germany, Greece, Hungary, Italy, Latvia, Poland and Switzerland.

Generally, therefore, most projects are evaluated and evaluated regularly. Most face strict financial sanctions if the work does not fulfil standards of excellence. However, external evaluations that assess the project from both an international perspective and from a broader, interdisciplinary perspective cannot be said to be adequately in place.

## **14.5 Inventory: International Collaboration**

Respondents' desire to increase collaborative efforts on an international level is unequivocal. At least three quarters of all projects from all countries with significant return rates advocate (enhanced) international collaboration and, in the majority of cases, even over 90%. This result corresponds with the resounding advocacy of the importance of a collaborative European research programme like the one envisioned by the academy networks the Union of the German Academies of Sciences and Humanities and ALLEA, and the willingness to participate in such a programme.

Just over half of the projects surveyed are engaged in official international research collaborations. The data suggests that collaborations between SSH research projects enjoy particular popularity in Austria and Norway, as well as in Bulgaria, the Czech Republic, Germany, Greece, Ireland, Latvia, the Netherlands, Slovakia, Spain and Switzerland. Russia, Poland, Lithuania, Hungary and Serbia, on the other hand, submit the lowest number of projects engaged in international collaboration.

Half of the international collaborations recorded are in small groups of one or two other partners, leaving half involved in medium to large collaboration networks of four or more. Only a fraction of projects are engaged in large scale collaborations of over ten partners.

The nature of the collaborative work recorded is predominantly actual project work, with the majority of responding projects engaging, for example, in the joint collection and/or provision of data or content, corpus building, or collaborative analysis. Joint publications constitute the second most popular collaborative activity, and conferences and workshops – face-to-face meetings – also prove to be favoured forms of research collaboration.

A greater number of projects have informal contact with researchers on similar projects than they do official international partnerships; e-mail exchange among related experts; the exchange of questions and knowledge; perhaps informing of new publications. Of the projects that do have contact with similar projects, no official collaboration is in place in over one quarter of cases.

Hindrances relating to the nature of the research itself such as variation in research concepts or methodologies, the specific needs of the project, or the language that the project either researches or is undertaken and documented in, prove significant to a fractional minority of projects. The chief factors perceived to hinder international collaboration are a lack of funding and/or resources, lack of

funding opportunities, lack of staff and therefore lack of time and human resources to complete the necessary administrative work demanded by the application for an execution with a collaborative project on top of fulfilling existing tasks. In addition, an absence of contacts, networking opportunities or information on other projects, as well as a general absence of existing central coordination or infrastructure are perceived to be major hindrances to initiating collaborative research projects. Relating to this perception, the SASSH findings on the dissemination of research information reveal that, beyond scholarly publications for the scientific community, there is a deficit in efforts to keep other research organisations (and therewith potentially related projects) and policy makers up-to-date on current research. Where this is done, it is usually by way of exclusive channels like conferences, workshops or personal meetings, or reports. Very few respondents explicitly mention forms of electronic dissemination beyond mailing lists and newsletters. The importance of a project's web presence does not seem to have established itself across the board.

In sum, the projects surveyed show great willingness to collaborate on an international level and show a good record of existing collaborations. The rate of collaboration could be even better, however, if the hindrances identified were removed.

#### **14.6 Inventory: Research Sites and Staff Numbers**

The size of the staff teams working on each project is not just indicative of the project's financial requirements, but also of the likelihood of the project to efficiently reach its aims on time in the long-term. The number and type of research sites at which a research project is carried out may dictate the wealth of research material and expertise at its direct disposal and potentially its inter- or multidisciplinary, but also its organisational cohesion.

The SASSH initiative reveals that, among the projects surveyed, there are more similarities than there is variation concerning staff size and number of research sites. The vast majority of the projects surveyed are executed by at least three staff members, of which approximately one third report large project teams of 11 or more. Only a fraction are executed by only one or two staff members. If research teams of between three and ten are considered ideal in that they are staffed adequately enough to fulfil all project obligations in the long-term, yet modestly enough to not put a strain on the project budget or on the likelihood of securing sufficient funding, then half of the responding projects can be said to be executed by an ideal number of staff. Large project staffs are particularly typical of Czech, Slovakian, Russian and Ukrainian projects, and solo or duo projects of Austrian and Liechtenstein responses. Projects in the remaining participating countries are tendentially staffed with the ideal of three to ten, whereby these tend to be on the smaller side in Germany, Greece, Hungary, Slovenia, Spain and Sweden.

In addition, the majority of projects are carried out at a single research site. Due to the nature and target respondents of the survey, the great majority of these projects are carried out at a science academy. A minority of projects spans multiple research sites, most typical of British, Bulgarian, Dutch, Italian and Spanish projects. Academy projects in Italy and the UK are tendentially also undertaken at

a university, whereas many British, Dutch and Spanish projects span multiple types of research sites, including academies, universities and other kinds of research organisations. These are also the countries that rely most heavily on multiple funding sources.

The majority of projects spanning multiple research sites are split between two or three institutions or departments. Few projects spanning multiple research sites span four or more institutions or departments. These geographically fragmented projects are primarily characteristic of Italy and the UK, as well as, to a lesser extent, of Bulgaria, Greece and Hungary. The 11 particularly geographically fragmented projects spanning over ten institutions or departments are chiefly multilateral consortium projects undertaken within the framework of the European Commission's FP7.

### **14.7 Inventory: Early-Stage Researchers (ESR)**

The SASSH initiative surveyed four aspects of opportunities for ESR at the participating research organisations:

- 1) The ability for a project to accommodate PhD students
- 2) Aspirations to attract ESR to research positions
- 3) Employment of ESR in research positions
- 4) Possibilities for career progression

Generally speaking, the majority of the projects surveyed have the scope to accommodate a PhD thesis, are keen to attract ESR, and have a strong record of employing them. Figures implying a comparative lack of real employment opportunities for ESR are found in relation to projects in Lithuania, Greece, Spain and the United Kingdom. The latter three are also countries evidencing particularly low annual funding volumes.

These largely positive results are, however, slightly attenuated by the feedback concerning career progression opportunities: the number of projects and/or institutions that offer staff the opportunity to progress up the career ladder is markedly lower than the number of projects that could and do accommodate PhD students and young postdoctoral researchers. This may be a consequence of the number of shorter-term projects with a running time of less than five years. There may also be a correlation between career progression opportunities and respective national employment laws and, in relation, the opportunity for long-term employment, as this is more likely to allow for career progression than a limited-term contract. However, notably high numbers of projects from Germany, Ireland and Switzerland state that they do not allow for career progression, and yet these countries also evidence notably high numbers of long-term projects.

## **14.8 Implications of the SASSH Findings for the Initiation of a Pan-European Research Programme**

There is decisive support for the implementation of a pan-European research programme, with over 95% of all respondents agreeing firstly that such a research programme would be an enrichment for their institution, their country, and the European Research Area, and secondly that they could see their projects becoming a part of this. Moreover, the overwhelming majority of all projects are in favour of increasing their collaborative research activities on an international level. The survey results reveal that, while international collaboration is in place in approximately half of the participating projects, there is great potential to introduce international collaboration where it is not yet established, and further untapped potential for official collaboration between similar projects that are already in contact.

The following synopsis lays out the SASSH findings in terms of their implications for the actual implementation of an ERP; which prerequisites would appear to already be in place, and where changes and improvements would be necessary.

### **14.8.1 Given**

- **Similarities and overlaps between research fields and topics**

The data reveals a wealth of similarities and overlaps between research fields and topics. Indeed, in excess of 100 thematic research clusters could be formed using the participating projects. The fields of history, language studies, religion, and politics and law evidence a particular wealth of broad thematic overlaps and therewith potential project clusters. The most popular topics and/or outputs from a multitude of countries from across the European geographical board are historical dictionaries, the history of law, theological writings, theologians of the past, regional archaeological excavations, social history and change, composer editions, and the lives and works of philosophers. These topics in particular would lend themselves to forming pan-European research clusters. The potential for a European project network on matters of contemporary social sciences alone, on the other hand, would be largely limited to Eastern Europe. An exception is formed by the field of politics and law, which also proves of interest across the board of countries surveyed, albeit largely from a historical perspective outside of Eastern Europe.

Based on these potential clusters, it can be concluded that the science academies of Europe offer the basis for a European research programme concerned with European cultural heritage and identity for both the sake of preserving and communicating cultural heritage, and for elucidating and using the knowledge of the roots of current societal challenges.

- **Scope of the projects within and beyond national borders**

The thematic connectivity of the projects on a European level is amplified by the majority assertion that the projects are of significance to research landscapes beyond national borders; either on the European and/or the international level. The declared European significance or scope of much of the research undertaken here and the familiarity of aims and concerns revolving around “Europe” are key prerequisites for the compatibility of projects connected to form a research programme centring on European identity and cultural heritage. By addressing European or international topics beyond national borders, these projects have great potential to enrich the ERA individually, and even greater potential in combination. Moreover, the high number of projects attesting to the European and national significance of their research is testimony to the ability of such research to capture and enrich European identity without losing sight of individual national identities and idiosyncrasies.

- **Common denominator of the English language**

As important as the diversity of national identity and language is, English has established itself as the academic lingua franca of a continent made up of a rich array of different languages. The tendency of most projects to publish both in English and their native languages provides a joint communication basis while preserving linguistic distinctiveness. With a small number of exceptions, the data thus indicates that there is a common English-language denominator underlying the publications of the academies and institutes surveyed and that collaborative publications would not pose a challenge.

The trends in publication languages marry with the finding that the majority of participants consider their project to be of significance both on the European or international scale, but also for the national research landscape. This reiterates that an academy-based European research programme could adopt a common approach to exploring and publishing on matters of European cultural heritage and identity without losing sight of individual national cultures and languages.

- **Interinstitutional Cooperation**

The majority of projects are carried out at a single research site. Academy projects in the Eastern European countries surveyed are academy-centric. Reliance on research sites outside of the academy, either as the sole project site or a further site beyond the academy site, is most common in Austria, Italy, the Netherlands, Norway, Spain, Switzerland and the UK. The implication of this is that a pan-European research programme including academy projects from these Western and Northern European countries must factor in collaborative work not just between academies, but also with universities and other types of research institutes. For these countries, academy projects do not just exist within the walls of an academy. Further research organisations can enrich the standard and innovation of a research project as they add to its researcher expertise, facilities and resources. On the other hand, a project based at a multitude of fragmented research sites could present difficulties for project coordination. It should thus be observed that few of the multi-site projects surveyed span more than three sites, limiting any potential incoherence and challenges to coordination.

- **Economical Staffing**

Almost two thirds of the projects surveyed are executed by research teams of between three and ten staff members and are therewith staffed adequately enough to fulfil the project obligations in the long-term, yet modestly enough to not put a strain on the project budget or on the likelihood of securing sufficient funding. Furthermore, the survey revealed an important ability of academy-funded projects to attract “volunteers” (meaning staff who are not paid by the project, but who are paid by other funds or who offer services out of benevolence). This capacity to draw in additional skilled support makes the academies a very suitable location for public funding, since they offer in this way significant value for money. They are significant hubs within the active research community, rather than being simply focused on the activities of their own paid staff.

- **Opportunities for Early-Stage Researchers**

Early-stage researchers would be an asset to a European research programme, and should be a priority in the planning of such. Not only can they carry research and the ideas, methods and processes on which it is based into the future thereby lending the programme and its projects longevity and continuity, but, thanks to doctoral programmes that include digital research techniques, including the E-humanities, present-day ESR are some of the most adept practitioners of digital research in the research landscape. In addition, ESR are commonly encouraged to attend conferences and to publish or co-publish as widely as possible, adding further research dissemination channels to a project.

In another way, ESR and a European research programme would bring mutual enrichment. A project based in multiple countries of Europe could offer the opportunity for scholar exchange and mobility. As a commonly mobile demographic, mobility is a key factor in the promotion of ESR. Scholar exchanges, visiting scholars and joint PhD supervision on an international level enrich the work of ESR by adding new perspectives and broadening expertise. They also provide the opportunity to build or expand networks of international contacts, enriching the career prospects of the scholars, and the outreach of the project and project host institution(s).

The SASSH initiative has revealed that the majority of the target projects do or could accommodate a PhD thesis, do aim to attract ESR to vacant positions, and have a strong record in employing ESR as project research positions. There would appear to be much room for the improvement of these factors, however, in Latvia, Sweden, Switzerland and the UK, and for actual employment rates in Lithuania, Greece and Spain.

The real issue for the promotion of ESR and therewith of consistent longevity, innovation and the international exchange of ideas and scholars is the comparative lack of opportunities for career progression among the projects surveyed. Long-term career prospects heighten the attractiveness of a vacant position and increase the likelihood of appealing to Europe’s most excellent ESR. Career progression is, of course, limited or impossible on short-term projects. However, some of the countries with the lowest numbers of projects offering career progression opportunities also evidence a fair or high number of long-term projects. Ideally, the kind of European research programme envisioned

would offer ESR not only the opportunity to begin their careers with a PhD or junior research associate position, but also to further these at a later stage of the project by progressing to higher positions. Only a European research programme with the scope and financial means to extend over the long-term can do this.

- **Excellence**

The majority of projects surveyed with an eye to initiating a European research programme are subject to regular quality controls and are familiar with the processes and formalities of evaluation. This guarantees that most projects are already of a high scholarly standard, and that implementing or maintaining quality controls in a European research programme would largely not represent a new challenge. The data suggests that projects in Austria, Greece and, to a lesser extent, Hungary, pose an exception to this, where notable numbers of projects are not subject to evaluation. These projects or institutions would need to be introduced to evaluation processes and subject to initial quality controls.

As the data suggests that very few countries are used to incorporating both external, international reviewers and reviewers from different fields in their evaluation systems, the international scope and interdisciplinary scope of project evaluations as well as the involvement of external evaluators in these would need to be enhanced in order to ensure the excellence of a European academies' research programme.

#### **14.8.2 Needed**

Traditionally, the humanities have responded mainly to a national culture and identity and because of their position within university systems, have and continue to be organized predominantly on a national basis. In the Europe of today and into the future, what is missing is an institution focussing on the humanities at a multilateral and multidisciplinary European level. Such an institution could help to solve the organizational problem of the humanities and, in connection with that, a funding problem. If there is a European cultural identity or a project of Europe directed towards such an identity, it cannot easily be built in a top-down fashion responding to national perspectives, but has to emerge "bottom-up" within and through the scholarly and scientific community.<sup>55</sup>

- **A centrally coordinated research infrastructure**

The SASSH initiative has shown that hindrances or perceived hindrances to international collaboration seldom pertain to the subjects and working processes of the research itself, but more commonly to the absence of appropriate administrative and organisational structures. Challenges arising from the specific needs of the project such as variation in research concepts or methodologies or the language that the project either researches or is undertaken and documented in, for example, prove a concern for only a fractional minority of projects. The primary hindrances to international research collaboration

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<sup>55</sup> Jürgen Mittelstrass. "Humanities under Pressure". In *Humanities*, 4(1), 2015, 85.

are instead known or perceived to be firstly insufficient financial and human resources, and secondly insufficient networking opportunities. The latter pertains in particular to an absence of contact to or information on other projects, as well as a general absence of central coordination or infrastructure. The successful initiation of international research collaboration thus requires financial resources, human resources, information about similar or related research being carried out elsewhere and, not least, a centrally coordinated framework.

- **A digital infrastructure**

Effective research collaboration and communication between projects across the continent would operate on an electronic basis. The research infrastructure of a potential European academies' programme could and should be buttressed by a digital infrastructure that enables shared access to as many resources as possible and ensures standardised digital working practices. The priorities of this digital infrastructure should be:

- i. access to research resources of all kinds, including primary sources, data, findings, outcomes and publications.
- ii. a central data standards and management policy and/or uniform data policies across the participating institutions
- iii. a central open publishing policy and/or uniform open publishing policies across the participating institutions
- iv. the provision of information, guidance and advice on all aspects of DRP and on data management and copyright licences for online publishing in particular at/for all participating institutions
- v. collaboration with DARIAH and CLARIN.

The SASSH initiative has revealed that the science academies and related non-university research organisations are storehouses of data, material and research on European cultural heritage and identity. Only in some cases is this data made openly available for use beyond the project or institution, yet in most cases it is stored in electronic form, if only locally. The basis for a rich data pool is thus there, but it requires a central digital infrastructure initiative to exploit its aggregate potential. The key to doing this lies in centrally collating existing resources, harmonising their formats to make them interoperable and comparable, and making them available, in accordance with the relevant use and re-use licences, to researchers from across the programme as well as to other researchers and to the public. The further digitisation of physical sources could run parallel to this with the support of digitisation facilities based or affiliated to academies like the Data Repository of Ireland or the Humanities Data Center of the Göttingen Academy in Germany.

A solution to problems in open access publishing of outcome and data lies in awareness, training and guidance. The survey reveals that there are as yet few sufficient structures in place to offer guidance on open publishing, nor on data standards and management at the institutions surveyed. Based at multiple science academies and similar research organisations, a European research programme would need to ensure institutional (OR at organisation/cluster level) advice and policies on open publishing and data storage. In addition to advising, such structures must outline a clear policy in line

with international standards, and take advantage of existing and most certainly successful licence systems like Creative Commons that give researchers the choice regarding the extent of the openness of their publications, and not least clarity regarding in what ways their work can be used and reused and by whom once accessible online.

A European research programme should collaborate with ERICs like DARIAH, CLARIN and CESSDA to raise awareness of and use skills for existing tools and resources, as well as to promote and implement the harmonisation and standardisation of digital tools and resources resulting from future projects, where necessary, in order to ensure that these are mutually compatible and therewith interlinkable and accessible to and useable by researchers around the continent.

- **Visibility and networking via an online portal**

Knowledge of other, thematically related research is key for building informative or collaborative contacts whose insights, data and/or research outcome can further the research project or lead to official collaborations. Keeping other research institutions directly informed also increases the visibility and citability of research projects. As of yet there is no central source of information on the research undertaken at and/or by the science academies and related research organisations of Europe. Simple information such as project titles by field, project descriptions, the names of and, where applicable, links to online versions of, project publications, and the contact details of the project leaders would be vital to facilitate international and, where applicable, interdisciplinary research cooperation. The necessity for a searchable academies' portal as a central source of information on academy and related projects is irrefutable. A basic project catalogue holding project titles, descriptions and contact details would make a significant contribution to facilitating international research cooperation from below. Such a portal would need to be searchable by country, research field and keyword, and would need to be regularly updated.

- **Sufficient financial and human resources**

It can be concluded that there are great disparities in national funding for basic SSH research at the science academies (and related research organisations) across Europe. Of course, some European states are more prosperous than others and the cost of living and corresponding salaries also vary between the participating countries. However, the findings of the SASSH initiative point to just how important European funding would be for this sector of the research landscape in which national funding is often meagre.

To counter the humanities' current funding struggle, Jürgen Mittelstrass advocates "specific models of research funding" for the humanities in combination with "more multi-national centres for advanced studies on a European level, thus also solving their visibility and organisational problems"<sup>56</sup>. A European academies' programme could be one example of this. A European academies' programme funded at European level could ensure sufficient, equal and coherent project funding across the

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<sup>56</sup> Jürgen Mittelstrass, "Humanities under Pressure". In *Humanities*, 4(1), 2015, 80.

countries in its remit. It could secure a bulk of European funding for humanities-centred research into European cultural heritage and identity to be administered to research experts by research experts.

It can be summarised that the so-called Academies' Programme, the funding programme organised by the Union of the German Academies of Sciences and Humanities, could be exemplary for Europe: a research programme with an SSH focus, high standards of evaluation, many international collaborations, a long-term guarantee of stable funding, and a system in which the best ideas and projects compete with each other. The key to ensuring sufficient, equal and coherent project funding of basic SSH research in Europe may thus be to concentrate the distribution of European funds for the SSH via SSH research institutions like the German Academies' Programme, or, at European level, via a European Academies' Programme. Allocating one appropriate budget to a European Academies Programme to administer as necessary to the pan-European, interdisciplinary research projects under its management would also help to prevent the kind of interruptions experienced by some of the projects surveyed, ensuring the financial needs of the projects are reliably and consistently fulfilled. The majority of project interruptions documented, and often lengthy ones, are or were funding-related. Applying and reapplying for external funding is a time and capacity-consuming process that detracts from the concentration on research. European funding channelled through and internally allocated and managed by the administration of a European research programme would free up scholars to dedicate themselves entirely to the demands of their research projects.

The budgetary demands of a potential European research programme may be mitigated in part by the tradition of unpaid project leaders and further research staff (that is, retired professors or university professors running a further project externally to their main job) in some parts of Europe. The voluntary support documented for many academy projects at leadership level and below indicates that academy research can offer significant value for money.

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## **APPENDIX I: The Questionnaires**

### Main Questionnaire

Dear Sir/Madam,

For the last few months the German Federal Ministry of Education and Research has been investing in an initiative of All European Academies (ALLEA) and the Union of the German Academies of Sciences: "Survey and Analysis of Basic Social Science and Humanities Research in Europe" (SASSH). Currently, 58 science academies, learned societies and related research institutes in Europe are participating in the initiative, including your institution.

ALLEA and the Union of the German Academies plan to initiate a European research programme comprising long-term humanities and social science research. Following the conclusion of the above named project, we will formulate a proposal to the European Commission for the necessary funding for this research programme. I have discussed the matter with the president of the European Commission, José Manuel Barroso, with the director-general of the Directorate General for Research and Innovation, Jan-Robert Smith, and with the vice president of the European Commission, Neelie Kroes. The concept of a common European research programme on cultural heritage and cultural identity in Europe was met with interest.

Successfully implementing this research programme would bring great financial benefit to long-term SSH research projects carried out at the European science academies, learned societies and related research institutes.

An essential requirement of drafting a successful proposal to the European Commission is a survey and analysis of basic SSH research projects at the European science academies, learned societies, and related research institutes. The proposal revolves around thorough knowledge of existing research and research infrastructures. We have thus designed two surveys in order to acquire the information that we will need to formulate the proposal.

The survey is necessarily thorough. If you are not able or do not wish to answer all questions, we would like to ask you to answer as many as possible, as it is of great importance to us to have the input of as many different European research institutions and their many excellent research projects as possible.

We would prefer to receive answers electronically, however you can of course return completed surveys to the following address: All European Academies (ALLEA), c/o Berlin-Brandenburg Academy of Sciences, Jägerstraße 22/23, D-10117 Berlin, Germany, or to [leathem@akademienunion-berlin.de](mailto:leathem@akademienunion-berlin.de). The project coordinator Camilla Leathem is happy to answer any questions you may have: +49 030/20370627.

If it should prove impossible to respond before Christmas, we would be grateful to receive all responses by 30th April 2014.

Please accept my sincere gratitude for your support for and participation in what is a central initiative for the future of the European Research Area.

With best wishes

Your

Prof. Dr. Günter Stock

President All European Academies-ALLEA

## A. Basic Project Information

1. Project name/title:

2. Name of the institution that runs the project:

3. Main project tasks and aims (outline):

4. When did the project begin (approx.)

5. When will the project end (approx.)?

6. Has the project ever been interrupted?

Yes

No

If yes, why and for how long?

7. Who finances the project?

8. Approximately how much funding does the project receive annually? (Please include currency)

9. For how long is the project funded?

Its full duration

For a limited period only

If only for a limited period, for how long?

10. Is the amount of funding satisfactory?

Yes

No

11. This survey will provide an overview of basic and long-term social science and humanities research at the European sciences academies, learned societies and related research institutes. The second phase of the SASSH project will propose a European research programme on European history, identity and culture, with corresponding EU funding. Do you think that your country/institution could benefit from this?

Yes

No

12. Can you see your project becoming part of such an EU research programme and funding scheme?

Yes

No

13. In your opinion, would a European research programme be an enrichment for the common European research area of the future?

- Yes
- No

## **B. Staff**

14. Where is the project run?

- At an academy
- At a university
- At another institution

Please name the institutions:

15. Is the project carried out in:

- One place
- Several places

If several places, how many in total?

16. The project leader is:

- A paid employee
- A voluntary employee

17. How many academic staff are currently working on the project?

18. How many non-academic staff are currently working on the project? (e.g. administrators, editors, translators)

19. Is the number of project staff constant or does it vary?

- Constant
- Varies

20. Do the majority of project staff have:

- A fixed-term contract?
- A permanent contract?

21. Are any of the project staff voluntary?

- Yes
- No

22. Are any of the project staff young, early-stage researchers?

- Yes

No

23. Would a PhD student be able to write a doctoral thesis as part of the project?

Yes

No

24. Does the project aim to attract young, early-stage researchers?

Yes

No

25. Does the project offer staff the opportunity for career progression? (e.g. to project leader or a professorship?)

Yes

No

### **C. Research Collaboration**

26. For which subject(s) is your project of most significance?

27. Can other subjects benefit from your research outcome?

Yes

No

If yes, which subjects?

28. In your opinion, at what level is your project of greatest significance?

National level

European level

International level

29. Would you describe your project as:

Disciplinary?

Multidisciplinary?

If multidisciplinary, which disciplines does the project include?

30. Does your project collaborate with research institutes or universities in other countries?

Yes

No

If yes, with which institutions and in what form?

31. Which of the following categories are most applicable to your project?

- General basic research in the humanities
- General basic research in the social sciences
- Dictionary
- Edition
- Text corpus
- Textbook
- Subject-specific standard reference work

32. Are you in contact with similar research projects in your country or abroad?

- Yes
- No

If yes, with which projects in which countries?

33. Would you like to increase your collaboration with other research institutes and/or universities?

- Yes
- No

34. What may the hindrances be to doing this?

#### **D. Material, Publication and Digital Research Tools**

35. What research material do you work with?

- Primary data (e.g. archival documents)
- Printed sources
- Academic publications
- Surveys or interviews
- Field studies

36. In what format is your research material?

- Physical (e.g. paper documents)
- Electronic (e.g. internet, database)

37. Where do you access the material you need?

- At your institution
- In an external archive/library

On the internet

38. Is your access to the material you need

Unrestricted?

Restricted?

If restricted, which restrictions do you face?

39. Whom do you inform about your research, and how?

The scientific community via publications

The general public via press releases and newsletter

Policy makers in your country

Other research institutions in your country

If you inform policy makers or other research institutions in your country about your research, how do you do this?

40. In which language(s) do you publish your research outcome?

In your national language(s) only

In your national language(s) and in English

In English only

Other (please specify)

41. How do you publish your research outcome?

In book form

In specialist journals

On the internet (electronic publishing)

42. If you publish electronically, does this include open access?

Yes

No

43. Where do you archive or publish your research data/material?

On paper in an archive at my institution

On paper in a public archive

Electronically

Electronically with open access

Nowhere

44. Would you consider publishing only electronically in the future?

- Yes
- No

45. If yes, can you think of an effective way of storing research material long-term?

- Yes
- No

If yes, what would your solution be? (Outline)

46. Do you use digital research tools in your project?

- Yes
- No

If yes, which tools do you use and what for?

47. Are you aware of any European consortia for digital research? (e.g. DARIAH, CLARIN, Europeana?)

- Yes
- No

Do you use any of them? If so, which and for what?

48. What would you like to see from digital research tools in future?

## **E. Project Evaluation**

49. Is your project evaluated?

- Yes
- No

50. If yes, are evaluations carried out regularly or irregularly?

- Regularly
- Irregularly

How often are evaluations carried out?

51. Are the evaluations

- Self-evaluations?
- External evaluations?
- Internal evaluations?
- Unsure

If external, who performs the evaluations?

52. Where do the evaluators come from?

- My country
- Abroad

53. Are the evaluators experts in

- Your discipline?
- Other disciplines?

54. Please provide a brief outline of the evaluation process

55. Are the results of the evaluation made public or are they internal only?

- Made public
- Internal only

56. What consequences would a negative evaluation have for your project?

## Short Questionnaire: Digital Research Tools

Dear Sir/Madam,

For the last few months the German Federal Ministry of Education and Research has been investing in an initiative of All European Academies (ALLEA) and the Union of the German Academies of Sciences: "Survey and Analysis of Basic Social Science and Humanities Research in Europe" (SASSH). Currently, 58 science academies, learned societies and related research institutes in Europe are participating in the initiative, including your institution.

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Successfully implementing this research programme would bring great financial benefit to long-term SSH research projects carried out at the European science academies, learned societies and related research institutes.

An essential requirement of drafting a successful proposal to the European Commission is a survey and analysis of basic SSH research projects at the European science academies, learned societies, and related research institutes. The proposal revolves around thorough knowledge of existing research and research infrastructures. The Digital Tools Survey is addressed specifically to IT and library staff. By completing the survey, you will provide us with central information about the use or non-use of digital research tools at your institution, and help us to identify ways to support and harmonise their use in a future EU-funded European research programme.

We would prefer to receive answers electronically, however you can of course return completed surveys to the following address: All European Academies (ALLEA), c/o Berlin-Brandenburg Academy of Sciences, Jägerstraße 22/23, D-10117 Berlin, Germany, or to [leathem@akademienunion-berlin.de](mailto:leathem@akademienunion-berlin.de). The project coordinator Camilla Leathem is happy to answer any questions you may have: +49 030/20370627.

If it should prove impossible to respond before Christmas, we are happy to receive responses by 30<sup>th</sup> April, 2014.

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With best wishes

Your

Prof. Dr. Günter Stock

President All European Academies-ALLEA

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A DIGITAL TOOL is any computer-based tool used in the research process, for example to:

- collect material
- analyse material
- translate material
- store material
- share material
- communicate
- publish

Digital tools do NOT refer to basic internet functions like "Internet Explorer" or "Google search".

1. How would you rate the availability of digital research tools at your institution? (1-3, where 1 = poor and 3 = excellent)

Explanation:

2. Can you name the most popular digital research tools used at your institution?

3. Does your institution use tools for digitising physical data (e.g. scanning documents/photographs)?

- Yes  
 No

If yes, which tools?

4. Do researchers at your institution work with any European digital research consortia?

5. Where does your institution store research data after a project ends?

- In a physical archive at your institution  
 In a physical public archive  
 In an electronic archive  
 In an electronic archive with open access  
 Nowhere

6. How long does the data remain in the archive?

- Forever  
 For a limited time

If for a limited time only, for how many years (approx.)?

7. Where does your institution store the research outcome (e.g. publications) after a project ends?

- In a physical archive at your institution  
 In a physical public archive  
 In an electronic archive  
 In an electronic archive with open access  
 Nowhere

8. How long does a publication remain in the archive?

- Forever  
 For a limited time

If for a limited time only, for how many years? (approx.)

9. Does your institution have a policy for data management/data standards?

- Yes
- No
- Not sure

If yes, please briefly describe the policy

10. Does your institution have a policy for electronic publishing/open access publishing?

- Yes
- No
- Not sure

If yes, please briefly describe the policy

11. Does your institution offer researchers support and advice on data management/data standards?

- Yes
- No

If yes, what are some common questions and problems for researchers?

12. Does your institution offer researchers support and advice on electronic publishing/open access publishing?

- Yes
- No
- Not sure

If yes, what are some common questions and problems for researchers?

13. Does your institution use Creative Commons licenses?

- Yes
- No

14. Does your institution offer training or informative events for digital research tools?

- Yes
- No

If yes, please briefly describe:

## APPENDIX II: Participating Organisations

**Participating organisations** & listed project co-hosts (main survey)  
and short survey on digital research practices\*  
short survey only\*\*

COUNTRY	RESEARCH ORGANISATION
Armenia	<b>Armenian National Academy of Sciences</b>
Austria	<b>Austrian Academy of Sciences</b> <b>Institute for Archaeological Prospection and Virtual Archaeology (Ludwig Boltzmann Gesellschaft)</b> <b>Institute for the History and Theory of Biography (Ludwig Boltzmann Gesellschaft)</b> <b>Institute for Neo-Latin Studies (Ludwig Boltzmann Gesellschaft)*</b> Austrian National Library, Papyrus Collection University of Vienna
Belgium	<b>Royal Academy of Dutch Language and Literature*</b> <b>Royal Academy of Science, Letters and Fine Arts of Belgium*</b> The city and museums of Antwerp Catholic University of Louvain
Bosnia & Herzegovina	<b>Academy of Sciences and Arts of Bosnia and Herzegovina*</b>
Bulgaria	<b>Bulgarian Academy of Sciences*</b> National Fund for Scientific Research
Croatia	<b>Croatian Academy of Sciences and Arts*</b> <b>Institute for Development and International Relations*</b> <b>Institute for Migration and Ethnic Studies*</b> <b>Institute of Ethnology and Folklore Research*</b> <b>Institute of Public Finance*</b> Agency for Vocational Education and Training and Adult Education Croatia
Czech Republic	<b>Academy of Sciences of the Czech Republic*</b>
Denmark	<b>Royal Danish Academy of Sciences and Letters</b>
Estonia	University of Tallinn
France	<b>Academy of Sciences, Arts and Literature of Bordeaux</b> Institute for Human Palaeontology, Paris Centre National de la Recherche Scientifique**
Germany	<b>Bavarian Academy of Sciences and Humanities*</b> <b>Berlin-Brandenburg Academy of Sciences and Humanities*</b> <b>Göttingen Academy of Sciences and Humanities*</b> <b>Hamburg Academy of Sciences and Humanities*</b> <b>Heidelberg Academy of Sciences and Humanities*</b> <b>Leipzig Academy of Sciences and Humanities</b> <b>Mainz Academy of Sciences and Literature*</b> <b>North Rhine-Westphalian Academy of Sciences, Humanities and the Arts*</b> <b>Senckenberg Nature Research Society</b> Biblical-Archaeological Institute, Wuppertal <b>German Archaeological Institute</b> German Protestant Institute of Archaeology <b>Franz Joseph Dölger Institute*</b>

Max Planck Institute for the History of Science  
 Numismatic Collection of the Berlin State Museums  
**Center for Literary and Cultural Research, Berlin**  
**Center of Modern Oriental Studies, Berlin\***  
**University of Tübingen**  
 University of Bonn  
 University of Cologne (Thomas Institute)  
**University of Erlangen Nuremberg**  
 University of Freiburg  
 University of Heidelberg  
 University of Kiel  
 University of Münster  
 University of Oldenburg  
 University of Rostock  
 University of Würzburg

Greece  
**Academy of Athens\***  
 Hellenic Foundation for European and Foreign Policy

Hungary  
**Hungarian Academy of Sciences\***  
 Central European University

Ireland  
**Royal Irish Academy**  
 Department of Foreign Affairs and Trade  
**Economic and Social Research Institute\***  
 National Archives of Ireland

Israel  
**Israel Academy of Sciences and Humanities**

Italy  
**Accademia dei Lincei\***  
**Accademia Spoletina**  
**Academy of Sciences of Turin\***  
**Unione Accademica Nazionale\***  
 Italian National Research Council  
 Central Institute for the Union Catalogue of Italian Libraries and  
 Bibliographic Information (ICCU)  
 Institute for Research on Population and Social Policy, Rome\*  
 Istituto Internazionale di Alti Studi Giuridico Economici per lo Sviluppo  
 University of Bari  
 University of Padua  
**Sapienza University, Rome**  
 University of Napoli "Frederico II"  
 University of Palermo  
 University of Siena  
 University of Venice "Caà Foscari"  
 University of Verona

Latvia  
**Latvian Academy of Sciences**  
**Latvian Maritime Academy \***  
 Academy of Agricultural and Forestry Sciences\*\*  
 Scientific Research Institute of Social Sciences and Humanities  
**Riga Teacher Training and Educational Management Academy\***  
**Turaida Museum Reserve**

	<b>Rezekne University of Latvia</b>
	<b>Riga Stradins University of Latvia</b>
	University of Latvia*
Liechtenstein	<b>Liechtenstein Institute*</b>
Lithuania	<b>Lithuanian Academy of Sciences</b>
	<b>Lithuanian Culture Research Institute*</b>
Montenegro	<b>Montenegrin Academy of Sciences and Arts*</b>
Netherlands	<b>Netherlands Royal Academy of Sciences</b>
	<b>Netherlands Institute for Art History</b>
	University of Maastricht
	University of Nijmegen
	<b>University of Utrecht</b>
Norway	<b>Museum of Cultural History, Oslo*</b>
	Institute of Transport Economics
	Research Management AS, Norway
	<b>School of Mission and Theology</b>
	<b>University of Bergen*</b>
	<b>University of Oslo</b>
	<b>University of Tromsø, Arctic University of Norway</b>
Poland	<b>Polish Academy of Sciences</b>
	Adam Mickiewicz University of Poznań
	University of Gdańsk
Romania	Romanian Academy of Sciences
Russia	<b>Russian Academy of Sciences*</b>
Serbia	<b>Serbian Academy of Sciences</b>
	<b>University of Belgrade</b>
Slovakia	<b>Slovak Academy of Sciences*</b>
Slovenia	<b>Slovenian Academy of Sciences and Arts</b>
	<b>Urban Planning Institute of the Republic of Slovenia*</b>
	University of Maribor
Spain	<b>Royal Academy of History*</b>
	<b>Institute for Catalan Studies*</b>
Sweden	<b>Royal Swedish Academy of Sciences*</b>
	<b>University of Stockholm</b>
Switzerland	<b>Swiss Academy of Human and Social Sciences*</b>
	Bibliothèque de Genève
	Swiss Center of Expertise in the Social Sciences*
	<b>Swiss German Dictionary Society</b>
	University of Bern
	University of Lausanne*
	University of Neuchâtel
United Kingdom	<b>British Academy*</b>
	The Cambridge Group for the History of Population and Social Structure
	English Place Name Society
	Royal Historical Society
	Royal Society of Edinburgh
	Fitzwilliam Museum

	Queens University of Belfast
	University of Cambridge
	University of Durham
	University of Edinburgh
	University of Exeter
	University of Glasgow
	University of Nottingham
	University of Oxford*
	University of Reading
	University of Roehampton*
	University of Swansea
Ukraine	<b>National Academy of Sciences of Ukraine*</b>
	Taras Shevchenko National University of Kiev
	<b>Vernadsky National Library*</b>
International	International Union of Academies (UIA)
	US Library of Congress

## APPENDIX III: Projects by Country

(Data for projects printed in **bold** was obtained from the internet only)

COUNTRY	PROJECT NAME	RESEARCH ORGANISATION
Armenia	The Social Transformations and Migration Flows in Armenia	Institute of Philosophy, Sociology and Law of Armenian National Academy of Sciences
Austria	Alexander Conze in Wien (1869–1877) Gründung und Entstehungsgeschichte der Klassischen Archäologie in Österreich	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik Universität Wien
Austria	Die Bedeutung der neulateinischen Literatur für die Entwicklung des frühmodernen Europa	Ludwig Boltzmann Institut für Neulateinische Studien
Austria	Fontes Pannoniae Antiquae – A history of Roman Pannonia	Universität Wien Institut für Alte Geschichte
Austria	The Framework of Imperial Power in Late Antique Egypt	Universität Wien, Institut für Alte Geschichte
Austria	Geschichte und Theorie der Biographie-Methodenkritik neuzeitlicher Biographik und einer Theorie der Gattung Biographie	Ludwig Boltzmann Institut für Geschichte und Theorie der Biographie
Austria	Hisn-al-Bab: Eine Grenzfestung am Ersten Katarakt	Universität Wien, Institut für Alte Geschichte
Austria	Ludwig Boltzmann Institut für Archäologische Prospektion und Virtuelle Archäologie (LBI ArchPro)	Ludwig Boltzmann Institute for Archaeological Prospection and Virtual Archaeology -Austria
Austria	Papyri of the Early Arab Period online	Österreichische Nationalbibliothek, Papyrussammlung
Austria	Das Politeuma: Ursprung, Funktion und Definition einer ptolemäischen Organisationsform zur Integration von Minderheiten	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik, Universität Wien
Austria	Rhodian Amphora Stamps: New Methods, New Results	Österreichische Akademie der Wissenschaften / Universität Wien,
Austria	Supplementum Epigraphicum Graecum	Österreichische Akademie der Wissenschaften / Universität Wien
Austria	Tituli Asiae Minoris	Österreichische Akademie der Wissenschaften
Austria	Von der Schatzsuche zur Archäologie: Die Wiederentdeckung der Hauptstadt des Dakerreiches Sarmizegetusa Regia in Siebenbürgen unter Kaiser Franz II/I	Universität Wien, Historisch-Kulturwissenschaftliche Fakultät, Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik
<b>Belgium</b>	<b>Alchimic Texts</b>	<b>Directed by the Académie royale des Sciences, des Lettres et des Beaux Arts de Belgique</b>
<b>Belgium</b>	<b>Corpus Rubenianum Ludwig Burchard</b>	<b>Stadt und Museen von Antwerpen</b>
Belgium	Les Éditions des 15e et 16e Siècles de l'actuelle Suisse Romande	Université catholique de Louvain, Bibliothèque de Genève
Belgium	Text Editing and Dutch Linguistic/ Literary Resources Management, Centre for Scholarly Editing and Document Studies	Royal Academy of Dutch Language and Literature (KANTL)

Bosnia	Digitization of the Cartulary of the Graves of Western Balkans Prehistoric Population as a Part of the Cartulary of Illyrian Material Culture	Academy of Sciences and Arts of Bosnia and Herzegovina, Centre for Balkan Studies
Bosnia	Oriental Archaeological Excavation at the Route of Corridor V/c Highway through BiH	Academy of Sciences and Arts of Bosnia and Herzegovina, Centre for Balkan Studies
Bulgaria	Annotated Bibliography of Recent Medievalist Literature	Bulgarian Academy of Sciences
Bulgaria	Anthology of Bulgarian Christian Poetry	Bulgarian Academy of Sciences/Pokrov Bogorodichen Foundation
Bulgaria	AthenaPlus	ICCU, Italy
Bulgaria + Croatia	Atlas Linguarum Europae	Institute for Bulgarian Language at the Bulgarian Academy of Sciences
Bulgaria	The Balkan Matrix. Cultural Archetypes and Modern Transformations: Anthropology of the Balkan Religious Archetype	National Fund for Scientific Research - Bulgaria
Bulgaria	Book Binding, Design and Paper Conservation of Antique Books, Albums and Documents	Bulgarian Academy of Sciences
Bulgaria	Bulgarian Etymological Dictionary (BED)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Bulgarian National Corpus (BuINC)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Bulgarian and Romanian Youth's Health and Behaviour: joint European multilevel approach for understanding the health choices, practices and needs of youth.	Institute of Psychology – Bulgarian Academy of Sciences,
Bulgaria	Construction of the European public Sphere: the problem of "Other". Ethnic-Confessional Configuration of "Other": Philosophical-anthropological problems.	Institute for the Study of Society and Knowledge to the Bulgarian Academy of Sciences
Bulgaria + Hungary	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Center for Policy Studies/Open Society Institute/Central European University
Bulgaria	Dictionary of Bulgarian Language (DBL)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Digitisation of Bulgarian Early-Printed Books	Bulgarian Academy of Sciences
Bulgaria	The Dynamic Nature of Interethnic Attitudes in Bulgaria: a social psychological perspective	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Bulgaria	Elderly People, Cortical Regulation of the Quiet Stance During Sensory Conflict	Institute of Neurobiology Institute for Population and Human Studies Institute of Information and Communication Technologies (BAS)
Bulgaria	Electronic Archive of Luigi Salvini – the Part Related to Bulgaria	Bulgarian Academy of Sciences
Bulgaria	Ethnic tolerance in the workplace: Employers' positions and attitudes on Bulgarian, Turkish-Bulgarian and Roma employees to job and professional realisation	Institute for Population and Human studies, Bulgarian Academy of Sciences
Bulgaria	Gender Dimensions of Roma Inclusion	Bulgarian Academy of Sciences
Bulgaria	Identifying and Reducing Prejudices as a Source of Conflict between Roma and non-Roma Population - Cases of Bulgaria, Italy, Romania and Slovenia Compared	Bulgarian Academy of Sciences
Bulgaria	Language e-Resources and Processing Tools (Bulgarian wordnet and Bulgarian FrameNet)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	MARC 21: Application for the Bulgarian Realm	Bulgarian Academy of Sciences

Bulgaria	NALIS – National Academic Library and Information System	NALIS Foundation
Bulgaria	National Stereotypes, National Identity, and Degree of Acceptance of Others: an intracultural perspective	Institute for the Study of Societies and Knowledge, Bulgarian Academy of Sciences
Bulgaria	Psychological interventions and conflict prevention in reconciling work and family life	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Bulgaria	Restoring the European Dimensions of the Romani Language and Culture „R.E.D.-Rrom”	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Bulgaria	Retrospective Conversion of Library Funds	NALIS Foundation and the National Library
Bulgaria	A Road Map for European Ageing Research	Institute for Population and Human Studies – Bulgarian Academy of Sciences.
Bulgaria + Croatia	Slavic Linguistic Atlas	International Committee of Slavists (the Institute for Bulgarian Language at the Bulgarian Academy of Sciences)
Bulgaria	Towards a Lifelong Learning Society in Europe: The Contribution of the Education System	Institute for International and Social Studies, Tallinn University, Estonia
Bulgaria	World Digital Library	Bulgarian Academy of Sciences
Croatia	Analysis of Civil Security Systems in Europe (ANVIL)	Research Management AS, Norway
Croatia + Bulgaria	Atlas Linguarum Europae	Institute for Bulgarian Language at the Bulgarian Academy of Sciences
Croatia	Croatian Intangible Cultural Heritage, Social Identities and Values	Institute of Ethnology and Folklore Research
Croatia	Croatian Music Historiography before 1945	Croatian Academy of Sciences and Arts
Croatia	Cultural Diversity, Intercultural Communication and Digital Culture	Institute for Development and International Relations
Croatia	Dictionary of the Croatian Literary Language from the Croatian Revival to Ivan Goran Kovačić	The Croatian Academy of Sciences and Arts
Croatia	From Documents to Analysis. Unknown and forgotten Croatian Writers of the 19th and 20th Centuries	Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Division for the History of Croatian Literature
Croatia + Greece	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Lead institution: Hellenic Foundation for European and Foreign Policy (ELIAMEP, Greece) Croatian partner: Institute for Development and International Relations
Croatia	Global Influences and Local Cultural Changes	Institute for Development and International Relations
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	The Influence of Migration on Regional Development of Croatia	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Latin Sources, Studies and Manuals for Social and Economic History	Croatian Academy of Sciences and Arts
Croatia	The Lisbon Strategy and Europe 2020– Catalyst for Reform in the EU and in Croatia	Institute for Development and International Relations (IRMO) Zagreb

Croatia	Morphological Forms of Standard Croatian	Croatian Academy of Sciences and Arts
Croatia	Music Migrations in the Early Modern Age: the meeting of the European East, West and South (MusMig)	Croatian Academy of Sciences and Arts, Department for the History of Croatian music
Croatia	Public Sector Economics	Croatian Institute of Public Finance
Croatia	Romanisation and Christianisation of the Croatian Part of the Province of Pannonia	The Croatian Academy of Sciences and Arts, Zagreb, Croatia
Croatia + Bulgaria	Slavic Linguistic Atlas	Institute for Bulgarian Language at the Bulgarian Academy of Sciences and the Croatian Academy of Sciences and Arts
Croatia	Sources and Studies on Marcus Antonius de Dominis	Croatian Academy of Sciences and Arts
Croatia	Structuring Semantic Networks for the purpose of building a Croatian Thesaurus	Croatian Academy of Sciences and Arts
Croatia	The Study of Croatian Dialects	Croatian Academy of Sciences and Arts
Croatia	Taste of Tradition	Agency for Vocational Education and Training and Adult Education
Croatia	The Time and Space of the European and the Croatian Theatrical Engagement of the Actor and Director Ivo Raić	Division of the History of the Croatian Theatre, Croatian Academy of Sciences and Arts
Croatia	Transnational Migration – Challenges to Croatian Society	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Theoretical Starting Points and Models of Economic Development	Croatian Academy of Sciences and Arts
Czech Republic	Archaeological Map of the Czech Republic	Institute of Archaeology Academy of Sciences of the Czech Republic
Czech Republic	Bibliography of the History of the Czech Lands (BHCL)	Institute of History, Academy of Sciences of the Czech Republic
Czech Republic	Clavis Monumentorum Litterarum Bohemiae (CML)	Academy of Sciences of the Czech Republic - Institute of Philosophy
Czech Republic	Cultures of Knowledge: Networking the Republic of Letters, 1550-1750	The Institute of Philosophy, Academy of Sciences of the Czech Republic
Czech Republic	Czech Digital Library and Tools for the Management of Complex Digitization Processes	Library of the Academy of Sciences of the Czech Republic
Czech Republic	The Digitized Catalogue of the Retrospective Analytical Bibliography of Czech Literature (RETROBI)	Institute of Czech Literature, Academy of Sciences of the Czech Republic
Czech Republic	Dynamics of Change in Czech Society	Institute of Sociology, Academy of Sciences of the Czech Republic
Czech Republic	Dynamics of Vocabulary of Slavonic Languages	Institute of Slavonic Studies of the Academy of Sciences of the Czech Republic
Czech Republic	Ethnology, Folklore Studies, Music History	Institute of Ethnology of the Academy of Sciences of the Czech Republic
Czech Republic	General Catalogue of Manuscripts in the Czech Republic	Masaryk Institute and Archives of the Academy of Sciences of the Czech Republic
Czech Republic	Legal Language and the Analysis of the Czech Legal Order on the Basis of Digital Databases	Academy of Sciences of the Czech Republic
Czech Republic	Materials for the Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe / Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe	Institute of Art History, Academy of Sciences of the Czech Republic

Czech Republic	Multinational Advancement of Research Infrastructures on Ageing (SHARE M4)	Academy of Sciences of the Czech Republic
Czech Republic	Rescuing Memory: the Restoration of Buquoy Property and its Place in Czech Cultural Identity	Institute of Art History, Academy of Sciences of the Czech Republic
Czech Republic	Stories of Place: the topography of contemporary national memory	Institute for Contemporary History, Czech Academy of Sciences
Czech Republic	Vokabulář Webový	Institute of the Czech Language, Academy of Sciences of the Czech Republic
<b>Denmark</b>	<b>Monumenta Musicae Byzantinae</b>	<b>Directed by Det Kongelige Danske Videnskabernes Selskab</b>
<b>France</b>	<b>Monumenta Palaeographica Medii Aevi</b>	<b>UAI/Académie des Inscriptions et Belles-Lettres</b>
France	Troisième centenaire de l'Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux	Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux
Germany	Die alexandrinische und antiochenische Bibelexegese in der Spätantike	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Althochdeutsches Wörterbuch Thesaurus	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Altokzitanisches Wörterbuch	Kommission für die Herausgabe eines altokzitanischen Wörterbuchs der Bayerischen Akademie der Wissenschaften
Germany	Die antiken Münzen Thrakiens – das numismatische Themenportal <a href="http://www.corpus-nummorum.eu">www.corpus-nummorum.eu</a>	Berlin-Brandenburgische Akademie der Wissenschaften (Griechisches Münzwerk)
Germany	Archäologische Erforschung der römischen Alpen- und Donauländer	Bayerische Akademie der Wissenschaften, München
Germany	Augustinus Lexikon	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Ausgrabungen im Zeusheiligtum von Olympia	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Averroes Latinus Edition	Thomas-Institut der Universität zu Köln (Arbeitsstelle) zuständige Akademie: Nordrheinwestfälische Akademie für die Wissenschaften und die Künste
Germany	Leipziger Ausgabe der Werke von Felix Mendelssohn Bartholdy	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Bayerisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Beethovens Werkstatt: Genetische Textkritik und Digitale Musikedition	Akademie der Wissenschaften und der Literatur Mainz
Germany	Johann Friedrich Blumenbach - online	Akademie der Wissenschaften zu Göttingen
Germany	Johannes Brahms - Neue Ausgabe sämtlicher Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Briefe und Akten zur Kirchenpolitik Friedrichs des Weisen und Johans des Beständigen 1513 bis 1532. Reformation im Kontext frühneuzeitlicher Staatswerdung	Sächsische Akademie der Wissenschaften zu Leipzig

Germany	Martin Bucers Deutsche Schriften	Heidelberger Akademie der Wissenschaften
Germany	Byzantinische Rechtsquellen (Edition und Bearbeitung)	Akademie der Wissenschaften zu Göttingen
Germany	Census of Antique Works of Art and Architecture Known in the Renaissance	Berlin-Brandenburgischer Akademie der Wissenschaften
Germany	Commentaria in Aristotelem Graeca et Byzantina	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Controversio et Confessio	Akademie der Wissenschaften und der Literatur Mainz
Germany	Corpus Coranicum	Berlin-Brandenburgische Akademie der Wissenschaften
Germany + Spain	Corpus Inscriptionum Latinarum (CIL)	Berlin-Brandenburgische Akademie der Wissenschaften / Deutsches Archaeologisches Institut
Germany	Corpus Monodicum. Die einstimmige Musik des lateinischen Mittelalters. Gattungen – Werkbestände – Kontexte	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Corpus der prähistorischen Bronzefunde PBF	Akademie der Wissenschaften und der Literatur Mainz
Germany	Corpus der Quellen zur Geschichte der Juden im spätmittelalterlichen Reich	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Corpus der Urkunden der Römischen Herrschaft	Kommission für Alte Geschichte und Epigraphik des DAI
Germany + Greece	Corpus Vasorum Antiquorum	Union Académique Internationale durchgeführt von: Bayerische Akademie der Wissenschaften
Germany - x2 + Spain	Corpus Vitrearum Medii Aevi	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany x4	Die deutschen Inschriften des Mittelalters und der frühen Neuzeit	Akademie der Wissenschaften zu Göttingen
Germany	Deutsches Rechtswörterbuch	Heidelberger Akademie der Wissenschaften
Germany	Deutsches Wörterbuch von Jacob Grimm und Wilhelm Grimm - Neubearbeitung	Akademie der Wissenschaften zu Göttingen
Germany	Deutsche Wortfeldetymologie in europäischem Kontext: Der Mensch in Natur und Kultur	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Dictionnaire étymologique de l'ancien français (DEAF)	Heidelberger Akademie der Wissenschaften
Germany	Digitales Wörterbuch der deutschen Sprache (DWDS)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Edition der Briefe Philipp Jakob Speners (1635–1705)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition des Briefwechsel von Johann Christoph Gottsched	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition literarischer Keilschrifttexte aus Assur	Heidelberger Akademie der Wissenschaften

Germany	Enzyklopädie des Märchens	Akademie der Wissenschaften zu Göttingen, Kommission Enzyklopädie des Märchens
Germany	Epigraphic Database Heidelberg (EDH)	Heidelberger Akademie der Wissenschaften / Projektleiter: Ordinarius am Seminar für Alte Geschichte der Universität Heidelberg
Germany	Die Erschließung der Akten des Kaiserlichen Reichshofrats	Akademie der Wissenschaften zu Göttingen
Germany	Etymologisches Wörterbuch des Althochdeutschen	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Europa Humanistica: Die deutschen Humanisten. Dokumente zur Überlieferung der antiken und mittelalterlichen Literatur in der Frühen Neuzeit. Abteilung I: Die Kurpfalz	Heidelberger Akademie der Wissenschaften
Germany	Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin
Germany	Europäische Traditionen – Enzyklopädie jüdischer Kulturen	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Evangelische Kirchenordnungen des XVI. Jahrhunderts	Heidelberger Akademie der Wissenschaften
Germany	Forschungskontinuität und Kontinuitätsforschung	Akademie der Wissenschaften und der Literatur Mainz
Germany	Forschungsstelle Südwestdeutsche Hofmusik	Heidelberger Akademie der Wissenschaften
Germany	Forschungsstelle Politische Philosophie	Philosophisches Seminar, Universität Tübingen
Germany	Fränkisches Wörterbuch	Bayerische Akademie der Wissenschaften, Kommission für Mundartforschung
Germany	Frühneuhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Frühneuzeitliche Ärztebriefe (des deutschsprachigen Raums)	Bayerische Akademie der Wissenschaften
Germany	Funde der älteren Bronzezeit	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Gadara Region Project (Jordanien)	Deutsches Evangelisches Institut für Altertumswissenschaft des Heiligen Landes (DEI)
Germany	Galen als Interpret, Vermittler und Vollender der antiken Medizin	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Germania Sacra- Die Kirche des Alten Reiches und ihre Institutionen	Akademie der Wissenschaften zu Göttingen
Germany	Gluck-Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Goedekes Grundriss zur Geschichte der deutschen Dichtung – Deutsches Schriftsteller-Lexikon 1830-1880	Berlin-Brandenburgische Akademie der Wissenschaften
Germany x2	Goethe-Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Georg Friedrich Händel - Hallische Händel-Ausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Haydn-Gesamtausgabe	Akademie der Wissenschaften und der

		Literatur, Mainz
Germany	G.W.F. Hegel: Gesammelte Werke	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste Düsseldorf
Germany DAI	Das Heiligtum der Hera auf Samos (Griechenland)	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Hethitische Forschungen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Historische und rezente Hochwasserkonflikte an Rhein, Elbe und Donau im Spannungsfeld zwischen Naturwissenschaft, Technik und Sozialökologie	Heidelberger Akademie der Wissenschaften
Germany	Historisch-kritische und kommentierte Edition der Werke J. J. Winckelmanns	Akademie der Wissenschaften und der Literatur Mainz
Germany	Historisch-philologischer Kommentar zur Weltchronik des Johannes Malalas	Heidelberger Akademie der Wissenschaften
Germany	Alexander-von-Humboldt-Forschungsstelle	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Friedrich Heinrich Jacobi: Briefwechsel Text - Kommentar - Wörterbuch Online	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Inscriptiones Graecae	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Jahresberichte für deutsche Geschichte	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Neuedition, Revision und Abschluss der Werke Immanuel Kants	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Herausgabe des 'Katalogs der deutschsprachigen illustrierten Handschriften des Mittelalters'	Bayerische Akademie der Wissenschaften
Germany	Katalogisierung der Orientalischen Handschriften in Deutschland (KOHD)	Akademie der Wissenschaften zu Göttingen
Germany DAI	Kerameikosgrabung	Deutsches Archäologisches Institut in Athen
Germany	Kleine und fragmentarische Historiker der Spätantike	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Klöster im Hochmittelalter: Innovationslabore europäischer Lebensentwürfe und Ordnungsmodelle	Heidelberger Akademie der Wissenschaften; Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Kommentierte Gesamtedition der Werke von Karl Jaspers	Heidelberger Akademie der Wissenschaften
Germany	Kommentierung der Fragmente der griechischen Komödie	Heidelberger Akademie der Wissenschaften
Germany	Kulte im Kult	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany x4	Leibniz-Edition, Forschungsstelle Hannover (Leibniz-Archiv), Deutschland	Akademie der Wissenschaften zu Göttingen
Germany	Leichenpredigten der Frühen Thüringen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Lessico Etimologico Italiano	Akademie der Wissenschaften und der Literatur Mainz
Germany	Lexicon Musicum Latinum	Musikhistorische Kommission der Bayerischen Akademie der

		Wissenschaften
Germany	Lichtenberg-Edition	Akademie der Wissenschaften zu Göttingen
Germany	Marx-Engels-Gesamtausgabe (MEGA)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Melanchthon-Briefwechsel	Heidelberger Akademie der Wissenschaften
Germany	Mittelalterliche Bibliothekskataloge Deutschlands und der Schweiz	Bayerische Akademie der Wissenschaften
Germany	Mittelhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen / Akademie der Wissenschaften und der Literatur Mainz
Germany	Mittellateinisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Monumenta Germaniae Historica	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Moritz Schlick Gesamtausgabe. Nachlass und Korrespondenz	Akademie der Wissenschaften in Hamburg
Germany	Muslim Worlds – World of Islam? (2008-2019)	Zentrum Moderner Orient
Germany	Nietzsche-Kommentar	Heidelberger Akademie der Wissenschaften
Germany	Novum Testamentum Graecum. Editio critica maior	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany	Ortsnamen zwischen Rhein und Elbe – Onomastik im europäischen Raum	Akademie der Wissenschaften zu Göttingen
Germany	Papsturkunden des frühen und hohen Mittelalters	Akademie der Wissenschaften zu Göttingen
Germany	Patristik: Dionysius Areopagita	Akademie der Wissenschaften zu Göttingen, Patristische Kommission
Germany	Photoabteilung	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Preußen als Kulturstaat	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Ptolemaeus Arabus et Latinus	Bayerische Akademie der Wissenschaften
Germany	Quellensammlung zur Geschichte der deutschen Sozialpolitik	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Rationalität im Lichte der Experimentellen Wirtschaftsforschung	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Reallexikon der Assyriologie und Vorderasiatischen Archäologie	Bayerische Akademie der Wissenschaften
Germany	Herausgabe des Reallexikons und des Jahrbuchs für Antike und Christentum	Franz Joseph Dölger-Institut zur Erforschung der Spätantike
Germany	Max Reger, Auswahlgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Regesta Imperii	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Regionalsprache REDE.de	Akademie der Wissenschaften und der Literatur Mainz

Germany	Répertoire International des Sources Musicales, Deutsche Quellen	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Repertorium Academicum Germanicum	Historische Kommission bei der Bayerischen Akademie der Wissenschaften
Germany	Residenzstädte im Alten Reich (1300-1800), Urbanität im integrativen und konkurrierenden Beziehungsgefüge von Herrschaft und Gemeinde	Akademie der Wissenschaften zu Göttingen
Germany	The Role of Culture in the Early Expansions of Humans (ROCCEH)	Senckenberg Gesellschaft für Naturforschung
Germany	Runische Schriftlichkeit in den germanischen Sprachen (RuneS)	Akademie der Wissenschaften zu Göttingen
Germany	Das sächsisch-magdeburgische Recht als kulturelles Bindeglied zwischen den Rechtsordnungen Ost- und Mitteleuropas	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Sammlung, Kommentierung und Herausgabe von Papyrusurkunden	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany	Sanskrit-Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Scientific Journals as Knowledge Networks in the Age of Enlightenment	Akademie der Wissenschaften zu Göttingen
Germany	Schleiermacher, Kritische Gesamtausgabe, Abteilung Predigten	Akademie der Wissenschaften zu Göttingen
Germany	Friedrich Schleiermacher in Berlin 1808-1834. Briefwechsel - Tageskalender - Vorlesungen	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Arthur Schnitzler: Digitale historisch-kritische Edition (Werke 1905–1931)	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste Düsseldorf
Germany	Arnold Schönberg - Sämtliche Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Neue Schubert Ausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz
Germany	Schumann-Briefedition, Serie II, Freundes- und Künstlerbriefwechsel	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Scripta Antiquitatis Posterioris ad Ethicam Religionemque pertinentia / Schriften der späteren Antike zu ethischen und religiösen Fragen (SAPERE)	Akademie der Wissenschaften zu Göttingen
Germany	Septuaginta-Unternehmen (Griechisches Altes Testament)	Akademie der Wissenschaften zu Göttingen
Germany	Siedlungen der Bronzezeit	Akademie der Wissenschaften und der Literatur Mainz
Germany	Spektrum des europäischen Musiktheaters in Einzelditionen (OPERA)	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Kritische Ausgabe der Werke von Richard Strauss	Bayerische Akademie der Wissenschaften
Germany	Strukturen und Transformationen des Wortschatzes der ägyptischen Sprache. Text- und Wissenskultur im Alten Ägypten	Sächsische Akademie der Wissenschaften zu Leipzig / Berlin-Brandenburgische Akademie der Wissenschaften

Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens	Heidelberger Akademie der Wissenschaften (HAW)
Germany	Thesaurus Linguae Latinae	Bayerische Akademie der Wissenschaften
Germany	Tiryns - Ein bronzezeitliches Zentrum und Weltkultuerbe Griechenlands	Deutsches Archäologisches Institut
Germany	Turfanforschung	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Übersetzung der Inschriften des Tempels von Edfu (Oberägypten)	Akademie der Wissenschaften zu Göttingen
Germany	Richard Wagner Schriften (RWS). Historisch-kritische Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Carl Maria von Weber - Sämtliche Werke, Tagebücher, Briefe und Schriften	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Wissenschaftsbeziehungen im 19. Jahrhundert zwischen Deutschland und Russland auf den Gebieten Chemie, Pharmazie und Medizin	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Wörterbuch der altgaskognischen Urkundensprache (DAG)	Heidelberger Akademie der Wissenschaften
Germany	Korpusbasiertes elektronisches Wörterbuch Deutsche Gebärdensprache (DGS)	Akademie der Wissenschaften in Hamburg
Germany	Wörterbuch der russischen Sprache der Gegenwart	Akademie der Wissenschaften und der Literatur Mainz
Germany	Wörterbuch der tibetischen Schriftsprache	Bayerische Akademie der Wissenschaften
Germany	Zukunft des Wissenschaftlichen Kommunikationssystems	Berlin-Brandenburgische Akademie der Wissenschaften
Greece	Aristotle's Prior Analytics	Research Centre on Greek Philosophy, Academy of Athens
Greece	Byzantine Documents in Southern Europe. An Outline of the History of Law of Greek-Speaking Populations Throughout the Mediterranean	Academy of Athens - Research Institute for the History of Greek Law
Greece	Catalogue Raisonne of Wall-Paintings of Religious Art in Albania (6th-15th century)	Academy of Athens
Greece	Commentaria in Aristotelem Post-Byzantina and Philosophica Neograeca	Research Centre on Greek Philosophy (Academy of Athens)
Greece	Compilation of the Greek Bibliographical Activity Related to Byzantine and Post-Byzantine Archaeology and Art	Academy of Athens
Greece	The Copenhagen Association project	Academy of Athens
Greece	Corpus of the Byzantine Wall-Paintings of Greece (6th-15th century)	Research Centre for Byzantine and Post-Byzantine Art of the Academy of Athens
Greece	Corpus Signorum Imperii Romani	Academy of Athens
Greece + Germany	Corpus Vasorum Antiquorum	Union Académique: Bayerische Akademie der Wissenschaften / Academy of Athens
Greece	Critical editions of, commentaries and studies on Classical Greek, Latin and Byzantine authors and texts	Research Centre for Greek and Latin Literature of the Academy of Athens
Greece	Development of Language Tools and Resources Concerning the Greek Language in Synchronic and Diachronic Terms	Centre for the Greek Language, Academy of Athens

Greece	DARIAH-ATTIKI. Developing a Greek Research Infrastructure for the Humanities	Academy of Athens
Greece	Database of the Inscriptions on Painted Liturgical Scrolls	Academy of Athens
Greece	Epigraphic and Philological Testimonia	Academy of Athens
Greece + Croatia	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Lead institution: Hellenic Foundation for European and Foreign Policy. Croatian partner: Institute for Development and International Relations
Greece	Ex Justis et Legitimis Causis. Utilitas as Founding Principle of Political Action	Academy of Athens
Greece	Excavations at the Site of Koukonissi (Lemnos)	Academy of Athens
Greece	Inventory of Public Sculpture in Greece: Thrace	Research Bureau for Modern Hellenic Art - Academy of Athens
Greece	Law and Garment in Venetian Crete. Remarks on Regulations about Luxury	Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian era . a. Cities in Byzantium (13th-15th centuries):	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian era . b. Society in Greek areas under the Venetian Rule with emphasis on the case of Crete (15th-17th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian era . c. South-eastern Mediterranean from the British Archives (17th-19th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian era . d. Archives of Prevesa (18th-19th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian era . e. Participation in the Project Digital Research Infrastructure for the Arts and Humanities – DARIAH-ATTIKH	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	National Network of Digital Documentation of Intangible and Material Cultural Heritage	Academy of Athens, Hellenic Folklore Ctr.
Greece	Neologisms of Modern Greek: Collection, Classification and Language Policy	Academy of Athens -Research Centre of Scientific Terms and Neologisms
Greece	The Perception of Ancient Greek Philosophers from their Early Commentators up to the 19th Century	Academy of Athens - Research Ctr. f. Greek Philosophy
Greece	The Perception of the Philosophical Work of Empedocles from his Time up to the 20th century	Academy of Athens - Research Ctr. f. Greek Philosophy
Greece	Philosophical Research Seminar	Research Centre on Greek Philosophy (Academy of Athens)
Greece	Pots, potters and societies in Ancient Greece	Academy of Athens
Greece	Poverty and Social Exclusion in Greek Society. Forms and Mechanisms of Social Disruption in Urban and Rural Areas	Academy of Athens, Research Centre for Greek Society
Greece	Principatus ac civitas. Power relations and "liberty" in the Greek cities of the Roman East	Academy of Athens
Greece	Proclus Lexicon	Academy of Athens - Research Centre for Greek Philosophy
Greece	Publications of Individual Monuments	Academy of Athens

Greece	Reason as a factor in neohellenic legal culture	Academy of Athens
Greece	Research Center for Modern Greek Dialects-The Historical Dictionary of Modern Greek And Its Dialects (ILNE)	Academy of Athens/Research Center for Modern Greek Dialects-ILNE
Greece	Rural Crisis and Social Pathology	Academy of Athens
Greece	Social and Economic Consequences of Migration in Greece	Academy of Athens
Greece	Sources of Law in Venetian Crete: I. Notarial Actes	Academy of Athens
Greece	State Officials of the Byzantine Themes on the Basis of Sseals and Other Sources	Academy of Athens
Greece	Study of Excavation Material from the Acropolis of Brauron : Mycenaean Finds	Academy of Athens
Greece	Study of Excavation Material from Akraiphnion (Boeotia): Classical Vases	Academy of Athens
Greece	Study of Excavation Material: Hellenistic Sculpture in the Aegean (actually in Rhodes and Chania)	Academy of Athens
Greece	Sylloge Nummorum Grecorum	Academy of Athens
Greece + Spain	Tabula Imperii Romani	Academy of Athens
Hungary	Béla Bartók Complete Critical Edition	Bartók Archives, Institute of Musicology, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	Bevölkerungsgeschichte des Karpatenbeckens in der Jungsteinzeit und ihr Einfluss auf die Besiedlung Mitteleuropas	Archaeological Institute, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop	Research Center for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	The Born and Unborn Children of the 1989 Transition: the effects of the socio-cultural circumstances of giving birth on demographic processes	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Centuries of Transformation. Settlement Structures, Settlement Strategies in the Central Parts of the Carpathian Basin in the 8th-11th Century.	Archaeological Institute, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	Changes, Crises, Reactions (Adaptation of Local Organizations of Social Services /LOSS/ in peripheral countries in Europe)	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Changing Populations or Changing Identities in the Bronze Age of the Carpathian Basin? (Migrations and/or transformations during the 3rd and 2nd millennia BC)	Institute of Archaeology, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Comprehensive Dictionary of Hungarian	Research Institute for Linguistics, Hungarian Academy of Sciences
Hungary	Comprehensive Grammar Resources - Hungarian	Research Institute for Linguistics, Hungarian Academy of sciences
Hungary	Constitutional Reasoning in a Comparative Perspective (CONREASON)	Hungarian Academy of Science, Centre for Social Sciences
Hungary	Decision Making of Professionals: processual, personality and social aspects	Institute of Experimental Psychology, Hungarian Academy of Sciences
Hungary + Bulgaria	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Hungarian Scientific Research Fund
Hungary	Development and Application of a Standardized Methodology for the Prospective Sustainability Assessment of Technologies (PROSUITE)	Hungarian Academy of Science, Centre for Social Sciences

Hungary	Division of Labor in the Expression of Quantifier Scope	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	The Elaboration of Written Musical Sources of the 18th–19th Centuries and their Folk Music Connections based on Kodály's Folk Music Collection of the Hungarian Academy of Sciences	The Hungarian Academy of Sciences, Research Centre for the Humanities, Institute for Musicology
Hungary	Election Pledges and Public Policy in Hungary, 1990-2010	Centre for Social Sciences, Hungarian Academy of Science
Hungary	Publishing the Encyclopedia of 18th-Century Hungary. Critical Edition of Mátyás Béli's <i>Notitia Hungariae Novae</i> (volumes 3-5.)	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Establishing a New Archives and Research Group for 20th-21st Century Hungarian Music	Institute of Musicology, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary + Switzerland	European Social Survey	Centre for Social Sciences, Hungarian Academy of Sciences
Hungary	Excavation and analysis of the Material of Lombard Cemetery at Szólád, Hungary	Archaeological Institute of Research Center for Humanities at the Hungarian Academy of Sciences
Hungary	Families in Mortgage Crisis	Hungarian Academy of Sciences, Centre for Social Sciences, Institute of Sociology
Hungary	The First Century of Hungarian Aesthetics: a critical edition of source texts (1750–1850)	Research Center for the Humanities of Hungarian Academy of Sciences
Hungary	From the Environment to Belief Systems: changing lifeways and culture as reflected by animal remains between the Late Copper Age and the Late Bronze Age	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Give Kids a Chance Research Group	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Gradualia	Hungarian Academy of Sciences, Research Centre for the Humanities, Institute of Musicology
Hungary	The Grammar of Quantification and Linguistic Relativity	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	The Hungarian Cantus Planus in the Context of the European Music History: aims, methods and perspectives at the beginning of the 21st Century	The Hungarian Academy of Sciences, Research Centre for the Humanities
Hungary	Hungarian Generative Diachronic Syntax	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Hungarian Popular Poetry (18-19th c.) Vol. 3.	Institute for Literary Studies of the Research Center for Humanities of the Hungarian Academy of Sciences
Hungary	Hungarian Spoken Language Database and Studies on the Phonetic Characteristics of Spontaneous Speech (BEA)	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Institutional Trust and Policy Effectiveness	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Legal Culture in Hungary - Theory and Empirical Research	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Life Paths In and Out of Prison. Opportunities for Subjective Re-socialization	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Living from their Land: agricultural actors, rural development trajectories	Hungarian Academy of Sciences, Centre for Social Sciences

Hungary	Medieval Hebrew Manuscript Fragments in Hungarian Public Collections	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Mikes Dictionary	Institute for Literary Studies of the Hungarian Academy of Sciences
Hungary	Minorities' Right to Participation - New Models in Central Europe	Institute for Minority Studies - Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Minority Language in the Process of Urbanization: a comparative study of urban multilingualism in North North Saami, Mansi, Nganasan, Tundra Nenets indigenous communities	Research Institute for Linguistics Hungarian Academy of Sciences
Hungary	Morphologically Analysed Corpus of Old and Middle Hungarian Texts, Representative of Informal Language Use.	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Mosapuro/Salauar	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Multiple Discrimination: personal and institutional perceptions, impacts, and actions	Center for Social Sciences, Institute for Sociology, Hungarian Academy of Sciences
Hungary	Narratives of the History of Hungarian Philosophy (1792–1947)	Institute of Philosophy, Research Centre for Humanities, Hungarian Academy of Sciences
Hungary	New European Crimes and Trust-based Policy (FIDUCIA)	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	New Research into Early Medieval Archaeology in Hungary. Publishing of archaeological Materials.	Institute of Archaeology, Research Center of Humanities of Hungarian Academy of Sciences
Hungary	Online Database of Hungarian Cultural History (from the beginnings to the 18th century)	Institute for Literary Studies of Hungarian Academy of Sciences
Hungary + Poland	Open Communities – Enclosed Spaces. The dynamics of defensive settlement, economy and superregional relationships among the Middle Bronze Age societies in the Kakucs area	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Personal Network of Italian Military Writers and Diplomats between Vienna and Istanbul in the 17th Century	Hungarian Academy of Sciences: Research Centre for the Humanities
Hungary	Policy Opportunities for Hungary in the European Union - Analysis of the Legal Framework	Hungarian Academy of Sciences Centre for Social Sciences
Hungary	Political Leadership: Theory and Comparative Research	Hungarian Scientific Research Fund
Hungary	Research on Jewish Cemeteries in Hungary	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Research Center for Educational and Network Studies (RECENS)	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Research Works for Monument Topographies in Kőszeg and Tokaj-Hegyalja	Centre for the Humanities, Hungarian Academy of Sciences, Institute of Art History
Hungary	Source Research on the 20th-Century History of the National Minorities in Hungary	Hungarian Academy of Sciences, Centre for Social Sciences, Institute for Minority Studies
Hungary	Synods and Assemblies of the Catholic Church in Hungary, 1790-2010	Hungarian Academy of Sciences Research Centre for the Humanities, Institute of History
Hungary	Traditional Dance as Knowledge, Social Practice and Cultural Heritage in East-Central European Local Communities	Hungarian Academy of Sciences, Research Centre for Humanities, Institute of Musicology

Hungary	Uralonet	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Voices of the 20th Century	Hungarian Academy of Sciences, Centre for Social Sciences
Ireland	Dictionary of Irish Biography	Royal Irish Academy
Ireland	Dictionary of Medieval Latin from Celtic Sources (DMLCS)	Royal Irish Academy
Ireland	Documents on Irish Foreign Policy	Royal Irish Academy
Ireland	Foclóir na Nua-Ghaeilge	Royal Irish Academy
Ireland	Irish Historic Towns Atlas	Royal Irish Academy
Ireland	New Survey of Clare Island	Royal Irish Academy
Ireland	Religious Education in a Multicultural Society: school and home in comparative context (REMC)	Economic and Social Research Institute, Dublin
<b>Israel</b>	<b>Index of Jewish Art</b>	<b>UAI/Directed by the Israel Academy of Sciences and Humanities</b>
Israel	Research of Hebrew Poetry from the Genizah	Israel Academy of Sciences and Humanities
Italy	Academy Library	Accademia Spoletina
Italy	Archivio della Latinità Italiana del Medioevo (ALIM)	National Research Council, Unione Accademica Nazionale
Italy	Codices Graeci Antiquiores. A Palaeographical Guide to Greek Manuscripts to the Year 900	Accademia Nazionale dei Lincei Rome
<b>Italy</b>	<b>Corpus Iuris Sarscriticum</b>	<b>UAI/Directed by the Unione Accademica Nazionale</b>
Italy	Corpus dei Manoscritti Copti Letterari	National Research Council, Unione Accademica Nazionale
<b>Italy</b>	<b>Corpus of Phoenician and Punic Antiquities</b>	<b>UAI/Directed by the Unione Accademica Nazionale</b>
Italy	Corpus Rhythmorum Musicum	National Research Council, Institute for Research on Population and Social Policies
Italy	Literature and Nationality: a doubtful equivalence	Accademia delle Scienze di Torino
Italy	Humanism in Spoleto	Accademia Spoletina
Italy	Spoletium	Accademia Spoletina
Italy	Supplementa Italica	Accademia Nazionale dei Lincei
Italy	Virtual Museum of Archaeological Computing	Accademia Nazionale dei Lincei Consiglio Nazionale delle Ricerche
Latvia	Cultural and Natural Heritage of the Historical Centre of Turaida	Turaida Museum Reserve
Latvia	Cultures within a Culture: politics and poetics of border narratives	Institute of Literature, Folklore and Art, University of Latvia
Latvia	HipiLatLit	Rezekne University College
Latvia	Internet Aggressiveness (Bullying) Index	Riga Stradins University
Latvia	Kultur und Geschichte der Deutschen im östlichen Europa	Latvian Maritime Academy
Latvia	Linguo-Cultural and Socio-Economic Aspects of Territorial Identity in the Development of the Region of Latgale (Latvia)	Rēzekne Higher Educational Institution

Latvia	National Identity	The Latvian Academy of Sciences (LAS)
Latvia	Social Security and Quality of Working Life: the comparative study of Latvian and Norwegian seamen	Scientific Research Institute of Social Sciences and Humanities, Latvia, Latvian Maritime Academy
Latvia	Support Activities Realization of Youth Social Exclusion Risk Decrease and Youth with Functional Disabilities Integration into Higher Education	Riga Teacher Training and Educational Management Academy (RTTEMA)
Liechtenstein	30 Jahre Frauenstimmrecht: Frauen und Politik	Liechtenstein Institute
Liechtenstein	Direct Democracy with a Special Focus on Liechtenstein	Liechtenstein Institute
Liechtenstein	Governance in a Small State. A comparative Analysis of Legislative Processes in Liechtenstein	Liechtenstein Institute
Liechtenstein	Issue- and Personalization Strategies of Liechtenstein's Political Players in Parliamentary Elections from 1997 to 2013	Liechtenstein Institute
Lithuania	Dictionary of Lithuanian Artists: vol. II and III	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Ethics of Immanence in Contemporary Philosophy	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Exposures of Lithuanian Musical Life from the 16th to the End of the 19th Century: aspects of multiculturalism	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Guide to the Grand Duchy of Lithuania	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	The History of Pažaislis Marbles	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Lithuanian Religious Art: diocese of Šiauliai	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Pažaislis Legends and Reality	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Philosophy in Vilnius in the First Half of 19th Century	Lithuanian Research Council/Lithuanian Culture Research Institute
Lithuania	Priority Axis 3: Strengthening of Capacities of Researchers and Scientists	Lithuanian Academy of Sciences
Lithuania	The Römers in Lithuania in the 17th to the 20th Centuries	Lithuanian Culture Research Institute
Montenegro	Dictionary of Montenegrin language	Montenegrin Academy of Sciences and Arts
Montenegro	History of Montenegrin Diplomacy	Montenegrin Academy of Sciences and Arts
Montenegro	Sociological Aspects of Montenegrin Society	Montenegrin Academy of Sciences and Arts
Netherlands	Dutch Song Database (Nederlandse Liederenbank)	Meertens Instituut, Amsterdam (Royal Dutch Academy of Arts and Sciences)
<b>Netherlands</b>	<b>Collected Works of Erasmus</b>	<b>Royal Netherlands Academy of Sciences (Constantijn Huygens Institute)</b>
Netherlands	Folktales As Classifiable Texts (FACT)	Meertens Instituut (Royal Dutch Academy of Arts and Sciences)
<b>Netherlands</b>	<b>Four Centuries of Labour Camps. War, Rehabilitation, Ethnicity</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>

Netherlands	<b>Works of Grotius</b>	<b>Directed by the Koninklijke Nederlandse Akademie van Wetenschappen (Royal Netherlands Academy of Sciences)</b>
Netherlands	<b>History of Labour Relations 1500-2000</b>	<b>The International Institute of Social History (IISH)- An Institute of the Royal Netherlands Academy of Arts and Sciences</b>
Netherlands	<b>How much did the Netherlands earn from slavery? Slaves, commodities and logistics: the direct and indirect, the immediate and long-term economic impact of eighteenth-century Dutch Republic transatlantic slave-based activities.</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>
Netherlands	On the Same Wavelength: how does language help our minds resonate in synchrony?	Utrecht University, Institute of Linguistics
Netherlands	Rembrandt Database	Netherlands Institute of Art History
Netherlands	Tunes & Tales	Meertens Instituut
Netherlands	<b>Women's Work in the Early Modern Period</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>
Norway	Bodily Im/perfection. Negotiating the Imperfect Body in Early Christianity	Misjonshøgskolen (School of Mission and Theology)
Norway	Emergence of Non-Canonical Case Marking in Indo-European	University of Bergen
Norway	Fartein Valen – Atonality's Groundbreaker and Carrier of Modernist Traditions. A Critical-analytical, Historical and Philological study	Department of Musicology, University of Oslo
Norway	Poetry and Philosophy. Poetical and Argumentative Elements in Plato's Philosophy	Department of Philosophy, University of Bergen
Norway	Reassembling Democracy. Ritual as Cultural Resource (REDO)	The Faculty of Theology, University of Oslo
Norway	Religion and Money: Economy of Salvation in the Middle Ages	Museum of Cultural History, University of Oslo
Norway	The Scandinavian Moment in World Literature	University of Tromsø, Arctic University of Norway
Norway	Talebanken (The Speech Bank)	University of Bergen
Norway	Tiny Voices from the Past: New Perspectives on Childhood in Early Europe	University of Oslo
Poland	Animals, Gender, and Visual Culture	Institute of Literary Studies, Polish Academy of Sciences
Poland	Archiwum kobiet – pisma (Women's Manuscripts)	Instytut Badań Literackich, Polish Academy of Sciences
Poland	Axiological and Ethical Fundaments of the "Dual Process". The New Conceptualisation of the Theoretical Idea and its Empirical Verification	Institute of Psychology, Polish Academy of Sciences
Poland	Between the Scientia Curiosa and Encyclopaedia. European Contexts for Old Polish Compendia of Knowledge	The Institute for Literary Research, Polish Academy of Sciences
Poland	Blog as a New Form of Multimedia Writing	Institute of Literary Research, Polish Academy of Sciences
Poland	"The Children of Hagar" - literary images of Roma/Sinti/Gypsies.	The Institute of Literary Research, Polish Academy of Science

Poland	Conceptual Dictionary of Old Polish Language	Institute of Polish Language, Polish Academy of Sciences
Poland	Cultural Differences in the Social Perception of Agency and Communion of Smiling Individuals	Polish Academy of Sciences, Institute of Psychology
Poland	Cultural History of Health and Disease in the Polish Countryside in the Second Half of the Twentieth Century. Study of Changes	The Tadeusz Manteuffel Institute of History, Polish Academy of Sciences
Poland	The Dictionary	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Early Social Experiences and the Developmental Changes in the Perspective of Evolutionary Theory of Life History	Institute of Psychology, Polish Academy of Sciences
Poland	Edition of Diplomatic Sources for the Reign of Stanislaw August Poniatowski	The Tadeusz Manteuffel Institute of History Polish Academy of Sciences
Poland	Electronic Dictionary of Polish Hydronyms	The Institute of the Polish Language at the Polish Academy of Sciences
Poland	In the Face of the Holocaust: towards a demythologisation of descriptive categories	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Great Dictionary of Polish - continuation	Institute of Polish Language at the Polish Academy of Sciences
Poland	Fontes Mediae et Infimae Latinitatis Polonorum (1000-1550). The Electronic Corpus of Polish Medieval Latin (1000-1550)	Institute of Polish Language, Polish Academy of Sciences
Poland	Historical Atlas of Poland: Greater Poland in the second half of the 16th century	Institute of History, Polish Academy of Sciences
Poland	Historical Geographical Dictionary of Polish Lands in the Middle Ages	Institut of History, Polish Academy of Sciences
Poland	Monumenta Vaticana res gestas Polonicas Illustrantia – the edition of the sources of papal provenience relating to the history of Poland in the late Middle Ages	Institute of History of the Polish Academy of Sciences
Poland	A New Paradigm? The Image of Polish-Jewish Relationship In Chosen Texts of Culture after 2000	The Institute of Literary Research of The Polish Academy of Sciences
Poland + Hungary	Open Communities – Enclosed Spaces. The dynamics of defensive settlement, economy and superregional relationships among the Middle Bronze Age societies in the Kakucs area	Institute of Prehistory, Adam Mickiewicz University, Poznań, Institute of Archaeology Research Centre for the Humanities, Hungarian Academy of Sciences
Poland	Polish Language in the Press and Other Written Sources at the Beginning of Sovietisation of Ukraine (20s and 30s of the 20th century).	Institute of the Polish Language at the Polish Academy of Sciences
Poland	Polish Writers and Scholars of Literature at the Turn of the 21st Century. Biographical and Bibliographical Dictionary	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Political Discourse of Polish-Lithuanian Commonwealth. Concepts and Ideas	The Institute of Literary Research, Polish Academy of Sciences
Poland	Political and Economic Elites in Bessarabia in the Interwar Period	Tadeusz Manteuffel Institute of History, Polish Academy of Sciences
Poland	Reception of the Italian Intellectual Culture in the Cracow University Milieu from the Second Half of the 14th Century to the End of the 15th Century	Manteuffel Institute, Polish Academy of Sciences
Poland	Redefining Philology	The Institute of Literary Research of the Polish Academy of Science
Poland	The Role of Associative and Propositional Processes in Attitude Formation Through Evaluative Conditioning	Institute of Psychology, Polish Academy of Sciences

Poland	Romanticism in the Light of New Sources	The Institute of Literary Research of the Polish Academy of Science
Poland	Sideways Reflections: Russian literature and culture through the eyes of Poles	The Institute of Literary Research of the Polish Academy of Science
Poland	Socio-cultural and psychological Predictors of Work-Life Balance and General Equality - Cross- Cultural Comparison of Polish and Norwegian Families	Institute of Psychology of the Polish Academy of Sciences
Poland	The Speeches and the Rites. Oratory of the Family Circle in the Old-Polish Culture	The Institute of Literary Research of the Polish Academy of Science
Poland	The Use of Environmental Data for the Study of Early Economies	Institute of History, Polish Academy of Sciences
Russia	Africa and the Evolution of the Global Governance System	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa in the Modern System of International Relations	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa and National Interests of Russia	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa: processes of sociocultural transformation	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa in the System of Global Food Security	Institute for African Studies (Russian Academy of Sciences)
Russia	African Anthropology: new research objects	Institute for African Studies (Russian Academy of Sciences)
Russia	African Diaspora in the Context of Foreign Policies of African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	African Societies in the Civilizational Context of Global and Regional Development	Institute for African Studies (Russian Academy of Sciences)
Russia	Armed Conflicts in the North Africa Region and on the Horn of Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	BRICS as a New International Actor: role and perspectives for Russia and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Analysis and Modelling of Processes of Socio-Political Destabilization in the Adjoining Regions of Africa and Middle East	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Studies of the Economic, Political and Social Development of North African Countries and Russia's Interests in the Region	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Study of Southern African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Economic, Social and Political Problems of the Development of Science in Africa in the 21st century	Institute for African Studies (Russian Academy of Sciences)
Russia	Ethnic and Confessional Problems in Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Ethnic Identity in Modern Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Evolution of Military and Political Co-operation between the USSR/Russia and African Countries (case studies of Angola, Mozambique and Ethiopia)	Institute for African Studies (Russian Academy of Sciences)

Russia	Evolution of Sociopolitical Systems and Economic Structures in Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Foreign Policies of African Countries: new tendencies in the conditions of growing Africa's influence in the world	Institute for African Studies (Russian Academy of Sciences)
Russia	Gender Problems in the Globalization Era and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	The History of Military and Political Co-operation between the USSR/Russia and African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Investment Codes of African Countries: Methodology of Analysis and Practical Implementation	Institute for African Studies (Russian Academy of Sciences)
Russia	The Islamist Movement in the World Political Process: conceptual trends, organizations, evolution tendencies	Institute for African Studies (Russian Academy of Sciences)
Russia	Long-term Strategic Global Forecast	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	Modern Sociopolitical and Economic Processes in North Africa and on the Horn of Africa in Light of the Arab Revolutions Experience	Institute for African Studies (Russian Academy of Sciences)
Russia	Modern Sociopolitical and Economic Processes in Southern Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Monitoring of Mutual Direct Investments in the CIS and Direct Investments from Russia, Belarus, Ukraine and Kazakhstan in the EU and East Asia	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	New Civilizational Vectors of International Development and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	New Economic Strategy of African States	Institute for African Studies (Russian Academy of Sciences)
Russia	North African Countries and Countries of the Horn of Africa in Regional and Global Economic Co-operation	Institute for African Studies (Russian Academy of Sciences)
Russia	Russia in a Polycentric World	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	The Shaping of the New Global Economic Model and African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Social and Demographic Risks of the Large-Scale Humanitarian Catastrophes in Tropical Africa and Ways of their Prevention	Institute for African Studies (Russian Academy of Sciences)
Russia	Socioeconomic and Political Problems of Countries of Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Sociopolitical Structures of African Countries at the Present Stage	Institute for African Studies (Russian Academy of Sciences)
Russia	Special Characteristics of Sociopolitical Development of African Countries are the Beginning of the 21st Century	Institute for African Studies (Russian Academy of Sciences)
Russia	The Ways of Modernization of African Economies	Institute for African Studies (Russian Academy of Sciences)
Russia	Youth in the Global Islamist Movement	Institute for African Studies (Russian Academy of Sciences)
Serbia	Archaeological Map of Serbia	Serbian Academy of Sciences and Arts

Serbia	Byzantine Topics	Institute for Byzantine Studies of the Serbian Academy of Sciences and Arts
Serbia	Committee on the History of the Serbs in Croatia	Serbian Academy of Sciences and Arts, Belgrade
Serbia	Contemporary Serbian Musical Stage	Serbian Academy of Sciences and Arts
Serbia	Dialectological Atlases	Dialectological Department at the Serbian language Institute of Serbian Academy of Sciences and Arts
Serbia	Electronic Corpus of Serbian Language from 12th to 18th century	Laboratory for Experimental Psychology Faculty of Philosophy, University of Belgrade
Serbia	Etymological Dictionary of the Serbian Language	Etymological Department at the Serbian Language Institute of Serbian Academy of Sciences and Arts
Serbia	Lexicon of Artistic Dance	Serbian Academy of Sciences and Arts
Serbia	Linguistic Investigations of Contemporary Serbian Literary Language and Compiling of the Dictionary of the Serbo-Croat Literary and Vernacular Language of the Serbian Academy	Institute for the Serbian language of the Serbian Academy of Sciences and Arts
Serbia	Materials for the History of the Serbs in Croatia and Slavonia	Serbian Academy of Sciences and Arts, Belgrade, Serbia
Serbia	Onomastic Research in the Serbian Linguistic Area and Publishing the Journal <i>Onomatološki prilozi</i> ("Onomatological Contributions")	Onomastic Committee of Serbian Academy of Sciences and Arts
Serbia	Paleoslavistics (Old Church Slavonic and its recensions)	Old Church Slavonic Committee, Serbian Academy of Sciences and Arts
Serbia	Research, Protection, Preservation and Presentation of the Olga Jevrić Legacy	Serbian Academy of Sciences and Arts
Serbia	Serbian Demographic Bibliography (Subproject: Serbian Demographic Bibliography 1945-2012)	Serbian Academy of Sciences and Arts
Serbia	Serbian Language in the Light of Current Linguistic Theory	Serbian Academy of Sciences and Arts
Serbia	Two Centuries of Serbian Constitutionality	Serbian Academy of Sciences and Arts
Slovakia	Centre for Strategic Analysis (Centre of Excellence of SAS)	Slovak Academy of Sciences (SAS), Institute for Forecasting
Slovakia	Decision Making of Professionals: Processual, Personality and Social Aspects	Institute of Experimental Psychology-
Slovakia	European Dimensions of the Artistic Culture in Slovakia	Institute of Art History of the Slovak Academy of Sciences
Slovakia	National projects on Slovak Cinema and Theatre, Multiculturalism, or No Theatre.	Institute of Theatre and Film Research, Slovak Academy of Sciences
Slovakia	Visegrad Cooperation and the Future of Central Europe	Institute of Political Science, Slovak Academy of Sciences
Slovenia	Archaeological Cadastre of Slovenia (ARKAS)	Institute of Archaeology, Slovenian Academy of Sciences
Slovenia	Basic Research on the Slovenian Language	Slovenian Academy of Sciences, Fran Ramovš Institute of the Slovenian Language
Slovenia	Cave Registry	Research Centre of the Slovenian Academy of the Sciences and Arts
Slovenia	Collected Writings of Slovenian Poets and Writers	Research Centre of Slovenian Academy of Sciences and Arts, Institute of

		Slovenian Literature and Literary Studies
Slovenia	Digital Editions of Slovenian Literature	Research Centre of Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Slovenia	Early Modern Slovenian Manuscripts	Research Centre of Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Slovenia	Geography of Slovenia	Anton Melik geographical Institute of the Research Centre of the Slovenian Academy of Sciences and Arts
Slovenia	Model for the Implementation of an Efficient Rental Housing Market in Slovenia	Urban Planning Institute of the Republic of Slovenia
Slovenia	Slovenian Art Topography	France Stele Institute of Art History, Slovenian Academy of the Sciences and Arts
Slovenia	Slovenian Baroque Painting and Its Place in the European Context (now part of: Slovenian Artistic Identity in European Context)	France Stele Institute of Art History, Slovenian Academy of the Sciences and Arts
Slovenia	Slovenian Place Names in Time and Space (Historical Topography of Slovenia from the Middle Ages to the 19th Century)	Research Centre of the Slovenian Academy of Sciences and Arts
Spain	Ancient Onomastics Database	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Spain	Antiquaria Hispana	Real Academia de la Historia (Madrid, Spain)
Spain	Carolingian Catalonia	Institute for Catalan Studies (IEC)
Spain	Catálogo de Antigüedades de la Real Academia de la Historia	Real Academia de la Historia (Madrid)
Spain	Corpus Antiquitatum Americanensium (CAA)	Institute for Catalan Studies (IEC)
Germany + Spain	Corpus Inscriptionum Latinarum (CIL)	Berlin-Brandenburgische Akademie der Wissenschaften / Deutsches Archaeologisches Institut
Spain	Corpus International des Timbres Amphoriques	Institute for Catalan Studies (IEC)
Spain	Corpus de Troubadours	Institute for Catalan Studies (IEC)
Spain + Germany	Corpus Vitrearum Medii Aevi	Berlin-Brandenburgische Akademie der Wissenschaften
Spain	Dictionary of the Catalan Language	Institute for Catalan Studies (IEC), Lexicographical Office of the Philological Section
Spain	Dictionary of Contemporary Catalan	Institute for Catalan Studies (IEC)
Spain	Dictionary of Spanish Biography	Royal Academy of History (Madrid)
Spain	Documentary Corpus of the International Relations of Catalonia and the Aragonese Crown	Institute for Catalan Studies (IEC)
Spain	Épigraphie Amphorique	Union Académique Internationale (Brussels) and Real Academia de la Historia (Madrid)
Spain	Fuentes Históricas de la América Española	Real Academia de la Historia (Madrid)
Spain	Glossarium Mediae Latinitatis Cataloniae (GMLC)	Institute for Catalan Studies (IEC)

Spain	Grammar of the Catalan Language	Institute for Catalan Studies – Office of Grammar
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Spain	Linguistic Atlas of the Dominion Catalan (ALDC)	Institute for Catalan Studies (IEC)
Spain	Observatory for Research (OR-IEC)	Institute for Catalan Studies (IEC)
Spain	Official Gazetteer of Major Toponymy of Catalonia. First and second editions. (One survey per edition)	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Spain	Study of the Edition of the Complete Works of Lluís Nicolau Olwer	Institute for Catalan Studies (IEC)
Spain	Opera Theologica et Spirituality	Institute for Catalan Studies (IEC)
Spain	Prehistory and Archaeology of Iberia in Western Europe	Real Academia de la Historia (Madrid)
Spain	Repertoire of Catalan Manuscripts	Institute for Catalan Studies (IEC)
Spain	Roman City of Ilesso (Guissona). Archaeological Research	Institute for Catalan Studies (IEC)
Spain	Science, Technology and Ethics	Institute for Catalan Studies (IEC)
Spain + Greece	Tabula Imperii Romani	Academy of Athens / Institute for Catalan Studies
Spain	Textual Corpus of Northern Catalonia: Catalogue of Roussillon prints (CIR)	Institute for Catalan Studies (IEC)
Spain	Works of the Onomastics Office	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Sweden	Families and Societies	Stockholm University
Sweden	Linnaeus's Correspondence	Royal Swedish Academy of Sciences
Sweden	Science and Modernization in Sweden: an institutional approach to historicizing the knowledge society	Royal Swedish Academy of Sciences
Sweden	The Swedish Academy Dictionary	Royal Swedish Academy of Sciences
Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s	Royal Swedish Academy of Sciences
Switzerland	Année Politique Suisse / Jahrbuch Schweizerische Politik	Institut für Politikwissenschaft, Universität Bern (im Auftrag der Schweizerischen Akademie für Geistes- und Sozialwissenschaften [SAGW])
<b>Switzerland</b>	<b>Corpus Christianorum, Series Apocryphorum</b>	<b>UAI/ Académie Suisse des Sciences Humaines et Sociales</b>
Switzerland	Diplomatische Dokumente der Schweiz	Swiss Academy of Human and Social Sciences
Switzerland + Hungary	European Social Survey	Centre for Social Sciences, Hungarian Academy of Sciences
Switzerland	Glossaire des Patois de la Suisse Romande GPSR	Université de Neuchâtel
Switzerland	Historisches Lexikon der Schweiz (HLS)	Stiftung Historisches Lexikon der Schweiz
Switzerland	infoclio.ch - Swiss professional portal for the historical sciences	Swiss Academy of Human and Social Sciences
Switzerland	Measures and Sociological Observation of Attitudes in Switzerland (MOSAiCH), including the International Social Survey Programme (ISSP)	FORS (Swiss Centre of Expertise in the Social Sciences)

Switzerland	ortsnamen.ch	Schweizerisches Idiotikon
Switzerland	Schweizerisches Idiotikon – Wörterbuch der Schweizerdeutschen Sprache	Verein für das Schweizerdeutsche Wörterbuch
Switzerland	Survey of Health, Ageing and Retirement in Europe	FORS = the Swiss Centre of Expertise in the Social Sciences
Switzerland	Swiss Electoral Studies	FORS, Swiss Academy
Switzerland	Swiss Household Panel (SHP)	FORS
<b>Switzerland</b>	<b>Thesaurus Cultus et Rituum Antiquorum (ThesCRA)</b>	<b>Swiss Academy of Human and Social Sciences</b>
<b>UK</b>	<b>Acta of the Plantagenets</b>	<b>British Academy</b>
<b>UK</b>	<b>Anglo-Saxon Charters</b>	<b>British Academy</b>
UK	Auctores Britannici Medii Aevi	The British Academy
<b>UK</b>	<b>The Francis Bacon Project</b>	<b>British Academy</b>
<b>UK</b>	<b>Beazley Archive Pottery Database</b>	<b>British Academy (University of Oxford)</b>
UK	The Bernardin de Saint-Pierre Correspondence Project	Royal Historical Society (UK) - Exeter University
UK	British Academy Hearth Tax Project and Centre for Hearth Tax Research	University of Roehampton
<b>UK</b>	<b>Catalogue of British Town Maps</b>	<b>British Academy</b>
UK	Catalogue of Medieval Manuscripts of Latin Commentaries on Aristotle in British Libraries	British Academy
UK	Cognitive Impairment in the Middle Ages: uncovering medical and cultural aspects of intellectual disabilities according to medieval normative texts	University of Swansea, Wales
UK	Corpus of Anglo-Saxon Stone Sculpture	Durham University (Adopted by the British Academy in 1972)
UK	Corpus of British Medieval Library Catalogues	The University of Oxford/British Academy
<b>UK</b>	<b>Corpus Inscriptionum Iranicarum (CII)</b>	<b>British Academy/UAI</b>
	<b>Corpus of Romanesque Sculpture in Britain and Ireland</b>	<b>British Academy</b>
UK	Duke-Edinburgh edition of the Collected Letters of Thomas and Jane Welsh Carlyle	University of Edinburgh
UK	Early English Church Music	The British Academy: <a href="http://www.britac.ac.uk">www.britac.ac.uk</a>
UK	English Episcopal Acta Project	University of Edinburgh
<b>UK</b>	<b>English Place-Name Survey</b>	<b>British Academy, English Place Name Society, Univ. of Nottingham</b>
<b>UK</b>	<b>The Evergetis Project</b>	<b>British Academy, Queens University of Belfast</b>
<b>UK</b>	<b>Iconographical Lexicon of Classical Mythology (LIMC)</b>	<b>British Academy (with the University of Heidelberg)</b>
<b>UK</b>	<b>Law and Empire, AD193-455: The Project Volterra</b>	<b>British Academy</b>
<b>UK</b>	<b>Lexicon of Greek Personal Names</b>	<b>British Academy, Univ. of Oxford, Arts and Humanities Research</b>

		<b>Council</b>
UK	Location Register and WATCH projects	University of Reading Library
<b>UK</b>	<b>Mapping Sculpture, 1851-1951</b>	<b>British Academy, Univ. of Glasgow</b>
UK	Medieval European Coinage Project	British Academy; day-to-day host institution = Fitzwilliam Museum
<b>UK</b>	<b>Occupational Study of Britain, 1379-1911</b>	<b>British Academy, Univ. of Cambridge - The Cambridge Group for the History of Population and Social Structure</b>
<b>UK</b>	<b>Poets of the Nobility — Medieval Welsh Poetry/Beirdd yr Uchelwyr</b>	<b>British Academy, University of Wales</b>
<b>UK</b>	<b>Prosopography of the Byzantine World</b>	<b>British Academy</b>
UK	Records of Social and Economic History	The British Academy: <a href="http://www.britac.ac.uk">www.britac.ac.uk</a>
UK	Romano-British Writing-tablets	Centre for the Study of Ancient Documents, Faculty of Classics, University of Oxford
UK	RSE Arts & Humanities Awards	Royal Society of Edinburgh
<b>UK</b>	<b>Sylloge of Coins of the British Isles</b>	<b>British Academy, Fitzwilliam Museum</b>
<b>UK</b>	<b>Complete Works of Voltaire</b>	<b>British Academy/UAI</b>
Ukraine	Ancient city of Late Roman period on the Opuk mountain, South-Eastern Crimea	Crimean Branch of the Institute of Archaeology of the National Academy of Sciences of Ukraine
Ukraine	Black Sea – Unity and Diversity in the Roman Antiquity (BSURDA)	Crimean Branch Institute of Archaeology National Academy of Sciences of Ukraine
Ukraine	Crimean Ceramics (14th – 15th centuries) as indicators of cultural-economic relations between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute
Ukraine	The Development of Computer-based Information Resources of Manuscript and Book Heritage and National Bibliography of Ukraine	The Vernadsky National Library of Ukraine, National Academy of Sciences of Ukraine
Ukraine	Development of the Technological Framework and Infrastructure of the Research Library Knowledge Base	The Vernadsky National Library of Ukraine
Ukraine	The Dispersal of Modern Humans into an Eastern European Refugial Area of Late Neanderthals: interdisciplinary studies of contemporaneous industries from the Middle to Upper Palaeolithic transition in the Crimea (Ukraine)	Archaeology Institute, Ukrainian Academy of Sciences
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine
Ukraine	The Functional Features of Modern Mechanisms of Using National Information Resources as a Common Basis for Development of a Pan-European Information Society (Knowledge Society)	The Vernadsky National Library of Ukraine, National Academy of Sciences of Ukraine
Ukraine	History of The National Academy of Sciences of Ukraine documents	The Vernadsky National Library of Ukraine, The National Academy of Sciences of Ukraine
Ukraine	Institutionalized Processes in Modern Religions: general patterns and Ukrainian context features, (part of the multi-year project of Religious Studies Department, “Religion in the social, cultural and spiritual space of Ukraine: History and Modernity”)	Religious Studies Department of the Philosophy Institute of the National Academy of Sciences of Ukraine

Ukraine	Meaning Producing and Broadcasting in Multicultural Society	Institute of Sociology of the National Academy of Sciences of Ukraine
Ukraine	Monitoring of the Social Changes in Ukrainian Society	Institute of Sociology of the National Academy of Sciences of Ukraine
Ukraine	Scientific and Methodological Principles of Formation and Practice as "Ukrainian National Biographical Archives"	The Institute for the Biographic Studies of the Vernadsky National Library of Ukraine
Ukraine	The Transformation of the Basic Principles of International Law in the Globalization of International Relations: international legal protection of cultural heritage and legal protection of cultural heritage in Ukraine	National Ukrainian Academy of Sciences, Koretsky Institute of State and Law
Ukraine	Ukraine in the Political-Institutional and Cultural-Anthropological Dimensions of the Middle Ages and Early Modern Times	Institute of History, National Academy of Sciences of Ukraine

#### **MULTIPLE SUBMISSIONS FOR JOINT PROJECTS**

Bulgaria	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Center for Policy Studies/Open Society Institute/Central European University
Hungary	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	
Germany	Corpus Vitrearum Medii Aevi (CVMA)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Corpus Vitrearum Medii Aevi (CVMA)	Akademie der Wissenschaften und der Literatur Mainz
Spain	Corpus Vitrearum Medii Aevi (CVMA)	Institute for Catalan Studies (IEC)
Greece	Tabula Imperii Romani	Academy of Athens
Spain	Tabula Imperii Romani. Forma Orbis Romani (TIR-FOR) Project of the Union Académique Internationale.	Institute for Catalan Studies (IEC)
Hungary	European Social Survey	Centre for Social Sciences, Hungarian Academy of Sciences
Switzerland	European Social Survey	FORS (Swiss Centre of Expertise in the Social Sciences)
Germany	Corpus Inscriptionum Latinarum (CIL)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	CIL III/2 - Pannonien, CIL III/2 - Noricum	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Corpus Inscriptionum Latinarum II	Kommission für Alte Geschichte und Epigraphik des Deutschen Archäologischen Instituts
Spain	Corpus Inscriptionum Latinarum (CIL)	Institute for Catalan Studies (IEC)

Croatia	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Lead institution: Hellenic Foundation for European and Foreign Policy (ELIAMEP, Greece) Croatian partner: Institute for Development and International Relations
Greece	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Lead institution: Hellenic Foundation for European and Foreign Policy (ELIAMEP, Greece) Croatian partner: Institute for Development and International Relations
Germany	Corpus Vasorum Antiquorum Deutschland	Union Académique Internationale durchgeführt von: Bayerische Akademie der Wissenschaften
Greece	Corpus Vasorum Antiquorum	Academy of Athens
Bulgaria	Atlas Linguarum Europae	Institute for Bulgarian Language at the Bulgarian Academy of Sciences
Croatia	Atlas Linguarum Europea	Croatian Academy of Sciences
Bulgaria	Slavic Linguistic Atlas	Institute for Bulgarian Language at the Bulgarian Academy of Sciences
Croatia	Slavic Linguistic Atlas	Croatian Academy of Sciences
Poland	Open communities; enclosed spaces. The dynamics of defensive settlement, economy and superregional relationships among the Middle Bronze Age societies in the Kakucs area	Adam Mickiewicz University in Poznań Institute of Archaeology Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Open communities; enclosed spaces. The dynamics of defensive settlement, economy and superregional relationships among the Middle Bronze Age societies in the Kakucs area	Adam Mickiewicz University in Poznań Institute of Archaeology, Research Centre for the Humanities, Hungarian Academy of Sciences

#### MULTIPLE EDITIONS OR PARTS OF THE SAME PROJECT

Spain	Nomenclàtor oficial de toponímia major de Catalunya (Official gazetteer of major toponymy of Catalonia). First edition.	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Spain	Nomenclàtor oficial de toponímia major de Catalunya / Official gazetteer of major toponymy of Catalonia. Second edition.	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Germany	Répertoire International des Sources Musicales, Deutsche Quellen	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Répertoire International des Sources Musicales (RISM), Zentralredaktion Frankfurt	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Regesta Imperii	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Regesta Imperii Regesten-Edition der Urkunden und Briefe Kaiser Friedrichs III. (1440-1493)	Deutsche Kommission für die Bearbeitung der Regesta Imperii bei der Akademie der Wissenschaften und der Literatur Mainz

Germany	Monumenta Germaniae Historica	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Edition der Urkunden Kaiser Friedrichs II. (+1250) im Rahmen der Diplomata-Reihe der Monumenta Germaniae Historica	Bayerische Akademie der Wissenschaften
Germany	Leibniz-Edition, Forschungsstelle Hannover (Leibniz-Archiv), Deutschland	Akademie der Wissenschaften zu Göttingen
Germany	Edition der philosophischen Schriften und Briefe von Gottfried Wilhelm Leibniz	Akademie der Wissenschaften zu Göttingen, Uni Münster
Germany	Leibniz Edition (Reihe IV) Potsdam	BBAW
Germany	Leibniz-Edition Berlin (Reihe VIII)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Die deutschen Inschriften des Mittelalters und der frühen Neuzeit (gemeins. m. Düsseldorf, Heidelberg, Leipzig, München und Wien.)	Akademie der Wissenschaften zu Göttingen
Germany	Die deutschen Inschriften des Mittelalters (Teilprojekt des interakademischen Projekts "Die Deutschen Inschriften": Inschriften in Baden-Württemberg)	Heidelberger Akademie der Wissenschaften
Germany	Deutsche Inschriften des Mittelalters	Akademie der Wissenschaften und der Literatur Mainz
Germany	Deutsche Inschriften des Mittelalters und der frühen Neuzeit ↯ Mecklenburg-Vorpommern	Akademie der Wissenschaften zu Göttingen
Germany	Mittelhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Mittelhochdeutsches Wörterbuch	Akademie der Wissenschaften und der Literatur Mainz
Germany	Goethe-Wörterbuch (GWB)	Akademie der Wissenschaften zu Göttingen
Germany	Goethe-Wörterbuch (GWB)	Berlin-Brandenburgische Akademie der Wissenschaften (BBAW), Göttinger Akademie der Wissenschaften (AWG), Heidelberger Akademie der Wissenschaften (HAW)

## APPENDIX IV: Projects by Field

### ARCHAEOLOGY

Austria	Alexander Conze in Wien (1869–1877) Gründung und Entstehungsgeschichte der Klassischen Archäologie in Österreich	Österreichische Akademie der Wissenschaften
Austria	Fontes Pannoniae Antiquae – A History of Roman Pannonia	Universität Wien Institut für Alte Geschichte
Austria	Hisn-al-Bab: Eine Grenzfestung am Ersten Katarakt	Universität Wien, Institut für Alte Geschichte
Austria	Rhodian Amphora Stamps: New Methods, New Results	Österreichische Akademie der Wissenschaften / Universität Wien
Austria	Supplementum Epigraphicum Graecum	Österreichische Akademie der Wissenschaften / Universität Wien
Austria	Tituli Asiae Minoris	Abteilung Documenta Antiqua, Institut für Kulturgeschichte der Antike der ÖAW
Austria	Von der Schatzsuche zur Archäologie: Die Wiederentdeckung der Hauptstadt des Dakereiches Sarmizegetusa Regia in Siebenbürgen unter Kaiser Franz II./I.	Universität Wien
Bosnia	Digitisation of the Cartulary of the Graves of Western Balkans Prehistoric Population as a Part of the Cartulary of Illyrian Material Culture	Academy of Sciences and Arts of Bosnia and Herzegovina, Centre for Balkan Studies
Bosnia	Oriental Archeological Excavation at the Route of Corridor V/c High Way through B&H	Academy of Sciences and Arts of Bosnia and Herzegovina, Centre for Balkan Studies
Czech	Archaeological Map of the Czech Republic	Institute of Archaeology, Academy of Sciences of the Czech Republic
Germany	Die antiken Münzen Thrakiens	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Archäologische Erforschung der römischen Alpen- und Donauländer	Bayerische Akademie der Wissenschaften, München
Germany DAI	Ausgrabungen im Zeusheiligtum von Olympia	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Corpus Inscriptionem Latinarum	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Corpus der Minoischen und Mykenischen Siegel	Akademie der Wissenschaften und der Literatur Mainz
Germany	Corpus der prähistorischen Bronzefunde PBF	Akademie der Wissenschaften und der Literatur Mainz
Germany + Greece	Corpus Vasorum Antiquorum	Union Académique Internationale / Bayerische Akademie der Wissenschaften
Germany + Spain	Corpus Vitrearum Medii Aevi	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Deutsche Inschriften des Mittelalters	Akademie der Wissenschaften und der Literatur Mainz
Germany	Funde der älteren Bronzezeit	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Gadara Region Project (Jordanien) - <a href="http://www.tallziraa.de">www.tallziraa.de</a>	Deutsches Evangelisches Institut für Altertumswissenschaft des Heiligen Landes (DEI)
Germany	Germania Sacra- Die Kirche des Alten Reiches und ihre Institutionen	Akademie der Wissenschaften zu Göttingen
Germany DAI	Das Heiligtum der Hera auf Samos (Griechenland)	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Hethitische Forschungen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Historisch-kritische und kommentierte Edition der Werke J. J. Winckelmanns	Akademie der Wissenschaften und der Literatur Mainz

Germany DAI	Kerameikosgrabung	Deutsches Archäologisches Institut in Athen
Germany	Kulte im Kult	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	The Role of Culture in the Early Expansions of Humans (ROCCEH)	Senckenberg Gesellschaft für Naturforschung
Germany	Runische Schriftlichkeit in den germanischen Sprachen (Runes)	Akademie der Wissenschaften zu Göttingen
Germany	Sammlung, Kommentierung und Herausgabe von Papyrusurkunden	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany	Siedlungen der Bronzezeit	Akademie der Wissenschaften und der Literatur Mainz
Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens	Heidelberger Akademie der Wissenschaften (HAW)
Germany	Übersetzung der Inschriften des Tempels von Edfu (Oberägypten)	Akademie der Wissenschaften zu Göttingen
Greece	Pots, Potters and Societies in Ancient Greece	Academy of Athens
Greece	Study of Excavation Material: hellenistic sculpture in the Aegean (actually in Rhodes and Chania)	Academy of Athens
Greece	Study of Excavation Material from Akraiphnion (Boeotia): classical vases	Academy of Athens
Greece	Study of Excavation Material from the Acropolis of Brauron : Mycenaean finds	Academy of Athens
Greece	Sylloge Nummorum Grecorum	Academy of Athens
Hungary	Bevölkerungsgeschichte des Karpatenbeckens in der Jungsteinzeit und ihr Einfluss auf die Besiedlung Mitteleuropas	Archaeological Institute, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop	Research Center for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	Changing Populations or Changing Identities in the Bronze Age of the Carpathian Basin? (Migration and/or Transformations during the 3rd and 2nd Millennia BC)	Institute of Archaeology, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Excavation and Analysis of the Material of Lombard Cemetery at Szólád, Hungary	Archaeological Institute of the Research Center for Humanities at the Hungarian Academy of Sciences
Hungary	Mosapurc/Salauar	Research Centre for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	New Research into Early Medieval Archaeology in Hungary. Publishing of Archaeological Materials.	Institute of Archaeology, Research Center of Humanities of Hungarian Academy of Sciences
Hungary + Poland	Open Communities; Enclosed Spaces. The Dynamics of Defensive Settlement, Economy and Superregional Relationships among the Middle Bronze Age Societies in the Kakucs Area (Hungary)	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Publishing the Encyclopedia of 18th Century Hungary. Critical Edition of Mátyás Bél's Notitia Hungariae Novae (volumes 3-5.)	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Research Works for Monument Topographies in Kőszeg and Tokaj-Hegyalja	Centre for the Humanities , Hungarian Academy of Sciences
Ireland	New Survey of Clare Island	Royal Irish Academy, Dublin, Ireland
Italy	Humanism in Spoleto	Accademia Spoletina
Latvia	Cultural and Natural Heritage of the Historical Centre of Turaida	Turaida Museum Reserve
Norway	Religion and Money: economy of salvation in the Middle Ages	Museum of Cultural History, University of Oslo
Serbia	Archaeological Map of Serbia	Serbian Academy of Sciences and Arts
Serbia	Byzantine Topics	Serbian Academy of Sciences and Arts
Slovenia	Archaeological Cadastre of Slovenia (ARKAS)	Institute of Archaeology, Slovenian Academy of Sciences and the Arts

Spain	Antiquaria Hispana	Real Academia de la Historia (Madrid, Spain)
Spain	Catálogo de Antigüedades de la Real Academia de la Historia	Real Academia de la Historia (Madrid)
Spain	Roman City of Iesso (Guissona). Archaeological Research	Institute for Catalan Studies (IEC)
Spain	Corpus Antiquitatum Americanensium (CAA)	Institute for Catalan Studies (IEC)
<b>Spain</b>	<b>Corpus of Phoenician and Punic Antiquities</b>	<b>Real Academia de la Historia UAI/Directed by the Unione Accademica Nazionale</b>
Spain	Épigraphie Amphorique	Union Académique Internationale (Brussels) and Real Academia de la Historia (Madrid)
Spain	Prehistory and Archaeology of Iberia in Western Europe	Real Academia de la Historia (Madrid)
<b>UK</b>	<b>Beazley Archive Pottery Database</b>	<b>British Academy (University of Oxford)</b>
UK	Corpus of Anglo-Saxon Stone Sculpture	Durham University (Adopted by the British Academy in 1972)
<b>UK</b>	<b>Corpus of Romanesque Sculpture in Britain and Ireland</b>	<b>British Academy</b>
<b>UK</b>	<b>The Evergetis Project</b>	<b>British Academy, Queens University of Belfast</b>
UK	Medieval European Coinage Project	British Academy; host institution = Fitzwilliam Museum
<b>UK</b>	<b>Sylloge of Coins of the British Isles</b>	<b>British Academy, Fitzwilliam Museum</b>
Ukraine	Ancient City of Late Roman Period on the Opuk Mountain, South-Eastern Crimea	Crimean Branch of the Institute of Archaeology of the National Academy of Sciences of Ukraine
Ukraine	Crimean Ceramics (14th - 15th Century) as Indicators of Cultural-Economic Relationships Between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute, Crimean Branch
Ukraine	The Dispersal of Modern Humans into an Eastern European Refugial Area of Late Neanderthals: interdisciplinary studies of contemporaneous industries from the Middle to Upper Palaeolithic transition in the Crimea (Ukraine)	Archaeology Institute, Ukrainian Academy of Sciences
<b><u>ARCHITECTURE</u></b>		
<b>Belgium</b>	<b>Corpus Rubenianum Ludwig Burchard</b>	<b>UAI / Stadt und Museen von Antwerpen</b>
Czech	Rescuing Memory: the restoration of Buquoy property and its place in Czech cultural identity	Institute of Art History, Academy of Sciences of the Czech Republic
Germany DAI	Ausgrabungen im Zeusheiligtum von Olympia	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Census of Antique Arts and Architecture Known in the Renaissance	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens	Heidelberger Akademie der Wissenschaften (HAW)
Hungary	Research Works for Monument Topographies in Kőszeg and Tokaj-Hegyalja	Centre for the Humanities, Hungarian Academy of Sciences
<b>Israel</b>	<b>Index of Jewish Art</b>	<b>UAI/Directed by the Israel Academy of Sciences and Humanities</b>
Lithuania	Guide to the Grand Duchy of Lithuania	Lithuanian Culture Research Institute
Lithuania	The History of Pažaislis Marbles	Lithuanian Culture Research Institute
Lithuania	Pažaislis Legends and Reality	Lithuanian Culture Research Institute
Norway	Religion and Money: economy of salvation in the Middle Ages	Museum of Cultural History, University of Oslo
Slovenia	Slovenian Art Topography	France Stele Institute of Art History, Slovenian Academy of Sciences and Arts

**ART/ART HISTORY**

<b>Belgium</b>	<b>Corpus Rubenianum Ludwig Burchard</b>	<b>Stadt und Museen von Antwerpen</b>
Czech	Materials for the Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe / Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe	Institute of Art History, Academy of Sciences of the Czech Republic
Czech	Rescuing Memory: the restoration of Buquoy property and its place in Czech cultural identity	Institute of Art History, Academy of Sciences of the Czech Republic
Germany ...	Census of Antique Arts and Architecture Known in the Renaissance	Berlin-Brandenburgische Akademie der Wissenschaften
Germany + Greece	Corpus Vasorum Antiquorum Deutschland	Union Académique Internationale / Bayerische Akademie der Wissenschaften
Germany + Spain	Corpus Vitrearum Medii Aevi	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Katalog der deutschsprachigen illustrierten Handschriften des Mittelalters	Bayerische Akademie der Wissenschaften
Germany	Historisch-kritische und Kommentierte Edition der Werke J. J. Winckelmanns	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Kerameikosgrabung	Deutsches Archäologisches Institut in Athen
Germany	Leipziger Ausgabe der Werke von Felix Mendelssohn Bartholdy	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Residenzstädte im Alten Reich (1300-1800), Urbanität im integrativen und konkurrierenden Beziehungsgefüge von Herrschaft und Gemeinde	Akademie der Wissenschaften zu Göttingen
Greece	Catalogue Raisonné of Wall-Paintings of Religious Art in Albania (6th-15th century)	Academy of Athens
Greece	Corpus of the Byzantine Wall-Paintings of Greece (6th-15th century)	Research Centre for Byzantine and Post-Byzantine Art of the Academy of Athens
Greece	Inventory of Public Sculpture in Greece: Thrace	Research Bureau for Modern Hellenic Art - Academy of Athens
Greece	Pots, Potters and Societies in Ancient Greece	Academy of Athens
Greece	Publications of Individual Monuments	Academy of Athens
Greece	Study of Excavation Material: hellenistic sculpture in the Aegean (actually in Rhodes and Chania)	Academy of Athens
Greece	Study of Excavation Material from Akraiphnon (Boeotia): classical vases	Academy of Athens
Hungary	Mosapurc/Salauar	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Publishing the Encyclopedia of 18th-Century Hungary. Critical Edition of Mátyás Bél's Notitia Hungariae Novae (volumes 3-5)	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Research Works for Monument Topographies in Kőszeg and Tokaj-Hegyalja	Centre for the Humanities, Hungarian Academy of Sciences
<b>Israel</b>	<b>Index of Jewish Art</b>	<b>UAI/Directed by the Israel Academy of Sciences and Humanities</b>
Italy	Humanism in Spoleto	Accademia Spoletina
Italy	Spoletium	Accademia Spoletina
Lithuania	Dictionary of Lithuanian Artists: vol. II and III	Lithuanian Culture Research Institute
Lithuania	Guide to the Grand Duchy of Lithuania	Lithuanian Culture Research Institute
Lithuania	Pažaislis Legends and Reality	Lithuanian Culture Research Institute
Lithuania	The Römers in Lithuania in the 17th to 20th Centuries	Lithuanian Culture Research Institute
Netherlands	Rembrandt Database	Netherlands Institute of Art History

Serbia	Research, Protection, Preservation and Presentation of the Olga Jevrić legacy	Serbian Academy of Sciences and Arts
Slovenia	Slovenian Art Topography	France Stele Institute of Art History, Slovenian Academy of Sciences and the Arts
Slovenia	Slovenian Baroque Painting and Its Place in the European Context (now part of: Slovenian Artistic Identity in European Context)	France Stele Institute of Art History, Slovenian Academy of Sciences and the Arts
Spain	Catálogo de Antigüedades de la Real Academia de la Historia	Real Academia de la Historia (Madrid)
Spain	Corpus Antiquitatum Americanensium (CAA)	Institute for Catalan Studies (IEC)
<b>Spain</b>	<b>Corpus of Phoenician and Punic Antiquities</b>	<b>Real Academia de la Historia UAI/Directed by the Unione Accademica Nazionale</b>
Spain	Prehistory and Archaeology of Iberia in Western Europe	Real Academia de la Historia (Madrid)
<b>UK</b>	<b>Beazley Archive Pottery Database</b>	<b>British Academy (University of Oxford)</b>
UK	Corpus of Anglo-Saxon Stone Sculpture	Durham University (Adopted by the British Academy in 1972)
<b>UK</b>	<b>Corpus of Romanesque Sculpture in Britain and Ireland</b>	<b>British Academy</b>
<b>UK</b>	<b>The Evergetis Project</b>	<b>British Academy, Queens University of Belfast</b>
<b>UK</b>	<b>Mapping Sculpture, 1851-1951</b>	<b>British Academy, University of Glasgow</b>
Ukraine	Crimean Ceramics (14th - 15th century) as Indicators of Cultural Economic Relationships between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute
<b><u>ECONOMICS</u></b>		
Austria	Rhodian Amphora Stamps: New Methods, New Results	Österreichische Akademie der Wissenschaften / Universität Wien,
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	Latin Sources, Studies and Manuals for Social and Economic History	Croatian Academy of Sciences and Arts
Croatia	Public Sector Economics	Croatian Institute of Public Finance
Croatia	Theoretical Starting Points and Models of Economic Development	Croatian Academy of Sciences and Arts
Czech	Dynamics of Change in Czech Society	Institute of Sociology, Academy of Sciences of the Czech Republic
Germany	Historische und Rezente Hochwasserkonflikte an Rhein, Elbe und Donau im Spannungsfeld zwischen Naturwissenschaft, Technik und Sozialökologie	Heidelberger Akademie der Wissenschaften
Germany	Rationalität im Lichte der Experimentellen Wirtschaftsforschung	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Residenzstädte im Alten Reich (1300-1800), Urbanität im integrativen und konkurrierenden Beziehungsgefüge von Herrschaft und Gemeinde	Akademie der Wissenschaften zu Göttingen
Germany	Das sächsisch-magdeburgische Recht als kulturelles Bindeglied zwischen den Rechtsordnungen Ost- und Mitteleuropas	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Tiryns - Ein bronzezeitliches Zentrum und Weltkultuerbe Griechenlands	Deutsches Archäologisches Institut
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian Era d. Archives of Prevesa (18th-19th centuries)	Research Centre for Medieval and Modern Hellenism, Academy of Athens
Greece	Poverty and Social Exclusion in Greek Society. Forms and Mechanisms of Social Disruption in Urban and Rural Areas	Academy of Athens, Research Centre for Greek Society
Greece	Rural Crisis and Social Pathology	Academy of Athens

Greece	Social and Economic Consequences of Migration in Greece	Academy of Athens
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop	Research Center for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary + Switzerland	European Social Survey	Centre for Social Sciences, Hungarian Academy of Sciences
Hungary	Families in Mortgage Crisis	Hungarian Academy of Sciences, Centre for Social Sciences, Institute of Sociology
Latvia	Linguo-Cultural and Socio-Economic Aspects of Territorial Identity in the Development of the Region of Latgale (Latvia)	Rēzekne Higher Educational Institution
Latvia	The Social Security and the Quality of Working Life: the comparative study of Latvian and Norwegian seamen	Scientific Research Institute of Social Sciences and Humanities, Latvia / Latvian Maritime Academy
<b>Netherlands</b>	<b>History of Labour Relations 1500-2000</b>	<b>The International Institute of Social History (IISH)- An Institute of the Royal Netherlands Academy of Arts and Sciences</b>
<b>Netherlands</b>	<b>How much did the Netherlands Earn from Slavery? Slaves, Commodities and Logistics: the direct and indirect, the immediate and long-term economic impact of eighteenth-century Dutch Republic transatlantic slave-based activities.</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>
<b>Netherlands</b>	<b>Women's Work in the Early Modern Period</b>	<b>The International Institute of Social History (IISH) - an Institute of the Royal Netherlands Academy of Arts and Sciences</b>
Norway	Religion and Money: economy of salvation in the Middle Ages	Museum of Cultural History, University of Oslo
Poland	Political and Economic Elites in Bessarabia in the Interwar Period	Tadeusz Manteuffel Institute of History, Polish Academy of Sciences
Poland	The Use of Environmental Data for the Study of Early Economies	Institute of History, Polish Academy of Sciences
Russia	BRICS as a New International Actor: role and perspectives for Russia and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Studies of Economic, Political and Social Development of North African Countries and Russia's Interests in the Region	Institute for African Studies (Russian Academy of Sciences)
Russia	Evolution of Socio-Political Systems and Economic Structures in Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Long-term Strategic Global Forecast	Institute for African Studies (Russian Academy of Sciences)
Russia	Modern Sociopolitical and Economic Processes in North Africa and on the Horn of Africa in Light of the Arab Revolutions Experience	Institute for African Studies (Russian Academy of Sciences)
Russia	Modern Socio-Political and Economic Processes in Southern Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Monitoring of Mutual Direct Investments in the CIS and Direct Investments from Russia, Belarus, Ukraine and Kazakhstan in the EU and East Asia	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	New Economic Strategy of African States	Institute for African Studies (Russian Academy of Sciences)
Russia	North African Countries and Countries of the Horn of Africa in the Regional and Global Economic Co-operation	Institute for African Studies (Russian Academy of Sciences)
Russia	Russia in a Polycentric World	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	The Shaping of the New Global Economic Model and African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	The Ways of Modernization of African Economies	Institute for African Studies (Russian Academy of Sciences)

Slovakia	Centre for Strategic Analysis (Centre of Excellence of SAS)	Slovak Academy of Sciences (SAS), Institute for Forecasting
Slovakia	Visegrad Cooperation and the Future of Central Europe	Institute of Political Science, Slovak Academy of Sciences
Spain	Corpus International des Timbres Amphoriques	Institute for Catalan Studies (IEC)
Spain	Épigraphie Amphorique	Union Académique Internationale (Brussels) and Real Academia de la Historia (Madrid)
Spain	Fuentes Históricas de la América Española	Real Academia de la Historia (Madrid)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s	Royal Swedish Academy of Sciences
Ukraine	Black Sea – Unity and Diversity in the Roman Antiquity – BSURDA	Institute of Archaeology, National Academy of Sciences of Ukraine
UK	British Academy Hearth Tax Project and Centre for Hearth Tax Research	University of Roehampton
<b>UK</b>	<b>Occupational Study of Britain, 1379-1911</b>	<b>British Academy, Univ. of Cambridge - The Cambridge Group for the History of Population and Social Structure</b>
UK	Records of Social and Economic History	The British Academy
Ukraine	Crimean Ceramics (14th - 15th Centuries) as Indicators of Cultural-Economic Relationships between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute
Ukraine	Monitoring of the Social Changes in Ukrainian Society	Institute of Sociology of the National Academy of Sciences of Ukraine

#### GEOGRAPHY/ANTHROPOLOGY/ETHNOGRAPHY

Armenia	The Social Transformations and Migration Flows in Armenia	Institute of Philosophy, Sociology and Law of Armenian National Academy of Sciences
Austria	Fontes Pannoniae Antiquae – A History of Roman Pannonia	Universität Wien Institut für Alte Geschichte
Austria	Hisn-al-Bab: Eine Grenzfestung am Ersten Katarakt	Universität Wien, Institut für Alte Geschichte
Austria	Das Politeuma: Ursprung, Funktion und Definition einer ptolemäischen Organisationsform zur Integration von Minderheiten	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik, Universität Wien
Bosnia	Digitization of the Cartulary of the Graves of Western Balkans Prehistoric Population as a Part of the Cartulary of Illyrian Material Culture	Academy of Sciences and Arts of Bosnia and Herzegovina, Centre for Balkan Studies
Bulgaria	The Balkan Matrix: Cultural Archetypes and Modern Transformations. Anthropology of the Balkan Religious Archetype	National Fund for Scientific Research - Bulgaria
Czech	Bibliography of the History of the Czech Lands (BHCL)	The Institute of History, Academy of Sciences of the Czech Republic
Croatia	Croatian Intangible Cultural Heritage, Social Identities and Values	Institute of Ethnology and Folklore Research
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	The Influence of Migration on Regional Development of Croatia	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Transnational Migration – Challenges to Croatian Society	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Romanisation and Christianisation of the Croatian Part of the Province of Pannonia	The Croatian Academy of Sciences and Arts
Germany	Archäologische Erforschung der römischen Alpen- und Donauländer	Bayerische Akademie der Wissenschaften, München
Germany	Corpus der prähistorischen Bronzefunde PBF	Akademie der Wissenschaften und der Literatur Mainz
Germany	Forschungskontinuität und Kontinuitätsforschung	Akademie der Wissenschaften und der Literatur Mainz

Germany DAI	Gadara Region Project	Deutsches Evangelisches Institut für Altertumswissenschaft des Heiligen Landes (DEI)
Germany	Historische und rezente Hochwasserkonflikte an Rhein, Elbe und Donau im Spannungsfeld zwischen Naturwissenschaft, Technik und Sozialökologie	Heidelberger Akademie der Wissenschaften
Germany DAI	Kerameikosgrabung	Deutsches Archäologisches Institut in Athen
Germany	Kulte im Kult	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Muslim Worlds – World of Islam?	Zentrum Moderner Orient
Germany	Ortsnamen zwischen Rhein und Elbe – Onomastik im europäischen Raum	Akademie der Wissenschaften zu Göttingen
Germany	The Role of Culture in the Early Expansions of Humans (ROCCEH)	Senckenberg Gesellschaft für Naturforschung Frankfurt
Germany	Siedlungen der Bronzezeit	Akademie der Wissenschaften und der Literatur Mainz
Germany	Tiryns - Ein bronzezeitliches Zentrum und Weltkultuerbe Griechenlands	Deutsches Archäologisches Institut in Verbindung mit Universität Heidelberg
Greece	Principatus ac Civitas. Power Relations and “Liberty” in the Greek Cities of the Roman East	Academy of Athens
Greece	Study of Excavation Material from the Acropolis of Brauron : Mycenaean finds	Academy of Athens
Greece	Medieval and Modern Hellenism Especially During the Ottoman and the Venetian Era.	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	a. Cities in Byzantium (13th-15th centuries): Medieval and Modern Hellenism especially during the Ottoman and the Venetian era .	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	b. Society in Greek areas under the Venetian Rule with emphasis on the case of Crete (15th-17th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	d. Archives of Prevesa (18th-19th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Poverty and Social Exclusion in Greek Society. Forms and Mechanisms of Social Disruption in Urban and Rural Areas	Academy of Athens, Research Centre for Greek Society
Greece	Rural Crisis and Social Pathology	Academy of Athens
Greece	Social and Economic Consequences of Migration in Greece	Academy of Athens
Hungary	Bevölkerungsgeschichte des Karpatenbeckens in der Jungsteinzeit und ihr Einfluss auf die Besiedlung Mitteleuropas	Archaeological Institute, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop	Research Center for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	Centuries of Transformation. Settlement Structures, Settlement Strategies in the Central Parts of the Carpathian Basin in the 8th-11th Century.	Archaeological Institute, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	Changing Populations or Changing Identities in the Bronze Age of the Carpathian Basin? (Migrations and/or Transformations during the 3rd and 2nd Millennia BC)	Institute of Archaeology, Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Excavation and Analysis of the Material of Lombard Cemetery at Szólád, Hungary	Archaeological Institut of Research Center for Humanities at the Hungarian Academy of Sciences
Hungary	From the Environment to Belief Systems: changing lifeways and culture as reflected by animal remains between the Late Copper age and the Late Bronze Age	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Living from their Land: agricultural actors, rural development trajectories	Institute of Archaeology Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Minority Language in the Process of Urbanization: A Comparative Study of Urban Multilingualism in North Saami, Mansi, Nganasan, Tundra Nenets Indigenous Communities	Research Institute for Linguistics, Hungarian Academy of Sciences
Hungary	Open Communities – Enclosed Spaces: the dynamics of defensive settlement, economy and superregional relationships among the Middle Bronze Age societies in the Kakucs area (Hungary)	Institute of Prehistory, Adam Mickiewicz University, Poznań, Research Centre for the Humanities, Hungarian Academy of Sciences

Hungary	Publishing the Encyclopedia of 18th-Century Hungary. Critical Edition of Mátyás Bél's Notitia Hungariae Novae (volumes 3-5.)	Research Centre for the Humanities, Hungarian Academy of Sciences
Ireland	Irish Historic Towns Atlas	Royal Irish Academy
Ireland	New Survey of Clare Island	Royal Irish Academy, Dublin, Ireland
Latvia	Linguo-Cultural and Socio-Economic Aspects of Territorial Identity in the Development of the Region of Latgale (Latvia)	Rēzekne Higher Educational Institution
Netherlands	The Construction of Local Identities through Language Practices	Meertens Institute (Royal Dutch Academy)
Poland	Electronic Dictionary of Polish Hydronyms	The Institute of the Polish Language at the Polish Academy of Sciences
Poland	Historical Atlas of Poland: greater Poland in the 2nd half of the 16th century	Institute of History, Polish Academy of Sciences
Poland	Historical Geographical Dictionary of Polish Lands in the Middle Ages	Institut of History, Polish Academy of Sciences
Poland	The Use of Environmental Data for the Study of Early Economies	Institute of History, Polish Academy of Sciences
Russia	Africa: Processes of Sociocultural Transformation	Institute for African Studies (Russian Academy of Sciences)
Russia	African Societies in the Civilizational Context of Global and Regional Development	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa in the System of Global Food Security	Institute for African Studies (Russian Academy of Sciences)
Russia	African Anthropology: new research objects	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Study of Southern African countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Long-term Strategic Global Forecast	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	New Civilizational Vectors of International Development and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	North African Countries and Countries of the Horn of Africa in the Regional and Global Economic Co-operation	Institute for African Studies (Russian Academy of Sciences)
Russia	Social and Demographic Risks of the Large-Scale Humanitarian Catastrophes in Tropical Africa and Ways of their Prevention	Institute for African Studies (Russian Academy of Sciences)
Russia	Special Characteristics of Sociopolitical Development of African Countries at the Beginning of the 21st Century	Institute for African Studies (Russian Academy of Sciences)
Slovakia	Centre for Strategic Analysis (Centre of Excellence of SAS)	Slovak Academy of Sciences (SAS), Institute for Forecasting
Slovakia	Visegrad Cooperation and the Future of Central Europe	Institute of Political Science, Slovak Academy of Sciences
Slovenia	Archaeological Cadastre of Slovenia (ARKAS)	Institute of Archaeology, Slovenian Academy of Sciences and Arts
Slovenia	Geography of Slovenia	Anton Melik Geographical Institute, Slovenian Academy of Sciences and Arts
Slovenia	Kataster Jam Cave registry	Slovenian Academy of the Sciences and Arts
Slovenia	Slovenian Place Names in Time and Space (Historical Topography of Slovenia from the Middle Ages to the 19th Century)	Slovenian Academy of Sciences and Arts
Spain	Carolingian Catalonia	Institute for Catalan Studies (IEC)
Spain	Science, Technology and Ethics	Institute for Catalan Studies (IEC)
Spain	Roman city of Iesso (Guissona). Archaeological Research	Institute for Catalan Studies (IEC)
Spain	Ancient Onomastics Database.	Onomastics Office, Institute for Catalan Studies
Spain	Fuentes Históricas de la América Española	Real Academia de la Historia (Madrid)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Spain	Official Gazetteer of Major Toponymy of Catalonia. First/Second Editions.	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Spain + Greece	Tabula Imperii Romani. Forma Orbis Romani (TIR-FOR)	Institute for Catalan Studies (IEC)
Spain	Works of the Onomastics Office.	Onomastics Office, Institute for Catalan Studies

Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s ortsnamnen.ch	Royal Swedish Academy of Sciences Schweizerisches Idiotikon
Switzerland		
<b>UK</b>	<b>Catalogue of British Town Maps</b>	<b>British Academy</b>
<b>UK</b>	<b>English Place-Name Survey</b>	<b>British Academy, English Place Name Society</b>
Ukraine	Ancient City of Late Roman Period on the Opuk Mountain, South-Eastern Crimea	Institute of Archaeology of the National Academy of Sciences of Ukraine
Ukraine	Black Sea – Unity and Diversity in the Roman Antiquity – BSURDA	Institute of Archaeology National Academy of Sciences of Ukraine
Ukraine	Crimean Ceramics (14th - 15th centuries) as Indicators of Cultural-Economic Relations between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute
Ukraine	The Dispersal of Modern Humans into an Eastern European Refugial Area of Late Neanderthals: interdisciplinary studies of contemporaneous industries from the Middle to Upper Palaeolithic transition in the Crimea (Ukraine)	Archaeology Institute, Ukrainian Academy of Sciences
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine
<b><u>LANGUAGE</u></b>		
Belgium	Text Editing and Dutch Linguistic/ Literary Resources Management, Centre for Scholarly Editing and Document Studies	Royal Academy of Dutch Language and Literature (KANTL)
Bulgaria + Croatia	Atlas Linguarum Europae	Institute for Bulgarian Language at the Bulgarian Academy of Sciences
Bulgaria	Bulgarian Etymological Dictionary (BED)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Bulgarian National Corpus (BulNC)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Dictionary of Bulgarian Language (DBL)	Institute for Bulgarian Language - Bulgarian Academy of Sciences
Bulgaria	Electronic Archive of Luigi Salvini – the Part Related to Bulgaria	Bulgarian Academy of Sciences
Bulgaria + Croatia	Slavic Linguistic Atlas	Institute for Bulgarian Language, Bulgarian Academy of Sciences
Croatia	Dictionary of the Croatian Literary Language from the Croatian Revival to Ivan Goran Kovačić	The Croatian Academy of Sciences and Arts
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Morphological Forms of Standard Croatian	Croatian Academy of Sciences and Arts
Croatia	Structuring Semantic Networks for the Purpose of Building a Croatian Thesaurus	Croatian Academy of Sciences and Arts
Croatia	The Study of Croatian Dialects	Croatian Academy of Sciences and Arts
Czech	Dynamics of Vocabulary of Slavonic Languages	Institute of Slavonic Studies of the Academy of Sciences of the Czech Republic
Czech	The Analysis of the Czech Legal Order on the Basis of Digital Databases	Academy of Sciences of the Czech Republic
Czech	Vokabulář Webový	Institute of the Czech Language, Academy of Sciences of the Czech Republic
<b>France</b>	<b>Monumenta Palaeographica Medii Aevi</b>	<b>UAI/Académie des Inscriptions et Belles-Lettres</b>
Germany	Althochdeutsches Wörterbuch	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Altokzitanisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Altägyptisches Wörterbuch, Datenbank demotischer Texte	Akademie der Wissenschaften und der Literatur Mainz

Germany	Bayerisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Corpus Coranicum	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Deutsches Rechtswörterbuch	Heidelberger Akademie der Wissenschaften
Germany	Deutsches Wörterbuch von Jacob Grimm und Wilhelm Grimm - Neubearbeitung	Akademie der Wissenschaften zu Göttingen
Germany	Deutsche Wortfeldetymologie in europäischem Kontext: Der Mensch in Natur und Kultur	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Digitales Familiennamenwörterbuch Deutschlands (DFD)	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Dictionnaire Étymologique de l'ancien Français (DEAF)	Heidelberger Akademie der Wissenschaften
Germany	Digitales Wörterbuch der deutschen Sprache (DWDS)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Etymologisches Wörterbuch des Althochdeutschen	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition und Bearbeitung byzantinischer Rechtsquellen	Akademie der Wissenschaften zu Göttingen
Germany	Edition literarischer Keilschrifttexte aus Assur	Heidelberger Akademie der Wissenschaften
Germany	Fränkisches Wörterbuch	Bayerische Akademie der Wissenschaften, Kommission für Mundartforschung
Germany	Frühneuhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Goethe-Wörterbuch	Akademie der Wissenschaften zu Göttingen / Berlin-Brandenburgische Akademie der Wissenschaften / Heidelberger Akademie der Wissenschaften
Germany	Hethitische Forschungen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Katalogisierung der Orientalischen Handschriften in Deutschland (KOHD)	Akademie der Wissenschaften zu Göttingen
Germany	Korpusbasiertes elektronisches Wörterbuch Deutsche Gebärdensprache (DGS)	Akademie der Wissenschaften in Hamburg
Germany	Lessico Etimologico Italiano	Akademie der Wissenschaften und der Literatur Mainz
Germany	Lexicon musicum Latinum	Bayerische Akademie der Wissenschaften
Germany	Mittelhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen / Akademie der Wissenschaften und der Literatur Mainz
Germany	Mittellateinisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Ortsnamen zwischen Rhein und Elbe – Onomastik im europäischen Raum	Akademie der Wissenschaften zu Göttingen
Germany	Regionalsprache REDE.de	Akademie der Wissenschaften und der Literatur Mainz
Germany	Runische Schriftlichkeit in den germanischen Sprachen	Akademie der Wissenschaften zu Göttingen
Germany	Das sächsisch-magdeburgische Recht als kulturelles Bindeglied zwischen den Rechtsordnungen Ost- und Mitteleuropas	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Sanskrit-Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz

Germany	Strukturen und Transformationen des Wortschatzes der ägyptischen Sprache. Text- und Wissenskultur im Alten Ägypten	Sächsische Akademie der Wissenschaften zu Leipzig / Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Thesaurus Linguae Latinae	Bayerische Akademie der Wissenschaften
Germany	Wörterbuch der altgaskognischen Urkundensprache (DAG)	Heidelberger Akademie der Wissenschaften
Germany	Wörterbuch der deutschen Winzersprache	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Wörterbuch der russischen Sprache der Gegenwart	Akademie der Wissenschaften und der Literatur Mainz
Germany	Wörterbuch der tibetischen Schriftsprache	Bayerische Akademie der Wissenschaften
Greece	Neologisms of Modern Greek: Collection, Classification and Language Policy	Academy of Athens -Research Centre of Scientific Terms and Neologisms
Greece	Research Center for Modern Greek Dialects-The Historical Dictionary of Modern Greek And Its Dialects (ILNE)	Academy of Athens/Research Center for Modern Greek Dialects-ILNE
Hungary	BEA - Hungarian Spoken Language Database and Studies on the Phonetic Characteristics of Spontaneous Speech	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Comprehensive Dictionary of Hungarian	Research Institute for Linguistics, Hungarian Academy of Sciences
Hungary	Comprehensive Grammar Resources - Hungarian	Research Institute for Linguistics, Hungarian Academy of Sciences
Hungary	Division of Labor in the Expression of Quantifier Scope	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	The Grammar of Quantification and Linguistic Relativity	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Hungarian Generative Diachronic Syntax	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Minority Language in the Process of Urbanization: a comparative study of urban multilingualism in North Saami, Mansi, Nganasan, Tundra Nenets indigenous communities	Research Institute for Linguistics Hungarian Academy of Sciences
Hungary	Morphologically Analysed Corpus of Old and Middle Hungarian Texts, Representative of Informal Language Use	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	Uralonet	Research Institute for Linguistics of the Hungarian Academy of Sciences
Ireland	Dictionary of Medieval Latin from Celtic Sources (DMLCS)	Royal Irish Academy
Ireland	Foclóir na Nua-Ghaeilge	Royal Irish Academy
Ireland	New Survey of Clare Island	Royal Irish Academy, Dublin, Ireland
Italy	Archivio della Latinità Italiana del Medioevo (ALIM)	Archivio della Latinità Italiana del Medioevo (ALIM) National Research Council, Unione Accademica Nazionale
Italy	Corpus dei Manoscritti Copti Letterari	National Research Council, Unione Accademica Nazionale
Italy	Corpus Rhythmorum Musicum	National Research Council, Institute for Research on Population and Social Policies
Latvia	HipiLatLit	Rezekne University College
Latvia	Linguo-Cultural and Socio-Economic Aspects of Territorial Identity in the Development of the Region of Latgale (Latvia)	Rēzekne Higher Educational Institution

Montenegro	Dictionary of Montenegrin Language	Montenegrin Academy of Sciences and Arts
Netherlands	The Construction of Local Identities through Language Practices	Meertens Institute (Royal Dutch Academy)
Netherlands	Maps and Grammar	Meertens Instituut (Royal Dutch Academy)
Netherlands	On the Same Wavelength: how does language help our minds resonate in synchrony?	Utrecht University, Utrecht Institute of Linguistics OTS
Norway	Bodily Im/perfection. Negotiating the Imperfect Body in Early Christianity	Misjonshøgskolen (School of Mission and Theology)
Norway	Emergence of Non-Canonical Case Marking in Indo-European	University of Bergen
Norway	Talebanken (The Speech Bank)	University of Bergen
Poland	Conceptual Dictionary of Old Polish Language	Institute of Polish Language Polish Academy of Sciences
Poland	The Dictionary	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Electronic Dictionary of Polish Hydronyms	The Institute of the Polish Language at the Polish Academy of Sciences
Poland	Fontes Mediae et Infimae Latinitatis Polonorum (1000-1550). The Electronic Corpus of Polish Medieval Latin (1000-1550)	Institute of Polish Language, Polish Academy of Sciences
Poland	Great Dictionary of Polish - continuation	Institute of Polish Language at the Polish Academy of Sciences
Poland	In the Face of the Holocaust – Towards a Demythologisation of Descriptive Categories	The Institute of Literary Research of The Polish Academy of Sciences
Poland	New Paradigm? The Image of Polish-Jewish Relationship In Chosen Texts of Culture after 2000	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Political Discourse of Polish-Lithuanian Commonwealth. Concepts and Ideas	Institute of Literary Research, Polish Academy of Sciences
Poland	Polish Language in the Press and Other Written Sources at the Beginning of Sovietisation of Ukraine.	Institute of the Polish Language at the Polish Academy of Sciences
Serbia	Electronic Corpus of Serbian Language from 12th to 18th Century	Faculty of Philosophy, University of Belgrade
Serbia	Old Church Slavonic and its Recensions	Serbian Academy of Sciences and Arts
Serbia	Linguistic Investigations of Contemporary Serbian Literary Language and Compiling the Dictionary of the Serbo-Croat Literary and Vernacular Language	Institute for the Serbian Language of the Serbian Academy of Sciences and Arts
Serbia	Onomatological Contributions	Onomastic Committee of the Serbian Academy of Sciences and Arts
Serbia	Serbian Language in the Light of Current Linguistic Theory	Academy of Sciences and Arts
Serbia	Work on Dialectological Atlases	Dialectological Department at the Serbian Language Institute of Serbian Academy of Sciences and Arts
Slovenia	Basic Research on the Slovenian Language	Fran Ramovš Institute of the Slovenian Language, Slovenian Academy of Sciences and Arts
Slovenia	Early Modern Slovenian Manuscripts	Research Centre of Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Slovenia	Slovenian Place Names in Time and Space (Historical Topography of Slovenia from the Middle Ages to the 19th Century)	Research Centre of the Slovenian academy of Sciences and Arts
Spain	Linguistic Atlas of the Dominion Catalan	Institute for Catalan Studies (IEC)
Spain	Dictionary of Contemporary Catalan	Institute for Catalan Studies (IEC)

Spain	Dictionary of Catalan Language	Institute for Catalan Studies (IEC), Lexicographical Office of the Philological Section
Spain	Carolingian Catalonia	Institute for Catalan Studies (IEC)
Spain	Ancient Onomastics Database	Onomastics Office, Institute for Catalan Studies
Spain	Textual Corpus of Northern Catalonia: Catalogue of Roussillon Prints (CIR)	Institute for Catalan Studies (IEC)
Spain	Glossarium Mediae Latinitatis Cataloniae (GMLC)	Institute for Catalan Studies (IEC)
Spain	Grammar of the Catalan Language	Institute for Catalan Studies – Office of Grammar
Spain	Official Gazetteer of Major Toponymy of Catalonia First/Second Editions	Oficina d'Onomàstica (Onomastics Office), Institute for Catalan Studies
Spain	Works of the Onomastics Office	Onomastics Office, Institute for Catalan Studies
Sweden	The Swedish Academy Dictionary (Svenska Akademiens ordbok)	The Swedish Academy
Switzerland	ortsnamn.ch	Schweizerisches Idiotikon
Switzerland	Schweizerisches Idiotikon – Wörterbuch der Schweizerdeutschen Sprache	Verein für das Schweizerdeutsche Wörterbuch
UK	Cognitive Impairment in the Middle Ages: uncovering medical and cultural aspects of intellectual disabilities according to medieval normative texts	University of Swansea, Wales
<b>UK</b>	<b>English Place-Name Survey</b>	<b>British Academy, English Place Name Society</b>
<b>UK</b>	<b>Lexicon of Greek Personal Names</b>	<b>British Academy, Univ. of Oxford, Arts and Humanities Research Council</b>
UK	Romano-British Writing-tablets	Centre for the Study of Ancient Documents, Faculty of Classics, University of Oxford
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine

## **LITERATURE**

Austria	Die Bedeutung der neulateinischen Literatur für die Entwicklung des frühmodernen Europa	Ludwig Boltzmann Institute for Neo-Latin Studies
Austria	Geschichte und Theorie der Biographie- Methodenkritik neuzeitlicher Biographik und einer Theorie der Gattung Biographie	Ludwig Boltzmann Institute for the History and Theory of Biography
Belgium	Text Editing and Dutch Linguistic/ Literary Resources Management, Centre for Scholarly Editing and Document Studies	Royal Academy of Dutch Language and Literature (KANTL)
Bulgaria	Annotated Bibliography of Recent Medievalist Literature	Bulgarian Academy of Sciences
Bulgaria	Anthology of Bulgarian Christian Poetry	Bulgarian Academy of Sciences/Pokrov Bogorodichen Foundation
Bulgaria	Restoring the European Dimensions of the Romani Language and Culture	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Croatia	From Documents to Analysis. Unknown and Forgotten Croatian Writers of the 19th and 20th Centuries	Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Division for the History of Croatian Literature
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Structuring Semantic Networks for the Purpose of Building a Croatian Thesaurus	Croatian Academy of Sciences and Arts
Czech	Bibliography of the History of the Czech Lands (BHCL)	The Institute of History, Academy of Sciences of the Czech Republic

Czech	Clavis Monumentorum Litterarum Bohemiae (CML)	Academy of Sciences of the Czech Republic - Institute of Philosophy
Czech	Stories of Place. The Topography of Contemporary National Memory	The Institute for Contemporary History Czech Academy of Sciences
Czech	The Digitized Catalogue of the Retrospective Analytical Bibliography of the Czech Literature (RETROBI)	Institute of Czech Literature, Academy of Sciences of the Czech Republic
France	Troisième Centenaire de l'Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux (3-5 octobre 2012)	Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux
Germany	Arthur Schnitzler: Digitale historisch-kritische Edition (Werke 1905–1931)	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Edtion des Briefwechsel von Johann Christoph Gottsched	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Enzyklopädie des Märchens	Akademie der Wissenschaften zu Göttingen, Kommission Enzyklopädie des Märchens
Germany	Europa Humanistica: Die deutschen Humanisten. Dokumente zur Überlieferung der antiken und mittelalterlichen Literatur in der Frühen Neuzeit. Abteilung I: Die Kurfalz	Heidelberger Akademie der Wissenschaften
Germany	Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin
Germany	Friedrich Schleiermacher in Berlin 1808-1834. Briefwechsel - Tageskalender - Vorlesungen	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Georg Büchner. Sämtliche Werke und Schriften	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Goedekes Grundriss zur Geschichte der deutschen Dichtung – Deutsches Schriftsteller-Lexikon 1830-1880	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Herausgabe deutscher Literatur des Mittelalters: Katalog der deutschsprachigen illustrierten Handschriften des Mittelalters	Bayerische Akademie der Wissenschaften: Kommission für Deutsche Literatur des Mittelalters
Germany	Kommentierung der Fragmente der griechischen Komödie	Heidelberger Akademie der Wissenschaften
Germany	Mittelalterliche Bibliothekskataloge Deutschlands und der Schweiz	Bayerische Akademie der Wissenschaften
Germany	Nietzsche-Kommentar	Heidelberger Akademie der Wissenschaften
Germany	Preußen als Kulturstaat	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	SAPERE (Scripta Antiquitatis Posterioris ad Ethicam RELigionemque pertinentia / Schriften der späteren Antike zu ethischen und religiösen Fragen)	Akademie der Wissenschaften zu Göttingen
Germany	Schumann-Briefedition, Serie II	Sächsische Akademie der Wissenschaften, Leipzig
Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens	Heidelberger Akademie der Wissenschaften (HAW)
Greece	Critical Editions of, Commentaries and Studies on Classical Greek, Latin and Byzantine Authors and Texts	Research Centre for Greek and Latin Literature of the Academy of Athens
Hungary	Hungarian Popular Poetry (18-19th Centuries) Vol. 3.	Institute for Literary Studies of the Research Center for Humanities of the Hungarian Academy of Sciences
Hungary	Minority Language in the Process of Urbanization: A Comparative Study of Urban Multilingualism in North Saami, Mansi, Nganasan, Tundra Nenets Indigenous Communities	Research Institute for Linguistics, Hungarian Academy of Sciences
Hungary	Online Database of Hungarian Cultural History (from the Beginnings to the 18th Century)	Institute for Literary Studies of Hungarian Academy of Sciences
Ireland	Dictionary of Irish Biography	Royal Irish Academy
Israel	Research of Hebrew Poetry from the Genizah	Israel Academy of Sciences and Humanities
Italy	Archivio della Latinità Italiana del Medioevo (ALIM)	National Research Council, Unione Accademica Nazionale
Italy	Corpus Rhythmorum Musicum	National Research Council, Institute for Research on Population and Social Policies
Italy	Humanism in Spoleto	Accademia Spoletina
Italy	Literature and Nationality: a doubtful equivalence	Accademia delle Scienze di Torino
Italy	Spoletium	Accademia Spoletina

Latvia	Cultures within a Culture: politics and poetics of border narratives	Institute of Literature, Folklore and Art, University of Latvia
Latvia	National Identity	Latvian Academy of Sciences (LAS)
Latvia	Kultur und Geschichte der Deutschen im östlichen Europa	Latvian Maritime Academy
Latvia	Linguo-Cultural and Socio-Economic Aspects of Territorial Identity in the Development of the Region of Latgale (Latvia)	Rēzekne Higher Educational Institution
Netherlands	Folktales As Classifiable Texts (FACT)	Meertens Instituut (Royal Dutch Academy)
Netherlands	Tunes & Tales	Meertens Instituut (Royal Dutch Academy)
Norway	Poetry and Philosophy. Poetical and Argumentative Elements in Plato's Philosophy	Department of Philosophy, University of Bergen
Norway	The Scandinavian Moment in World Literature	University of Tromsø, Arctic University of Norway
Poland	Archiwum kobiet - piszące (Women's' Manuscripts)	Institute of Literary Research, Polish Academy of Sciences
Poland	Blog as a New Form of Multimedia Writing	Institute of Literary Research of the Polish Academy of Sciences
Poland	"The Children of Hagar" - Literary Images of Roma/Sinti/Gypsies. Image Studies (based on examples from Polish and Russian Literature)	The Institute of Literary Research of the Polish Academy of Sciences
Poland	Polish Writers and Scholars of Literature at the Turn of the 21st Century. Biographical and Bibliographical Dictionary	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Political Discourse of Polish-Lithuanian Commonwealth. Concepts and Ideas	Institute of Literary Research, Polish Academy of Sciences
Poland	Romanticism in the Light of New Sources	Institute of Literary Research of the Polish Academy of Science
Poland	Sideways Reflections: Russian literature and culture through the eyes of Poles (on the material of Polish magazines of the interwar period).	Institute of Literary Research of the Polish Academy of Science
Poland	The Speeches and the Rites. Oratory of the Family Circle in the Old-Polish Culture	The Institute of Literary Research of the Polish Academy of Science
Russia	Ethnic Identity in Modern Africa	Institute for African Studies (Russian Academy of Sciences)
Serbia	Byzantine Topics	Institute for Byzantine Studies of the Serbian Academy of Sciences and Arts
Slovenia	Collected Writings of Slovenian Poets and Writers	Research Centre of the Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Slovenia	Digital Editions of Slovenian Literature	Research Centre of the Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Slovenia	Early Modern Slovenian manuscripts	Research Centre of the Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Spain	Textual Corpus of Northern Catalonia: Catalogue of Roussillon prints (CIR)	Institute for Catalan Studies (IEC)
Spain	Corpus de Troubadours	Institute for Catalan Studies (IEC)
Spain	Dictionary of Spanish Biography	Royal Academy of History (Madrid)
Spain	Study on the Edition of the Complete Works of Lluís Nicolau Olwer	Institute for Catalan Studies (IEC)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Spain	Repertoire of Catalan Manuscripts	Institute for Catalan Studies (IEC)
UK	Auctores Britannici Medii Aevi	The British Academy
UK	The Bernardin de Saint-Pierre Correspondence Project	Royal Historical Society (UK) - Exeter University
<b>UK</b>	<b>Complete Works of Voltaire</b>	<b>British Academy / UAI</b>
UK	Corpus of British Medieval Library Catalogues	British Academy (Oxford University)
UK	Duke-Edinburgh edition of the Collected Letters of Thomas and Jane Welsh Carlyle	University of Edinburgh
UK	Location Register and WATCH Projects	University of Reading Library
<b>UK</b>	<b>Poets of the Nobility — Medieval Welsh Poetry/Beirdd yr Uchelwyr</b>	<b>British Academy, University of Wales</b>

Ukraine	Ukraine in Political-Institutional and Cultural-Anthropological Dimensions of the Middle Ages and Early Modern Times	Institute of History, National Academy of Sciences of Ukraine
<b><u>MUSIC</u></b>		
Bulgaria	Restoring the European Dimensions of the Romani Language and Culture	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Croatia	Croatian Music Historiography Before 1945	Croatian Academy of Sciences and Arts
Croatia	Music Migrations in the Early Modern Age: the meeting of the European East, West and South (MusMig)	Croatian Academy of Sciences and Arts, Department for the History of Croatian music
Czech	General Catalogue of Manuscripts in the Czech Republic	Masaryk Institute and Archives of the Academy of Sciences of the Czech Republic
Czech	Ethnology, Folklore Studies, Music History	Institute of Ethnology of the Academy of Sciences of the Czech Republic
<b>Denmark</b>	<b>Monumenta Musicae Byzantinae</b>	<b>UAI / Directed by Det Kongelige Danske Videnskabernes Selskab</b>
France	Troisième Centenaire de l'Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux (3-5 octobre 2012)	Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux
Germany	Arnold Schönberg - Sämtliche Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Beethovens Werkstatt: Genetische Textkritik und Digitale Musikedition	Akademie der Wissenschaften und der Literatur Mainz
Germany	Carl Maria von Weber - Sämtliche Werke, Tagebücher, Briefe und Schriften	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Corpus Monodicum. Die einstimmige Musik des lateinischen Mittelalters. Gattungen – Werkbestände – Kontexte	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Forschungsstelle Südwestdeutsche Hofmusik	Heidelberger Akademie der Wissenschaften
Germany	Georg Friedrich Händel - Hallische Händel-Ausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Gluck-Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Haydn-Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Johannes Brahms - Neue Ausgabe sämtlicher Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Kritische Ausgabe der Werke von Richard Strauss	Bayerische Akademie der Wissenschaften, München
Germany	Leipziger Ausgabe der Werke von Felix Mendelssohn Bartholdy	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Lexicon Musicum Latinum	Musikhistorische Kommission der Bayerischen Akademie der Wissenschaften
Germany	Max Reger, Auswahlausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Spektrum des europäischen Musiktheaters in Einzelditionen (OPERA)	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Répertoire International des Sources Musicales, Deutsche Quellen	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Richard Wagner Schriften (RWS). Historisch-kritische Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Robert Schumann - Neue Ausgabe sämtlicher Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Schumann-Briefedition, Serie II, Freundes- und Künstlerbriefwechsel	Sächsische Akademie der Wissenschaften zu Leipzig
Hungary	Béla Bartók Complete Critical Edition	Bartók Archives, Institute of Musicology, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	The Elaboration of Written Musical Sources of the 18–19th Centuries and their Folk Music Connections Based on Kodály's Folk Music Collection of the Hungarian Academy of Sciences	The Hungarian Academy of Sciences, Research Centre for the Humanities, Institute for Musicology
Hungary	Establishing a New Archives and Research Group for 20th-21st Century Hungarian Music	Institute of Musicology, Research Centre for the Humanities of the Hungarian Academy of Sciences

Hungary	Gradualia	Hungarian Academy of Sciences, Research Centre for the Humanities, Institute of Musicology
Hungary	The Hungarian Cantus Planus in the Context of the European Music History. Aims, Methods and Perspectives at the Beginning of the 21th Century	The Hungarian Academy of Sciences, Research Centre for the Humanities, Institute for Musicology
Italy	Corpus Rhythmorum Musicum	National Research Council, Institute for Research on Population and Social Policies
Italy	Spoletium	Accademia Spoletina
Lithuania	Exposures of Lithuanian Musical Life from 16th to the End of 19th Century: aspect of multiculturalism	Lithuanian Culture Research Institute
Netherlands	Dutch Song Database (Nederlandse Liederenbank)	Meertens Instituut (Royal Dutch Academy of Arts and Sciences)
Netherlands	Tunes & Tales	Meertens Instituut (Royal Dutch Academy of Arts and Sciences)
Norway	Fartein Valen – Atonality's Groundbreaker and Carrier of Modernist Traditions. A Critical-analytical, Historical and Philological Study	Department of Musicology, University of Oslo
Serbia	Contemporary Serbian Musical Stage	Serbian Academy of Sciences and Arts, Belgrade, Serbia
Spain	Corpus de Troubadours	Institute for Catalan Studies (IEC)
UK	Early English Church Music	The British Academy

#### **NATURAL SCIENCES, HEALTH & MEDICINE**

Austria	Ludwig Boltzmann Institut für Archäologische Prospektion und Virtuelle Archäologie (LBI ArchPro)	Ludwig Boltzmann Institute for Archaeological Prospection and Virtual Archaeology
Bulgaria	Bulgarian and Romanian Youth's Health and Behaviour: joint European multilevel approach for understanding health choices, practices and needs of youth.	Institute of Psychology – Bulgarian Academy of Sciences
Bulgaria	Elderly people, Cortical Regulation of the Quiet Stance During Sensory Conflict	Institute of Neurobiology Institute for Population and Human Studies
Bulgaria	A Road Map for European Ageing Research (mit 24 Ländern)	Institute of Information and Communication Technologies Institute for Population and Human Studies – Bulgarian Academy of Sciences.
Croatia	Structuring Semantic Networks for the Purpose of Building a Croatian Thesaurus	Croatian Academy of Sciences and Arts
France	Troisième Centenaire de l'Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux (3-5 octobre 2012)	Académie Nationale des Sciences, Belles-Lettres et Arts de Bordeaux
Germany DAI	Ausgrabungen im Zeusheiligtum von Olympia	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin
Germany DAI	Gadara Region Project	Deutsches Evangelisches Institut für Altertumswissenschaft des Heiligen Landes (DEI)
Germany	Galen als Interpret, Vermittler und Vollender der antiken Medizin	Berlin-Brandenburgische Akademie der Wissenschaften
Germany DAI	Das Heiligtum der Hera auf Samos (Griechenland)	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Zukunft des Wissenschaftlichen Kommunikationssystems	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Jahresberichte für deutsche Geschichte	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Ortsnamen zwischen Rhein und Elbe – Onomastik im europäischen Raum	Akademie der Wissenschaften zu Göttingen
Germany	Repertorium Academicum Germanicum	Bayerische Akademie der Wissenschaften
Germany	The Role of Culture in the Early Expansions of Humans (ROCCEH)	Senckenberg Gesellschaft für Naturforschung
Germany	Tiryns - Ein bronzezeitliches Zentrum und Weltkultuerbe Griechenlands	Deutsches Archäologisches Institut
Hungary	Changing Populations or Changing Identities in the Bronze Age of the Carpathian Basin? (Migrations and/or Transformations during the 3rd and 2nd Millennia BC)	Institute of Archaeology, Research Centre for the Humanities, Hungarian Academy of Sciences

Hungary	From the Environment to Belief Systems: changing lifeways and culture as reflected by animal remains between the Late Copper age and the Late Bronze Age	Research Centre for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	Living from their Land: agricultural actors, rural development trajectories	Hungarian Academy of Sciences, Centre for Social Sciences
Ireland	New Survey of Clare Island	Royal Irish Academy, Dublin, Ireland
Poland	Cultural History of Health and Disease in the Polish Countryside in the Second Half of the Twentieth Century. Study of Changes	The Tadeusz Manteuffel Institute of History, Polish Academy of Sciences
Slovenia	Archaeological Cadastre of Slovenia (ARKAS)	Institute of Archaeology of the Slovenian Academy of Sciences and Arts
Slovenia	Cave Registry	Research Centre of the Slovenian Academy of the Sciences and Arts
Spain	Science, Technology and Ethics	Institute for Catalan Studies (IEC)
Spain	Official gazetteer of Major Toponymy of Catalonia. First/Second Editions	Onomastics Office, Institute for Catalan Studies
Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s	Royal Swedish Academy of Sciences
Switzerland	Survey of Health, Ageing and Retirement in Europe (SHARE)	FORS = the Swiss Centre of Expertise in the Social Sciences IEMS = the Institute of Health Economics and Management
Ukraine	The Development of Computer-based Information Resources of Manuscript and Book Heritage and National Bibliography of Ukraine.	The Vernadsky National Library of Ukraine, National Academy of Sciences of Ukraine

#### **ORIENTAL AND/OR BYZANTINE STUDIES**

Austria	Tituli Asiae Minoris	Österreichische Akademie der Wissenschaften
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
<b>Denmark</b>	<b>Monumenta Musicae Byzantinae</b>	<b>UAI / Det Kongelige Danske Videnskabernes Selskab</b>
Germany DAI	Ausgrabungen im Zeusheiligtum von Olympia	Deutsches Archäologisches Institut, Abteilung Athen
Germany	Averroes Latinus Edition	Nordrhein-Westfälische Akademie für die Wissenschaften und die Künste
Germany	Edition und Bearbeitung byzantinischer Rechtsquellen	Akademie der Wissenschaften zu Göttingen
Germany	Edition literarischer Keilschrifttexte aus Assur	Heidelberger Akademie der Wissenschaften
Germany	Novum Testamentum Graecum. Editio Critica Maior	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany DAI	Gadara Region Project	Deutsches Evangelisches Institut für Altertumswissenschaft des Heiligen Landes (DEI)
Germany	Galen als Interpret, Vermittler und Vollender der antiken Medizin	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Hethitische Forschungen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Historisch-philologischer Kommentar zur Weltchronik des Johannes Malalas	Heidelberger Akademie der Wissenschaften
Germany	Katalogisierung der Orientalischen Handschriften in Deutschland (KOHD)	Akademie der Wissenschaften zu Göttingen
Germany	Kleine und fragmentarische Historiker der Spätantike	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Muslim Worlds – World of Islam?	Zentrum Moderner Orient
Germany	Ptolemaeus Arabus et Latinus	Bayerische Akademie der Wissenschaften
Germany	Reallexikon der Assyriologie und Vorderasiatischen Archäologie	Bayerische Akademie der Wissenschaften

Germany	Runische Schriftlichkeit in den germanischen Sprachen	Akademie der Wissenschaften zu Göttingen
Germany	Sammlung, Kommentierung und Herausgabe von Papyrusurkunden	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany	Septuaginta-Unternehmen (Griechisches Altes Testament)	Akademie der Wissenschaften zu Göttingen
Germany	Tiryns - Ein bronzezeitliches Zentrum und Weltkultuerbe Griechenlands	Deutsches Archäologisches Institut in Verbindung mit Universität Heidelberg
Germany	Turfanforschung	Berlin-Brandenburgische Akademie der Wissenschaften
Greece	Byzantine Documents in Southern Europe. An Outline of the History of Law of Greek-Speaking Populations throughout the Mediterranean	Academy of Athens - Research Institute for the History of Greek Law
Greece	Catalogue Raisonne of Wall-Paintings of Religious Art in Albania (6th-15th centuries)	Academy of Athens
Greece	Compilation of the Greek Bibliographical Activity Related to Byzantine and Post-Byzantine Archaeology and Art	Academy of Athens
Greece	Corpus of the Byzantine Wall-Paintings of Greece (6th-15th century)	Research Centre for Byzantine and Post-Byzantine Art of the Academy of Athens
Greece	Critical Editions of, Commentaries and Studies on Classical Greek, Latin and Byzantine Authors and Texts	Research Centre for Greek and Latin Literature of the Academy of Athens
Greece	Database of the Inscriptions on Painted Liturgical Scrolls	Academy of Athens
Greece	Ex Justis et Legitimis Causis. Utilitas as Founding Principle of Political Action	Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian Era . a. Cities in Byzantium (13th-15th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian Era . b. Society in Greek Areas under the Venetian Rule with Emphasis on the Case of Crete (15th-17th centuries)	Research Centre for Medieval and Modern Hellenism, Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian Era d. Archives of Prevesa (18th-19th centuries)	Research Centre for Medieval and Modern Hellenism / Academy of Athens
Greece	Medieval and Modern Hellenism especially during the Ottoman and the Venetian Era. c. South-eastern Mediterranean from the British Archives (17th-19th centuries)	Research Centre for Medieval and Modern Hellenism, Academy of Athens
Greece	Principatus ac Civitas. Power Relations and "liberty" in the Greek Cities of the Roman East	Academy of Athens
Greece	Publications of Individual Monuments	Academy of Athens
Greece	Reason as a Factor in Neohellenic Legal Culture	Academy of Athens
Greece	Sources of Law in Venetian Crete: I. Notarial Actes	Academy of Athens
Greece	State Officials of the Byzantine Themes on the Basis of Seals and Other Sources	Academy of Athens
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop	Research Center for the Humanities, Hungarian Academy of Sciences, Institute of Archaeology
Hungary	Personal Network of Italian Military Writers and Diplomats between Vienna and Istanbul in the 17th Century	Hungarian Academy of Sciences, Research Centre for the Humanities
Italy	Codices Graeci Antiquiores. A Palaeographical Guide to Greek Manuscripts to the Year 900	Nazionale dei Lincei Rome
<b>Italy</b>	<b>Corpus Iuris Sانسcriticum</b>	<b>UAI / Directed by the Unione Accademica Nazionale</b>
Russia	Monitoring of Mutual Direct Investments in the CIS and Direct Investments from Russia, Belarus, Ukraine and Kazakhstan in the EU and East Asia	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Serbia	Byzantine Topics	Institute for Byzantine Studies of the Serbian Academy of Sciences and Arts

UK	<b>Corpus Inscriptionum Iranicarum (CII)</b>	<b>British Academy / UAI</b>
UK	<b>The Evergetis Project</b>	<b>British Academy, Queens University of Belfast</b>
UK	<b>Prosopography of the Byzantine World</b>	<b>British Academy</b>
Ukraine	Crimean Ceramics (14th -15th centuries) as Indicators of Cultural-Economic Relations between the Black Sea and the Mediterranean	National Academy of Science of Ukraine, Archaeological Institute
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine
<b><u>PERFORMING ARTS</u></b>		
Croatia	The Time and Space of the European and the Croatian Theatrical Engagement of the Actor and Director Ivo Raić	Division of the History of the Croatian Theatre, Croatian Academy of Sciences and Arts, Croatia, Zagreb
Germany	Carl Maria Weber	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Edition des Briefwechsel von Johann Christoph Gottsched	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Haydn-Gesamtausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Johannes Brahms - Neue Ausgabe sämtlicher Werke	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Spektrum des europäischen Musiktheaters in Einzelditionen (OPERA)	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Répertoire International des Sources Musicales (RISM)	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Robert Schumann - Neue Ausgabe sämtlicher Werke	Akademie der Wissenschaften und der Literatur, Mainz
Hungary	Traditional Dance as Knowledge, Social Practice and Cultural Heritage in East-Central European Local Communities	Hungarian Academy of Sciences, Research Centre for Humanities, Institute of Musicology
Italy	Spoletium	Accademia Spoletina
Latvia	Cultures within a Culture: Politics and Poetics of Border Narratives	Institute of Literature, Folklore and Art, University of Latvia
Norway	The Scandinavian Moment in World Literature	University of Tromsø, Arctic University of Norway
Poland	New Paradigm? The Image of the Polish-Jewish Relationship In Chosen Texts of Culture after 2000	The Institute of Literary Research of The Polish Academy of Sciences
Serbia	Lexicon of Artistic Dance	Serbian Academy of Sciences and Arts
Serbia	Contemporary Serbian Musical Stage	Serbian Academy of Sciences and Arts
Slovakia	National Projects on Slovak Cinema and Theatre, Multiculturalism, or No Theatre.	Institute of Theatre and Film Research, Slovak Academy of Sciences
<b><u>PHILOSOPHY</u></b>		
Belgium	<b>Alchimic Texts</b>	<b>Directed by the Académie Royale des Sciences, des Lettres et des Beaux Arts de Belgique</b>
Bulgaria	Construction of the European public Sphere: the problem of "Other". Ethnic-Confessional Configuration of "Other": philosophical-anthropological problems.	Institute for the Study of Society and Knowledge of the Bulgarian Academy of Sciences
Croatia	Sources and Studies on Marcus Antonius de Dominis	Croatian Academy of Sciences and Arts
Czech	Cultures of Knowledge: Networking the Republic of Letters, 1550-1750	Academy of Sciences of the Czech Republic
Germany	Alexander-von-Humboldt-Forschungsstelle	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Die alexandrinische und antiochenische Biblexegese in der Spätantike	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Augustinus Lexikon	Akademie der Wissenschaften und der Literatur Mainz

Germany	Averroes Latinus Edition	Nordrhein-Westfälische Akademie für die Wissenschaften und die Künste
Germany	Commentaria in Aristotelem Graeca et Byzantina	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Edition der philosophischen Schriften und Briefe von Gottfried Wilhelm Leibniz	Akademie der Wissenschaften zu Göttingen
Germany	Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin
Germany	Evangelische Kirchenordnungen des 16. Jahrhunderts	Heidelberger Akademie der Wissenschaften
Germany	Forschungsstelle Politische Philosophie	Universität Tübingen
Germany	Friedrich Heinrich Jacobi: Briefwechsel	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Text - Kommentar - Wörterbuch Online	
Germany	Friedrich Schleiermacher in Berlin 1808-1834. Briefwechsel - Tageskalender - Vorlesungen	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	G.W.F. Hegel: Gesammelte Werke	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Kommentierte Gesamtedition der Werke von Karl Jaspers	Heidelberger Akademie der Wissenschaften
Germany	Lichtenberg-Edition	Akademie der Wissenschaften zu Göttingen
Germany	Marx-Engels-Gesamtausgabe (MEGA)	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Moritz Schlick Gesamtausgabe. Nachlass und Korrespondenz	Akademie der Wissenschaften in Hamburg
Germany	Neuedition, Revision und Abschluss der Werke Immanuel Kants	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Nietzsche-Kommentar	Heidelberger Akademie der Wissenschaften
Germany	Patristik: Dionysius Areopagita	Akademie der Wissenschaften zu Göttingen, Patristische Kommission
Greece	Commentaria in Aristotelem Post-Byzantina and Philosophica Neograeca	Research Centre on Greek Philosophy, Academy of Athens
Greece	Philosophical Research Seminar	Research Centre on Greek Philosophy, Academy of Athens
Greece	Proclus Lexicon	Academy of Athens - Research Centre for Greek Philosophy
Germany	Rationalität im Lichte der Experimentellen Wirtschaftsforschung	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	SAPERE (Scripta Antiquitatis Posterioris ad Ethicam Religionemque pertinentia / Schriften der späteren Antike zu ethischen und religiösen Fragen)	Akademie der Wissenschaften zu Göttingen
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz
Germany	Valentin Weigel Ausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Greece	The Perception of Ancient Greek Philosophers from their Early Commentators up to the 19th Century	Academy of Athens - Research Centre for Greek Philosophy
Greece	The Perception of the Philosophical Work of Empedocles from his Time up to the 20th Century	Academy of Athens - Research Centre for Greek Philosophy
Greece	Seminar on Aristotle's Prior Analytics	Research Centre on Greek Philosophy, Academy of Athens
Hungary	The First Century of Hungarian Aesthetics: A Critical Edition of Source Texts (1750–1850)	Research Center for the Humanities of Hungarian Academy of Sciences
Hungary	Narratives of the History of Hungarian Philosophy (1792–1947)	Institute for Literary Studies Research Centre for the Humanities, Hungarian Academy of Sciences
Italy	Humanism in Spoleto	Accademia Spoletina
Lithuania	Ethics of Immanence in Contemporary Philosophy	Lithuanian Culture Research Institute
Lithuania	Philosophy in Vilnius at the First Half of the 19th century	Lithuanian Culture Research Institute
<b>Netherlands</b>	<b>Collected Works of Erasmus</b>	<b>Royal Netherlands Academy of Sciences (Constantijn Huygens Institute)</b>

Norway	Poetry and Philosophy. Poetical and Argumentative Elements in Plato's Philosophy	Department of Philosophy, University of Bergen
Norway	Reassembling Democracy. Ritual as Cultural Resource (REDO)	The Faculty of Theology, University of Oslo
Poland	Romanticism in the Light of New Sources	The Institute of Literary Research of the Polish Academy of Science
Spain	Arnaldi de Villanova. Opera Theologica et Spirituality	Institute for Catalan Studies (IEC)
UK	Catalogue of Medieval Manuscripts of Latin Commentaries on Aristotle in British Libraries	British Academy
UK	Cognitive Impairment in the Middle Ages: uncovering medical and cultural aspects of intellectual disabilities according to medieval normative texts	University of Swansea, Wales
UK	<b>Complete Works of Voltaire</b>	<b>British Academy / UAI</b>
UK	<b>The Francis Bacon Project</b>	<b>British Academy</b>

## POLITICS AND LAW

Armenia	The Social Transformations and Migration Flows in Armenia	Institute of Philosophy, Sociology and Law of Armenian National Academy of Sciences
Austria	The Framework of Imperial Power in Late Antique Egypt	Universität Wien, Institut für Alte Geschichte
Austria	Papyri of the Early Arab Period online	Österreichische Nationalbibliothek, Papyrussammlung
Austria	Das Politeuma: Ursprung, Funktion und Definition einer ptolemäischen Organisationsform zur Integration von Minderheiten	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik, Universität Wien
Bulgaria + Hungary	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Center for Policy Studies/Open Society Institute/Central European University
Bulgaria	Identifying and Reducing Prejudices as a Source of Conflict between Roma and non-Roma Population - Cases of Bulgaria, Italy, Romania and Slovenia Compared (REDUPRE)	Bulgarian Academy of Sciences
Croatia	Analysis of Civil Security Systems in Europe (ANVIL)	Research Management AS, Norway
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	Lisbon Strategy and Europe 2020– Catalyst for Reform in the EU and in Croatia	Institute for Development and International Relations (IRMO) Zagreb
Croatia	Public Sector Economics	Croatian Institute of Public Finance
Czech	General Catalogue of Manuscripts in the Czech Republic	Masaryk Institute and Archives of the Academy of Sciences of the Czech Republic
Czech	Legal Language and the Analysis of the Czech Legal Order on the Basis of Digital Databases	Academy of Sciences of the Czech Republic
<b>France</b>	<b>Monumenta Palaeographica Medii Aevi</b>	<b>UAI / Académie des Inscriptions et Belles-Lettres</b>
Germany	Altokzitanisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Codex Diplomaticus Saxoniae	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Corpus der Minoischen und Mykenischen Siegel	Akademie der Wissenschaften und der Literatur Mainz
Germany DAI	Corpus der Urkunden der Römischen Herrschaft	Kommission für Alte Geschichte und Epigraphik des DAI
Germany	Deutsches Rechtswörterbuch	Heidelberger Akademie der Wissenschaften
Germany	Edition und Bearbeitung byzantinischer Rechtsquellen	Akademie der Wissenschaften zu Göttingen
Germany	Edition der philosophischen Schriften und Briefe von Gottfried Wilhelm Leibniz	Akademie der Wissenschaften zu Göttingen
Germany	Die Erschließung der Akten des Kaiserlichen Reichshofrats	Akademie der Wissenschaften zu Göttingen
Germany	Forschungsstelle Politische Philosophie	Philosophisches Seminar, Universität Tübingen
Germany	Martin Bucers Deutsche Schriften	Heidelberger Akademie der Wissenschaften
Germany x2	Monumenta Germaniae Historica	Berlin-Brandenburgische Akademie der Wissenschaften

Germany	Monumenta Germaniae Historica (Sachsenspiegelglossen)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Quellensammlung zur Geschichte der deutschen Sozialpolitik	Akademie der Wissenschaften und der Literatur zu Mainz
Germany	Repertorium Academicum Germanicum	Historische Kommission bei der Bayerischen Akademie der Wissenschaften
Germany x2	Regesta Imperii	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Residenzstädte im Alten Reich (1300-1800), Urbanität im integrativen und konkurrierenden Beziehungsgefüge von Herrschaft und Gemeinde	Akademie der Wissenschaften zu Göttingen
Germany	Das sächsisch-magdeburgische Recht als kulturelles Bindeglied zwischen den Rechtsordnungen Ost- und Mitteleuropas	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz
Germany	Wörterbuch der altgaskognischen Urkundensprache (DAG)	Heidelberger Akademie der Wissenschaften
Greece	Byzantine Documents in Southern Europe. An Outline of the History of Law of Greek-speaking Populations throughout the Mediterranean	Academy of Athens - Research Institute for the History of Greek Law
Greece + Croatia	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Hellenic Foundation for European and Foreign Policy (ELIAMEP, Greece) Croatian partner: Institute for Development and International Relations
Greece	Ex Justis et Legitimis Causis. Utilitas as Founding Principle of Political Action	Academy of Athens
Greece	Law and Garment in Venetian Crete. Remarks on Regulations about Luxury	Academy of Athens
Greece	Reason as a Factor in Neohellenic Legal Culture	Academy of Athens
Greece	Sources of Law in Venetian Crete: I. Notarial Acts	Academy of Athens
Greece	State Officials of the Byzantine Themes on the Basis of Seals and Other Sources	Academy of Athens
Hungary	Constitutional Reasoning in a Comparative Perspective (CONREASON)	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Election Pledges and Public Policy in Hungary, 1990-2010	Centre for Social Sciences, Hungarian Academy of Science
Hungary	FIDUCIA – New European Crimes and Trust-based Policy	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Institutional Trust and Policy Effectiveness	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Legal Culture in Hungary - Theory and Empirical Research	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Minorities' Right to Participation - New Models in Central Europe	Institute for Minority Studies - HAS
Hungary	Policy Opportunities for Hungary in the European Union - the Analysis of the Legal Framework	Centre for Social Sciences
Hungary	Political Leadership: Theory and Comparative Research	Hungarian Scientific Research Fund
Ireland	Documents on Irish Foreign Policy	Royal Irish Academy
<b>Italy</b>	<b>Corpus Iuris Sanscriticum</b>	<b>UAI / Directed by the Unione Accademica Nazionale</b>
Italy	Humanism in Spoleto	Accademia Spoletina
Liechtenstein	30 Jahre Frauenstimmrecht: Frauen und Politik	Liechtenstein Institute
Liechtenstein	Direct Democracy with Special Focus on Liechtenstein	Liechtenstein-Institut
Liechtenstein	Governance in a Small State. A Comparative Analysis of Legislative Processes in Liechtenstein	Liechtenstein-Institut
Liechtenstein	Issue- and Personalization Strategies of Liechtenstein's Political Players in Parliamentary Elections from 1997 to 2013.	Liechtenstein Institute
Lithuania	The Römers in Lithuania in the 17th to 20th Centuries	Lithuanian Culture Research Institute
Montenegro	History of Montenegrin diplomacy	Montenegrin Academy of Sciences and Arts
<b>Netherlands</b>	<b>Four Centuries of Labour Camps. War, Rehabilitation, Ethnicity</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>

<b>Netherlands</b>	<b>Works of Grotius</b>	<b>Directed by the Koninklijke Nederlandse Akademie van Wetenschappen (Royal Netherlands Academy of Sciences)</b>
Norway	Reassembling Democracy. Ritual as Cultural Resource. (REDO)	The Faculty of Theology, University of Oslo
Poland	Edition of Diplomatic Sources for the Reign of Stanislaw August Poniatowski	The Tadeusz Manteuffel Institute of the History Polish Academy of Sciences
Poland	Political Discourse of Polish-Lithuanian Commonwealth Concepts and Ideas	The Institute of Literary Research, Polish Academy of Sciences
Poland	Sideways Reflections: Russian literature and culture through the eyes of Poles (on the material of Polish magazines of the interwar period)	The Institute of Literary Research of the Polish Academy of Sciences
Russia	Africa and the Evolution of the Global Governance System	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa and National Interests of Russia	Institute for African Studies (Russian Academy of Sciences)
Russia	African Diaspora in the Context of Foreign Policies of African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Africa in the Modern System of International Relations	Institute for African Studies (Russian Academy of Sciences)
Russia	BRICS as a New International Actor: role and perspectives for Russia and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Complex Studies of Economic, Political and Social Development of North African Countries and Russia's Interests in the Region	Institute for African Studies (Russian Academy of Sciences)
Russia	Foreign Policies of African Countries: new tendencies in the conditions of growing Africa's influence in the world	Institute for African Studies (Russian Academy of Sciences)
Russia	The History of Military and Political Co-operation between the USSR/Russia and African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Long-term Strategic Global Forecast	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	Monitoring of Mutual Direct Investments in the CIS and Direct Investments from Russia, Belarus, Ukraine and Kazakhstan in the EU and East Asia	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	Russia in a Polycentric World	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	Socioeconomic and Political Problems of Countries of Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Serbia	Byzantine Topics	Institute for Byzantine Studies of the Serbian Academy of Sciences and Arts
Serbia	Committee on the History of the Serbs in Croatia	Serbian Academy of Sciences and Arts, Belgrade
Serbia	Electronic Corpus of Serbian Language from the 12th to the 18th Century	Faculty of Philosophy, University of Belgrade
Serbia	Two Centuries of Serbian Constitutionality	Serbian Academy of Sciences and Arts
Slovakia	Centre for Strategic Analysis (Centre of Excellence of SAS)	Slovak Academy of Sciences (SAS), Institute for Forecasting
Slovakia	Visegrad Cooperation and the Future of Central Europe	Institute of Political Science, Slovak Academy of Sciences
Slovenia	Model for the Implementation of an Efficient Rental Housing Market in Slovenia	Urban Planning Institute of the Republic of Slovenia
Spain	Antiquaria Hispana	Real Academia de la Historia (Madrid, Spain)
Spain	Documentary Corpus of International Relations of Catalonia and the Aragonese Crown	Institute for Catalan Studies (IEC)
Spain	Épigraphie Amphorique	Union Académique Internationale (Brussels) and Real Academia de la Historia (Madrid)
Spain	Study on the Edition of the Complete Works of Lluís Nicolau Olver	Institute for Catalan Studies (IEC)
Spain	Fuentes Históricas de la América Española	Real Academia de la Historia (Madrid)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)

Switzerland	Année Politique Suisse / Jahrbuch Schweizerische Politik	Institut für Politikwissenschaft, Universität Bern (im Auftrag der Schweizerischen Akademie für Geistes- und Sozialwissenschaften [SAGW])
Switzerland	Diplomatische Dokumente der Schweiz	Swiss Academy of Human and Social Sciences
Switzerland	Swiss Electoral Studies	FORS, Swiss Academy
<b>UK</b>	<b>Acta of the Plantagenets</b>	<b>British Academy</b>
<b>UK</b>	<b>Anglo-Saxon Charters</b>	<b>British Academy</b>
UK	The Bernardin de Saint-Pierre Correspondence Project	Royal Historical Society (UK) - Exeter University
UK	British Academy Hearth Tax Project and Centre for Hearth Tax Research	University of Roehampton
<b>UK</b>	<b>The Francis Bacon Project</b>	<b>British Academy</b>
<b>UK</b>	<b>Law and Empire, AD193-455: The Project Volterra</b>	<b>British Academy</b>
Ukraine	Black Sea – Unity and Diversity in the Roman Antiquity – BSURDA	Crimean Branch Institute of Archaeology National Academy of Sciences of Ukraine
Ukraine	International Legal Protection of Cultural Heritage and Legal Protection of Cultural Heritage in Ukraine in the framework of the project “The transformation of the basic principles of International Law in globalization of international relations”	National Ukrainian Academy of Sciences, Koretsky Institute of State and Law
Ukraine	Monitoring of the Social Changes in Ukrainian Society	Institute of Sociology of the National Academy of Sciences of Ukraine
Ukraine	Ukraine in Political-Institutional and Cultural-Anthropological Dimensions of the Middle Ages and Early Modern Times	Institute of History of Ukraine, National Academy of Sciences of Ukraine
<b><u>PSYCHOLOGY</u></b>		
Armenia	The Social Transformations and Migration Flows in Armenia	Institute of Philosophy, Sociology and Law of Armenian National Academy of Sciences
Bulgaria	Bulgarian and Romanian Youth's Health and Behaviour: joint European multilevel approach for understanding health choices, practices and needs of youth.	Institute of Psychology – Bulgarian Academy of Sciences
Bulgaria	Ethnic Tolerance in the Workplace: employers' positions and attitudes on Bulgarian, Turkish-Bulgarian and Roma employees to job and professional realisation	Institute for Population and Human studies, Bulgarian Academy of Sciences
Bulgaria	IPHS-Identifying and Reducing Prejudices as a Source of Conflict between Roma and non-Roma Population - Cases of Bulgaria, Italy, Romania and Slovenia Compared (REDUPRE)	Bulgarian Academy of Sciences
Bulgaria	National Stereotypes, National Identity, and Degree of Acceptance of Others: an intracultural perspective	Institute for the Study of Societies and Knowledge, Bulgarian Academy of Sciences
Bulgaria	Psychological Interventions and Conflict Prevention in Reconciling Work and Family Life	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Croatia	The Influence of Migration on Regional Development of Croatia	Institute for Migration and Ethnic Studies, Zagreb
Germany	Kommentierte Gesamtedition der Werke von Karl Jaspers	Heidelberger Akademie der Wissenschaften
Germany	Rationalität im Lichte der Experimentellen Wirtschaftsforschung	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Greece	Poverty and Social Exclusion in Greek Society. Forms and Mechanisms of Social Disruption in Urban and Rural Areas	Academy of Athens, Research Centre for Greek Society
Greece	Rural Crisis and Social Pathology	Academy of Athens
Greece	Social and Economic Consequences of Migration in Greece	Academy of Athens
Hungary	Division of Labor in the Expression of Quantifier Scope	Research Institute for Linguistics of the Hungarian Academy of Sciences
Hungary	The Grammar of Quantification and Linguistic Relativity	Research Institute for Linguistics of the Hungarian Academy of Sciences
Ireland	Religious Education in a Multicultural Society: School and Home in Comparative Context (REMC)	Economic and Social Research Institute, Dublin

Poland	Axiological and Ethical Fundaments of the "Dual Process". The New Conceptualisation of the Theoretical Idea and its Empirical Verification	Institute of Psychology, Polish Academy of Sciences
Poland	Cultural Differences in the Social Perception of Agency and Communion of Smiling Individuals	Polish Academy of Sciences, Institute of Psychology
Poland	Early Social Experiences and the Developmental Changes in the Perspective of Evolutionary Theory of Life History	Institute of Psychology, Polish Academy of Sciences
Poland	Sideways Reflections: Russian literature and culture through the eyes of Poles (on the material of Polish magazines of the interwar period).	Institute of Literary Research of the Polish Academy of Sciences
Poland	Socio-cultural and Psychological Predictors of Work-Life Balance and General Equality - Cross-Cultural Comparison of Polish and Norwegian Families	Institute of Psychology of the Polish Academy of Sciences
Slovakia	Decision Making of Professionals: processual, personality and social aspects	Institute of Experimental Psychology
Sweden	Families and Societies	Stockholm University
UK	Cognitive Impairment in the Middle Ages: uncovering medical and cultural aspects of intellectual disabilities according to medieval normative texts	University of Swansea, Wales
Ukraine	Monitoring of the Social Changes in Ukrainian Society	Institute of Sociology of the National Academy of Sciences of Ukraine

## **RELIGION**

Austria	Papyri of the Early Arab Period online	Österreichische Nationalbibliothek, Papyrussammlung
Bulgaria	Anthology of Bulgarian Christian Poetry	Bulgarian Academy of Sciences / Pokrov Bogorodichen Foundation
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	Romanisation and Christianisation of the Croatian Part of the Province of Pannonia	The Croatian Academy of Sciences and Arts
Croatia	Sources and Studies on Marcus Antonius de Dominis	Croatian Academy of Sciences and Arts
Czech	General Catalogue of Manuscripts in the Czech Republic	Masaryk Institute and Archives of the Academy of Sciences of the Czech Republic
<b>Denmark</b>	<b>Monumenta Musicae Byzantinae</b>	<b>Directed by Det Kongelige Danske Videnskaberne Selskab</b>
Germany	Die Alexandrinische und Antiochenische Bibelexegese in der Spätantike	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Altokzitanisches Wörterbuch	Bayerische Akademie der Wissenschaften
Germany	Augustinus Lexikon	Akademie der Wissenschaften und der Literatur Mainz
Germany	Averroes Latinus Edition	Nordrhein-Westfälische Akademie für die Wissenschaften und die Künste
Germany	Briefe und Akten zur Kirchenpolitik Friedrichs des Weisen und Johans des Beständigen 1513 bis 1532. Reformation im Kontext frühneuzeitlicher Staatswerdung	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Controversio et Confessio	Akademie der Wissenschaften und der Literatur Mainz
Germany	Corpus Coranicum	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Corpus der Quellen zur Geschichte der Juden im spätmittelalterlichen Reich	Akademie der Wissenschaften und der Literatur Mainz
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition und Bearbeitung byzantinischer Rechtsquellen	Akademie der Wissenschaften zu Göttingen
Germany	Edition der Briefe Philipp Jakob Speners (1635–1705) vor allem aus der Berliner Zeit (1691–1705)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition literarischer Keilschrifttexte aus Assur	Heidelberger Akademie der Wissenschaften
Germany	Edition der philosophischen Schriften und Briefe von Gottfried Wilhelm Leibniz	Akademie der Wissenschaften zu Göttingen
Germany	Europa Humanistica: Die deutschen Humanisten. Dokumente zur Überlieferung der antiken und mittelalterlichen Literatur in der Frühen Neuzeit. Abteilung I: Die Kurpfalz	Heidelberger Akademie der Wissenschaften

Germany	Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin
Germany	Europäische Traditionen – Enzyklopädie jüdischer Kulturen	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Evangelische Kirchenordnungen des 16. Jahrhunderts	Heidelberger Akademie der Wissenschaften
Germany	Novum Testamentum Graecum. Editio critica maior	Nordrhein-Westfälische Akademie der Wissenschaften und Künste
Germany	Friedrich Schleiermacher in Berlin 1808-1834.	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Briefwechsel - Tageskalender - Vorlesungen	Akademie der Wissenschaften
Germany	Germania Sacra- Die Kirche des Alten Reiches und ihre Institutionen	Akademie der Wissenschaften zu Göttingen
Germany	Herausgabe des Reallexikons und des Jahrbuchs für Antike und Christentum	Franz Joseph Dölger-Institut zur Erforschung der Spätantike
Germany	Historisch-philologischer Kommentar zur Weltchronik des Johannes Malalas	Heidelberger Akademie der Wissenschaften
Germany	Klöster im Hochmittelalter: Innovationslabore europäischer Lebensentwürfe und Ordnungsmodelle	Heidelberger Akademie der Wissenschaften / Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Kulte im Kult	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Leichenpredigten der Frühen Thüringen	Akademie der Wissenschaften und der Literatur Mainz
Germany	Martin Bucers Deutsche Schriften	Heidelberger Akademie der Wissenschaften
Germany	Melanchthon-Briefwechsel	Heidelberger Akademie der Wissenschaften
Germany	Mittelalterliche Bibliothekskataloge Deutschlands und der Schweiz	Bayerische Akademie der Wissenschaften
Germany	Mittelhochdeutsches Wörterbuch	Akademie der Wissenschaften zu Göttingen / Akademie der Wissenschaften und der Literatur Mainz
Germany	Monumenta Germaniae Historica (Sachsenspiegelglossen)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Muslim Worlds – World of Islam?	Zentrum Moderner Orient
Germany	Papsturkunden des frühen und hohen Mittelalters	Akademie der Wissenschaften zu Göttingen
Germany	Patristik: Dionysius Areopagita	Akademie der Wissenschaften zu Göttingen
Germany	Regesta Imperii	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Repertorium Academicum Germanicum	Bayerische Akademie der Wissenschaften
Germany	Sanskrit-Wörterbuch	Akademie der Wissenschaften zu Göttingen
Germany	SAPERE (Scripta Antiquitatis Posterioris ad Ethicam Religionemque pertinentia / Schriften der späteren Antike zu ethischen und religiösen Fragen)	Akademie der Wissenschaften zu Göttingen
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz
Germany	Septuaginta-Unternehmen (Griechisches Altes Testament)	Akademie der Wissenschaften zu Göttingen
Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens	Heidelberger Akademie der Wissenschaften (HAW)
Germany	Turfanforschung	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Übersetzung der Inschriften des Tempels von Edfu (Oberägypten)	Akademie der Wissenschaften zu Göttingen
Germany	Valentin Weigel Ausgabe	Akademie der Wissenschaften und der Literatur, Mainz
Greece	Catalogue Raisonne of Wall-Paintings of Religious Art in Albania (6th-15th Century)	Academy of Athens
Greece	Database of the Inscriptions on Painted Liturgical Scrolls	Academy of Athens
Hungary + Bulgaria	Democratic Structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Hungarian Scientific Research Fund
Hungary	Gradualia	Hungarian Academy of Sciences, Research Centre for the Humanities, Institute of Musicology

Hungary	The Hungarian Cantus Planus in the Context of the European Music History. Aims, Methods and Perspectives at the Beginning of the 21th Century	The Hungarian Academy of Sciences, Research Centre for the Humanities, Institute for Musicology
Hungary	Medieval Hebrew Manuscript Fragments in Hungarian Public Collections	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Mosapurc/Salauar	Research Centre for the Humanities, Hungarian Academy of Sciences
Hungary	Research on Jewish Cemeteries in Hungary	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Synods and Assemblies of the Catholic Church in Hungary, 1790-2010	Hungarian Academy of Sciences Research Centre for the Humanities, Institute of History
Ireland	Religious Education in a Multicultural Society: School and Home in Comparative Context (REMC)	Economic and Social Research Institute, Dublin
<b>Israel</b>	<b>Index of Jewish Art</b>	<b>UAI/Directed by the Israel Academy of Sciences and Humanities</b>
Israel	Ezra Fleischer Institute for Research of Hebrew Poetry from the Genizah	Israel Academy of Sciences and Humanities
<b>Italy</b>	<b>Corpus Iuris Sانسcriticum</b>	<b>UAI / Directed by the Unione Accademica Nazionale</b>
Italy	Corpus dei Manoscritti Copti Letterari	National Research Council, Unione Accademica Nazionale
Lithuania	The History of Pažaislis Marbles	Lithuanian Culture Research Institute
Lithuania	Lithuanian Religious Art: Diocese of Šiauliai	Lithuanian Culture Research Institute
Lithuania	Pažaislis Legends and Reality	Lithuanian Culture Research Institute
<b>Netherlands</b>	<b>Collected Works of Erasmus</b>	<b>Royal Netherlands Academy of Sciences (Constantijn Huygens Institute)</b>
<b>Netherlands</b>	<b>Works of Grotius</b>	<b>Directed by the Koninklijke Nederlandse Akademie van Wetenschappen (Royal Netherlands Academy of Sciences)</b>
Norway	Bodily Im/perfection. Negotiating the Imperfect Body in Early Christianity	Misjonshøgskolen (School of Mission and Theology)
Norway	Reassembling Democracy. Ritual as Cultural Resource. (REDO)	The Faculty of Theology, University of Oslo
Norway	Religion and Money: Economy of Salvation in the Middle Ages	Museum of Cultural History, University of Oslo
Norway	Tiny Voices from the Past: New Perspectives on Childhood in Early Europe	University of Oslo and Research Council of Norway
Poland	In the Face of the Holocaust – Towards a Demythologisation of Descriptive Categories	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Monumenta Vaticana res gestas Polonicas illustrantia – the Edition of the Sources of Papal Provenience Relating to the History of Poland in the Late Middle Ages	Institute of History of the Polish Academy of Sciences
Poland	New Paradigm? The Image of the Polish-Jewish Relationship In Chosen Texts of Culture after 2000	The Institute of Literary Research of The Polish Academy of Sciences
Russia	Ethnic and Confessional Problems in Tropical Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Islamist Movement in the World Political Process: conceptual trends, organizations, evolution tendencies	Institute for African Studies (Russian Academy of Sciences)
Russia	Youth in the Global Islamist Movement	Institute for African Studies (Russian Academy of Sciences)
Serbia	Paleoslavistics (Old Church Slavonic and its Recensions)	Old Church Slavonic Committee, Serbian Academy of Sciences and Arts
Spain	Arnaldi de Villanova. Opera Theologica et Spirituality	Institute for Catalan Studies (IEC)
<b>Switzerland</b>	<b>Corpus Christianorum, Series Apocryphorum</b>	<b>UAI / Académie Suisse des Sciences Humaines et Sociales</b>
Switzerland + Hungary	European Social Survey	FORS (Swiss Centre of Expertise in the Social Sciences)
<b>Switzerland</b>	<b>Thesaurus Cultus et Rituum Antiquorum (ThesCRA)</b>	<b>Swiss Academy of Human and Social Sciences</b>
UK	Early English Church Music	The British Academy

UK	English Episcopal Acta Project	University of Edinburgh
UK	<b>The Evergetis Project</b>	<b>British Academy, Queens University of Belfast</b>
UK	<b>Iconographical Lexicon of Classical Mythology (LIMC)</b>	<b>British Academy</b>
UK	Prosopography of the Byzantine World	British Academy
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine
Ukraine	Institutionalized Processes in Modern Religions: general patterns and Ukrainian context features. (Part of the multi-year project of Religious Studies Department "Religion in the social, cultural and spiritual space of Ukraine: History and Modernity")	Religious Studies Department of the Philosophy Institute of the National Academy of Sciences of Ukraine

## SOCIOLOGY

Armenia	The Social Transformations and Migration Flows in Armenia	Institute of Philosophy, Sociology and Law of Armenian National Academy of Sciences
Austria	Das Politeuma: Ursprung, Funktion und Definition einer ptolemäischen Organisationsform zur Integration von Minderheiten	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik, Universität Wien
Bulgaria	Bulgarian and Romanian Youth's Health and Behaviour: joint European multilevel approach for understanding health choices, practices and needs of youth.	Institute of Psychology – Bulgarian Academy of Sciences
Bulgaria	Construction of the European public Sphere: the problem of "Other". Ethnic-Confessional Configuration of "Other": philosophical-anthropological problems	Institute for the Study of Society and Knowledge to the Bulgarian Academy of Sciences
Bulgaria	The Dynamic Nature of Interethnic Attitudes in Bulgaria: a social psychological perspective	Bulgarian Academy of Sciences
Bulgaria	Elderly people, Cortical Regulation of the Quiet Stance During Sensory Conflict,	Bulgarian Academy of Sciences
Bulgaria	Ethnic Tolerance in the Workplace: Employers' Positions and Attitudes on Bulgarian, Turkish-Bulgarian and Roma Employees to Job and Professional Realisation	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Bulgaria	Gender Dimensions of Roma Inclusion	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Bulgaria	IPHS-Identifying and Reducing Prejudices as a Source of Conflict between Roma and non-Roma Population - Cases of Bulgaria, Italy, Romania and Slovenia Compared (REDUPRE)	Bulgarian Academy of Sciences
Bulgaria	A Roadmap for European Ageing Research	Institute for Population and Human Studies – Bulgarian Academy of Sciences.
Bulgaria	Towards a Lifelong Learning Society in Europe: the contribution of the education system	Institute for International and Social Studies, Tallinn University, Estonia
Bulgaria	Psychological Interventions and Conflict Prevention in Reconciling Work and Family Life	Institute for Population and Human Studies, Bulgarian Academy of Sciences
Croatia	Croatian Intangible Cultural Heritage, Social Identities and Values	Croatian Institute of Ethnology and Folklore Research
Croatia	Cultural Diversity, Intercultural Communication and Digital Culture	Croatian Institute for Development and International Relations
Croatia + Greece	European Media Policies Revisited: Valuing & Reclaiming Free and Independent Media in Contemporary Democratic Systems' (MEDIADDEM)	Hellenic Foundation for European and Foreign Policy (ELIAMEP, Greece) Croatian partner: Institute for Development and International Relations
Croatia	Global Influences and Local Cultural Changes	Croatian Institute for Development and International Relations
Croatia	History of Dubrovnik and the Dubrovnik Republic	Croatian Academy of Sciences and Arts
Croatia	The Influence of Migration on Regional Development of Croatia	Institute for Migration and Ethnic Studies, Zagreb
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe	Institute for Migration and Ethnic Studies, Zagreb

Croatia	Latin Sources, Studies and Manuals for Social and Economic History	Croatian Academy of Sciences and Arts
Croatia	Transnational Migration – Challenges to Croatian Society	Institute for Migration and Ethnic Studies, Zagreb
Czech	Dynamics of Change in Czech Society	Institute of Sociology, Academy of Sciences of the Czech Republic
Czech	Multinational Advancement of Research Infrastructures on Ageing (SHARE)	Academy of Sciences of the Czech Republic
Germany	Corpus der Minoischen und Mykenischen Siegel	Akademie der Wissenschaften und der Literatur Mainz
Germany	Forschungen zur antiken Sklaverei	Akademie der Wissenschaften und der Literatur Mainz
Germany	Historische und rezente Hochwasserkonflikte an Rhein, Elbe und Donau im Spannungsfeld zwischen Naturwissenschaft, Technik und Sozialökologie	Heidelberger Akademie der Wissenschaften
Germany	Muslim Worlds – World of Islam?	Zentrum Moderner Orient
Greece	Poverty and Social Exclusion in Greek Society. Forms and Mechanisms of Social Disruption in Urban and Rural Areas	Academy of Athens, Research Centre for Greek Society
Greece	Rural Crisis and Social Pathology	Academy of Athens
Greece	Social and Economic Consequences of Migration in Greece	Academy of Athens
Hungary	The Born and Unborn Children of the 1989 Transition: the effects of the socio-cultural circumstances of giving birth on demographic processes	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Centuries of Transformation. Settlement Structures, Settlement Strategies in the Central Parts of the Carpathian Basin in the 8th-11th Centuries	Archaeological Institute, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	Democratic structuring of Church-State Relations in Bulgaria, Serbia and Montenegro, and Macedonia: Monopoly or Market Relations	Hungarian Scientific Research Fund
Hungary	Families in Mortgage Crisis	Hungarian Academy of Sciences, Centre for Social Sciences,
Hungary	Give Kids a Chance Research Group	Institute of Sociology Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Legal Culture in Hungary - Theory and Empirical Research	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Minorities' Right to Participation - New Models in Central Europe	Institute for Minority Studies - Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Minority Language in the Process of Urbanization: a comparative study of urban multilingualism in North Saami, Mansi, Nganasan, Tundra Nenets Indigenous Communities	Research Institute for Linguistics Hungarian Academy of Sciences
Hungary	Multiple Discrimination: Personal and Institutional Perceptions, Impacts, and Actions	Center for Social Sciences, Institute for Sociology, Hungarian Academy of Sciences
Hungary	Research Center for Educational and Network Studies (RECENS)	Hungarian Academy of Sciences, Centre for Social Sciences
Hungary	Source Research on the 20th Century History of the National Minorities in Hungary	Hungarian Academy of Sciences, Centre for Social Sciences, Institute for Minority Studies
Hungary	Voices of the 20th Century	HAS Centre for Social Sciences
Ireland	New Survey of Clare Island	Royal Irish Academy, Dublin, Ireland
Ireland	Religious Education in a Multicultural Society: School and Home in Comparative Context (REMC)	Economic and Social Research Institute, Dublin
Latvia	Internet Aggressiveness (Bullying) Index	Riga Stradins University
Latvia	Support Activities Realization of Youth Social Exclusion Risk Decrease and Youth with Functional Disabilities' Integration into Higher Education	Riga Teacher Training and Educational Management Academy (RTTEMA)
Liechtenstein	30 Jahre Frauenstimmrecht: Frauen und Politik	Liechtenstein Institute
Montenegro	Sociological Aspects of Montenegrin Society	Montenegrin Academy of Sciences and Arts
Netherlands	The Construction of Local Identities through Language Practices	Meertens Institute (Royal Dutch Academy)
<b>Netherlands</b>	<b>Four Centuries of Labour Camps. War, Rehabilitation, Ethnicity</b>	<b>The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences</b>

Netherlands	History of Labour Relations 1500-2000	The International Institute of Social History (IISH)- An Institute of the Royal Netherlands Academy of Arts and Sciences
Netherlands	How Much did the Netherlands Earn from Slavery? Slaves, Commodities and Logistics: the direct and indirect, the immediate and long-term economic impact of eighteenth-century Dutch Republic transatlantic slave-based activities	The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences
Netherlands	Women's Work in the Early Modern Period	The International Institute of Social History (IISH) - An Institute of the Royal Netherlands Academy of Arts and Sciences
Norway	Bodily Im/perfection. Negotiating the Imperfect Body in Early Christianity	Misjonshøgskolen (School of Mission and Theology)
Norway	Reassembling Democracy. Ritual as Cultural Resource. (REDO)	The Faculty of Theology, University of Oslo
Norway	Tiny Voices from the Past: New Perspectives on Childhood in Early Europe	University of Oslo and Research Council of Norway
Poland	Animals, Gender, and Visual Culture	Institute of Literary Studies
Poland	Archiwum kobiet - piszące (Women's Manuscripts)	The Institute of Literary Research of the Polish Academy of Sciences
Poland	Axiological and Ethical Fundaments of the "Dual Process". The New Conceptualisation of the Theoretical Idea and its Empirical Verification	Institute of Psychology, Polish Academy of Sciences
Poland	"The Children of Hagar" - Literary Images of Roma/Sinti/Gypsies. Image studies (based on examples from Polish and Russian Literature	The Institute of Literary Research of the Polish Academy of Sciences
Poland	Early Social Experiences and the Developmental Changes in the Perspective of Evolutionary Theory of Life History	Institute of Psychology, Polish Academy of Sciences
Poland	In Face of the Holocaust – Towards a Demythologisation of Descriptive Categories	The Institute of Literary Research of The Polish Academy of Sciences
Poland	New Paradigm? The Image of Polish-Jewish Relationship In Chosen Texts of Culture after 2000	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Political Discourse of Polish-Lithuanian Commonwealth Concepts and Ideas	The Institute of Literary Research, Polish Academy of Sciences
Poland	Political and Economic Elites in Bessarabia in the Interwar Period	Tadeusz Manteuffel Institute of History, Polish Academy of Sciences
Poland	Socio-cultural and Psychological Predictors of Work-Life Balance and General Equality - Cross-Cultural Comparison of Polish and Norwegian Families	Institute of Psychology of the Polish Academy of Sciences
Poland	The Speeches and the Rites. Oratory of the Family Circle in the Old-Polish Culture	The Institute of Literary Research of the Polish Academy of Sciences
Russia	African Diaspora in the Context of Foreign Policies of African Countries	Institute for African Studies (Russian Academy of Sciences)
Russia	Gender Problems in the Globalization Era and Africa	Institute for African Studies (Russian Academy of Sciences)
Russia	Long-term Strategic Global Forecast	Institute of World Economy and International Relations (IMEMO) of the Russian Academy of Sciences
Russia	Youth in the Global Islamist Movement	Institute for African Studies (Russian Academy of Sciences)
Serbia	Committee on the History of the Serbs in Croatia	Serbian Academy of Sciences and Arts, Belgrade
Serbia	Serbian Demographic Bibliography (Subproject: Serbian Demographic Bibliography 1945-2012)	Serbian Academy of Sciences and Arts
Spain	Science, Technology and Ethics	Institute for Catalan Studies (IEC)
Spain	Textual Corpus of Northern Catalonia: Catalogue of Roussillon prints (CIR)	Institute for Catalan Studies (IEC)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s	Royal Swedish Academy of Sciences
Sweden	Families and Societies	Stockholm University
Switzerland	Année Politique Suisse / Jahrbuch Schweizerische Politik	Institut für Politikwissenschaft, Universität Bern (im Auftrag der Schweizerischen Akademie für Geistes- und Sozialwissenschaften)

[SAGW])

Switzerland + Hungary	European Social Survey	FORS (Swiss Centre of Expertise in the Social Sciences)
Switzerland	Measures and Sociological Observation of Attitudes in Switzerland (MOSAiCH), including the International Social Survey Programme (ISSP)	FORS (Swiss Centre of Expertise in the Social Sciences)
Switzerland	Survey of Health, Ageing and Retirement in Europe (SHARE)	FORS= Swiss Centre of Expertise in the Social Sciences IEMS = Institute of Health Economics and Management FORS
Switzerland <b>UK</b>	Swiss Household Panel (SHP) <b>Occupational Study of Britain, 1379-1911</b>	<b>British Academy, The Cambridge Group for the History of Population and Social Structure</b>
UK	Prosopography of the Byzantine World	British Academy
Ukraine	Ethnic and Religious Minorities of Asian and Middle Eastern Origin in Ukraine	A. Yu. Krymskyi Institute of Oriental Studies of the National Academy of Sciences of Ukraine
Ukraine	Meaning Producing and Broadcasting in Multicultural Society	Institute of Sociology of the National Academy of Sciences of Ukraine
Ukraine	Monitoring of the Social Changes in Ukrainian Society	Institute of Sociology of the National Academy of Sciences of Ukraine

#### **HISTORY OF SCIENCE**

Austria	Alexander Conze in Wien (1869–1877). Gründung und Entstehungsgeschichte der Klassischen Archäologie in Österreich	Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik, Universität Wien
Austria	Von der Schatzsuche zur Archäologie: Die Wiederentdeckung der Hauptstadt des Dakerreiches Sarmizegetusa Regia in Siebenbürgen unter Kaiser Franz II./I.	Universität Wien, Historisch-Kulturwissenschaftliche Fakultät, Institut für Alte Geschichte und Altertumskunde, Papyrologie und Epigraphik
Bulgaria	Towards a Lifelong Learning Society in Europe: The Contribution of the Education System	Institute for International and Social Studies, Tallinn University, Estonia
Croatia	Cultural Diversity, Intercultural Communication and Digital Culture	Institute for Development and International Relations
Croatia	Taste of Tradition	Agency for Vocational Education and Training and Adult Education
Czech	Cultures of Knowledge: networking the republic of letters, 1550-1750	The Institute of Philosophy, Academy of Sciences of the Czech Republic
Germany	Alexander-von-Humboldt-Forschungsstelle	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Die alexandrinische und antiochenische Biblexegese in der Spätantike	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Augustinus Lexikon	Akademie der Wissenschaften und der Literatur Mainz
Germany	Averroes Latinus Edition	Nordrhein-Westfälische Akademie für die Wissenschaften und die Künste
Germany	Carl Maria von Weber - Sämtliche Werke, Tagebücher, Briefe und Schriften	Akademie der Wissenschaften und der Literatur, Mainz
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition des Briefwechsel von Johann Christoph Gottsched	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Edition der philosophischen Schriften und Briefe von Gottfried Wilhelm Leibniz	Akademie der Wissenschaften zu Göttingen
Germany	Europa Humanistica: Die deutschen Humanisten. Dokumente zur Überlieferung der antiken und mittelalterlichen Literatur in der Frühen Neuzeit.	Heidelberger Akademie der Wissenschaften
Germany	Abteilung I: Die Kurpfalz Europäische Kultur- und Wissenschaftsgeschichte	Zentrum für Literatur- und Kulturforschung Berlin

Germany	Friedrich Heinrich Jacobi: Briefwechsel	Sächsische Akademie der Wissenschaften zu Leipzig
Germany	Friedrich Schleiermacher in Berlin 1808-1834. Briefwechsel - Tageskalender - Vorlesungen	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Frühneuzeitliche Ärztebriefe (desdeutschsprachigen Raums)	Bayerische Akademie der Wissenschaften
Germany	Galen als Interpret, Vermittler und Vollender der antiken Medizin	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Scientific Journals as Knowledge Networks in the Age of Enlightenment	Akademie der Wissenschaften zu Göttingen
Germany	G.W.F. Hegel: Gesammelte Werke	Nordrhein-Westfälische Akademie der Wissenschaften und der Künste
Germany	Historisch-kritische und kommentierte Edition der Werke J. J. Winckelmanns	Akademie der Wissenschaften und der Literatur Mainz
Germany	Zukunft des Wissenschaftlichen Kommunikationssystem	Berlin-Brandenburgische Akademie der Wissenschaften
Germany	Johann Friedrich Blumenbach - online	Akademie der Wissenschaften zu Göttingen
Germany	Lichtenberg-Edition	Akademie der Wissenschaften zu Göttingen
Germany	Melanchthon-Briefwechsel	Heidelberger Akademie der Wissenschaften
Germany	Moritz Schlick Gesamtausgabe. Nachlass und Korrespondenz	Akademie der Wissenschaften in Hamburg/Moritz-Schlick-Forschungsstelle der Universität Rostock
Germany	Ptolemaeus Arabus et Latinus	Bayerische Akademie der Wissenschaften
Germany	Repertorium Academicum Germanicum	Bayerische Akademie der Wissenschaften
Germany	Die Schule von Salamanca	Akademie der Wissenschaften und der Literatur Mainz
Germany	Schumann-Briefedition, Serie II	Sächsische Akademie der Wissenschaften, Leipzig
Germany	Wissenschaftsbeziehungen im 19. Jahrhundert zwischen Deutschland und Russland auf den Gebieten Chemie, Pharmazie und Medizin	Sächsische Akademie der Wissenschaften zu Leipzig
Hungary	Béla Bartók Complete Critical Edition	Bartók Archives, Institute of Musicology, Research Centre for the Humanities of the Hungarian Academy of Sciences
Hungary	New Research to Early Medieval Archaeology in Hungary. Publishing of Archaeological Materials.	Institut of Archaeology, Research Center of Humanities of Hungarian Academy of Sciences
Hungary	Personal Network of Italian Military Writers and Diplomats between Vienna and Istanbul in the 17th Century	Hungarian Academy of Sciences: Research Centre for the Humanities
Hungary	Research Center for Educational and Network Studies (RECENS)	Hungarian Academy of Sciences, Centre for Social Sciences
Ireland	Religious Education in a Multicultural Society: school and home in comparative context (REMC)	Economic and Social Research Institute, Dublin
Italy	Archivio della Latinità Italiana del Medioevo (ALIM)	National Research Council, Unione Accademica Nazionale
Italy	Humanism in Spoleto	Accademia Spoletina
Latvia	Support Activities Realization of Youth Social Exclusion Risk Decrease and Youth with Functional Disabilities' Integration into Higher Education	Riga Teacher Training and Educational Management Academy (RTTEMA)
Lithuania	Priority Axis 3: Strengthening of Capacities of Researchers and Scientists	Lithuanian Academy of Sciences
<b>Netherlands</b>	<b>Collected Works of Erasmus</b>	<b>Royal Netherlands Academy of Sciences (Constantijn Huygens Institute)</b>
<b>Netherlands</b>	<b>Works of Grotius</b>	<b>Directed by the Koninklijke Nederlandse Akademie van Wetenschappen (Royal Netherlands Academy of Sciences)</b>

Poland	Between the Scientia Curiosa and Encyclopaedia. European Contexts for Old Polish Compendia of Knowledge	The Institute for Literary Research of Polish Academy of Sciences
Poland	Polish Writers and Scholars of Literature at the Turn of the 21st Century. Biographical and Bibliographical Dictionary.	The Institute of Literary Research of The Polish Academy of Sciences
Poland	Reception of the Italian Intellectual Culture in the Cracow University Milieu from the Second Half of the 14th Century to the End of the 15th Century	Manteuffel Institute of the Polish Academy of Sciences
Poland	Romanticism in the Light of New Sources	The Institute of Literary Research of the Polish Academy of Science
Russia	Economic, Social and Political Problems of the Development of Science in Africa in the 21st Century	Institute for African Studies (Russian Academy of Sciences)
Slovenia	Collected Writings of Slovenian Poets and Writers	Research Centre of Slovenian Academy of Sciences and Arts, Institute of Slovenian Literature and Literary Studies
Spain	Antiquaria Hispana	Real Academia de la Historia (Madrid, Spain)
Spain	Catálogo de Antigüedades de la Real Academia de la Historia	Real Academia de la Historia (Madrid)
Spain	Science, Technology and Ethics	Institute for Catalan Studies (IEC)
Spain	Study on the Edition of the Complete Works of Lluís Nicolau Olwer	Institute for Catalan Studies (IEC)
Spain	Identity and Social Cohesion	Institute for Catalan Studies (IEC)
Sweden	To Understand the Sea: Sven Lovén's zoological research at the Coast of Bohuslän during the 1800s	Royal Swedish Academy of Sciences
Sweden	Linnaeus's Correspondence	Royal Swedish Academy of Sciences
Sweden	Science and Modernization in Sweden: an institutional approach to historicizing the knowledge society	Royal Swedish Academy of Sciences
UK	Duke-Edinburgh Edition of the Collected Letters of Thomas and Jane Welsh Carlyle	University of Edinburgh
<b>UK</b>	<b>The Francis Bacon Project</b>	<b>British Academy</b>
UK	The Bernardin de Saint-Pierre Correspondence Project	Royal Historical Society (UK) - Exeter University
<b>UK</b>	<b>Complete Works of Voltaire</b>	<b>British Academy / UAI</b>
Ukraine	The Functional Features of Modern Mechanisms of Using National Information Resources as a Common Basis for Development of a Pan-European Information Society (Knowledge Society)	The Vernadsky National Library of Ukraine, National Academy of Sciences of Ukraine
Ukraine	History of The National Academy of Sciences of Ukraine Documents	The Vernadsky National Library of Ukraine The National Academy of Sciences of Ukraine

## APPENDIX V: Digital Outputs

### Dictionaries, Editions, Thesauri and Lexica with a Primary or Secondary Digital Output

Bulgaria	Bulgarian Etymological Dictionary (BED)
Bulgaria	Dictionary of Bulgarian Language (DBL)
Croatia	Dictionary of the Croatian Literary Language from the Croatian Revival to Ivan Goran Kovačić
Croatia	Latin Sources, Studies and Manuals for Social and Economic History
Croatia	Structuring Semantic Networks for the Purpose of Building a Croatian Thesaurus
Czech Republic	RETROBI - The Digitized Catalogue of the Retrospective Analytical Bibliography of Czech Literature
Czech Republic	Vokabulář webový
Germany	Alexander-von-Humboldt-Forschungsstelle
Germany	Altokzitanisches Wörterbuch
Germany	Arnold Schönberg - Sämtliche Werke
Germany	Arthur Schnitzler: Digitale historisch-kritische Edition (Werke 1905–1931)
Germany	Beethovens Werkstatt: Genetische Textkritik und Digitale Musikedition
Germany	Johann Friedrich Blumenbach - Online
Germany	Johannes Brahms - Neue Ausgabe sämtlicher Werke
Germany	Briefe und Akten zur Kirchenpolitik Friedrichs des Weisen und Johans des Beständigen 1513 bis 1532. Reformation im Kontext frühneuzeitlicher Staatswerdung
Germany	Codex Diplomaticus Saxoniae
Germany	Commentaria in Aristotelem Graeca et Byzantina
Germany/Spain	Corpus Inscriptionum Latinarum
Germany	Corpus Monodicum. Die einstimmige Musik des lateinischen Mittelalters. Gattungen – Werkbestände – Kontexte
Germany DAI	Corpus der Urkunden der Römischen Herrschaft
Germany	Die deutsche Akademie des 17. Jahrhunderts: Fruchtbringende Gesellschaft (1617-1650)
Germany	Digitales Familiennamenwörterbuch Deutschlands (DFD)
Germany	Deutsche Inschriften des Mittelalters
Germany	Deutsches Rechtswörterbuch
Germany	Deutsches Wörterbuch von Jacob Grimm und Wilhelm Grimm - Neubearbeitung
Germany	Dictionnaire Étymologique de l'ancien Français (DEAF)
Germany	Digitales Wörterbuch der deutschen Sprache (DWDS)
Germany	Edition literarischer Keilschrifttexte aus Assur
Germany	Europa Humanistica: Die deutschen Humanisten. Dokumente zur Überlieferung der antiken und mittelalterlichen Literatur in der Frühen Neuzeit. Abteilung I: Die Kurpfalz
Germany	Novum Testamentum Graecum. Editio critica maior
Germany	Gluck-Gesamtausgabe
Germany	Georg Friedrich Händel - Hallische Händel-Ausgabe
Germany	Haydn-Gesamtausgabe
Germany	G.W.F. Hegel: Gesammelte Werke
Germany	Kommentierte Gesamtedition der Werke von Karl Jaspers
Germany	Kleine und fragmentarische Historiker der Spätantike
Germany	Klöster im Hochmittelalter: Innovationslabore europäischer Lebensentwürfe und Ordnungsmodelle
Germany	Leibniz-Edition
Germany	Lessico Etimologico Italiano
Germany	Lexicon Musicum Latinum
Germany	Lichtenberg-Edition
Germany	Historisch-philologischer Kommentar zur Weltchronik des Johannes Malalas
Germany	Marx-Engels-Gesamtausgabe (MEGA)
Germany	Max Reger, Auswahlgabe
Germany	Melanchthon-Briefwechsel

Germany	Mittelalterliche Bibliothekskataloge Deutschlands und der Schweiz
Germany	Mittelhochdeutsches Wörterbuch
Germany	Mittellateinisches Wörterbuch
Germany	Monumenta Germaniae Historica
Germany	Monumenta Germaniae Historica (Sachsenspiegelglossen)
Germany	Moritz Schlick Gesamtausgabe. Nachlass und Korrespondenz
Germany	Neuedition, Revision und Abschluss der Werke Immanuel Kants
Germany	Neue Schubert Ausgabe
Germany	Nietzsche-Kommentar
Germany	OPERA - Spektrum des europäischen Musiktheaters in Einzeleditionen
Germany	Ptolemaeus Arabus et Latinus
Germany	Reallexikon der Assyriologie und Vorderasiatischen Archäologie
Germany	Herausgabe des Reallexikons und des Jahrbuchs für Antike und Christentum
Germany	Regesta Imperii
Germany	Sanskrit-Wörterbuch
Germany	Schleiermacher, Kritische Gesamtausgabe, Abteilung Predigten
Germany	Robert Schumann - Neue Ausgabe sämtlicher Werke
Germany	Septuaginta-Unternehmen (Griechisches Altes Testament)
Germany	Kritische Ausgabe der Werke von Richard Strauss
Germany	Turfanforschung
Germany	Carl Maria von Weber - Sämtliche Werke, Tagebücher, Briefe und Schriften
Germany	Wörterbuch Deutsche Gebärdensprache (DGS)
Germany	Wörterbuch der deutschen Winzersprache
Germany	Wörterbuch der russischen Sprache der Gegenwart
Germany	Wörterbuch der tibetischen Schriftsprache
Hungary	Comprehensive Dictionary of Hungarian
Hungary	Encyclopedia of 18 <sup>th</sup> Century Hungary. Critical Edition of Mátyás Bél's Notitia Hungariae Novae
Hungary	The First Century of Hungarian Aesthetics: A Critical Edition of Source Texts (1750–1850)
Hungary	Gradualia
Hungary	The Hungarian Cantus Planus in the Context of the European Music History
Hungary	Hungarian Popular Poetry (18th-19th Centuries.) Vol. 3.
Hungary	Mikes Dictionary
Ireland	Dictionary of Medieval Latin from Celtic Sources (DMLCS)
Ireland	Foclóir na Nua-Ghaeilge
Italy	Codices Graeci Antiquiores. A Palaeographical Guide to Greek Manuscripts to the Year 900
Italy	Corpus Rhythmorum Musicum
Latvia	Online-Lexikon zur Kultur und Geschichte der Deutschen im östlichen Europa.
Lithuania	Dictionary of Lithuanian Artists. Vol. II and III
Poland	Edition of the Sources of Papal Provenience Relating to the History of Poland in the Late Middle Ages
Poland	Great Dictionary of Polish - continuation
Poland	Historical Atlas of Poland: Greater Poland in the 2nd Half of the 16th Century
Poland	Historical Geographical Dictionary of Polish Lands in the Middle Ages
Serbia	Byzantine Topics
Serbia	Etymological Dictionary of the Serbian Language
Slovenia	Basic Research of the Slovenian Language
Slovenia	Scholarly Digital Editions of Slovenian Literature
Spain	Catalunya Carolíngia / Carolingian Catalonia
Spain	Corpus International des Timbres Amphoriques
Spain	Corpus de Trobadors (Corpus de Troubadours)
Spain/Germany	Corpus Vitrearum Medii Aevi (CVMA)
Spain	Dictionary of Spanish Biography
Spain	Dictionary of Catalan Language

Spain	Dictionary of Contemporary Catalan
Spain	Documentary Corpus of International Relations of Catalonia and the Aragonese Crown
Spain	Fuentes Históricas de la América Española
Spain	Glossarium Mediae Latinitatis Cataloniae (GMLC)
Spain	Grammar of the Catalan Language
Spain	Opera Theologica et Spiritualia: Arnau de Vilanova. Corpus Philosophorum Medii Aevi
Spain	Previous Study on the Edition of the Complete Works of Lluís Nicolau Olwer
Sweden	The Swedish Academy Dictionary (Svenska Akademiens ordbok)
Switzerland	Historisches Lexikon der Schweiz (HLS)
Switzerland	Glossaire des Patois de la Suisse Romande GPSR
Switzerland	Thesaurus Cultus et Rituum Antiquorum (ThesCRA)
Switzerland	Verein für das Schweizerdeutsche Wörterbuch – Wörterbuch der Schweizerdeutschen Sprache
UK	Auctores Britannici Medii Aevi
UK	The Bernardin de Saint-Pierre Correspondence Project
UK	Duke-Edinburgh Edition of the Collected Letters of Thomas and Jane Welsh Carlyle
UK	Early English Church Music: eecm.net
UK	Hearth Tax Project and Centre for Hearth Tax Research
UK	Records of Social and Economic History
UK	Complete Works of Voltaire

#### **Further Corpora/Databases**

Austria	Alexander Conze in Wien (1869–1877) Gründung und Entstehungsgeschichte der Klassischen Archäologie in Österreich
Austria	Die Bedeutung der neulateinischen Literatur für die Entwicklung des frühmodernen Europa
Austria	Fontes Pannoniae Antiquae – A History of Roman Pannonia
Austria	Papyri of the Early Arab Period online
Austria	Tituli Asiae Minoris
Bulgaria	Bulgarian National Corpus (BuINC) / Български национален корпус (БНК)
Bulgaria	Towards a Lifelong Learning Society in Europe: The Contribution of the Education System
Croatia	Croatian Intangible Cultural Heritage, Social Identities and Values
Croatia	Intercultural Approach to Ethnic Diversity and Identity: Croatia – Europe
Czech Republic	Bibliography of the History of the Czech Lands (BHCL)
Czech Republic	Clavis Monumentorum Litterarum Bohemiae (CML)
Czech Republic	Cultures of Knowledge: Networking the Republic of Letters, 1550-1750
Czech Republic	General Catalogue of Manuscripts in the Czech Republic
Czech Republic	Materials for the Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe / Corpus of Baroque Ceiling Painting in Czech Lands and Central Europe
Czech Republic	Rescuing Memory: the Restoration of Buquoy Property and its Place in Czech Cultural Identity
Czech Republic	Stories of Place. The Topography of Contemporary National Memory
Germany	Die antiken Münzen Thrakiens
Germany	Averroes Latinus Edition
Germany	Altägyptisches Wörterbuch, Datenbank demotischer Texte
Germany	Census of Antique Works of Art and Architecture Known in the Renaissance
Germany	Controversio et Confessio
Germany	Corpus Coranicum
Germany	Corpus der Minoischen und Mykenischen Siegel
Germany	Corpus der prähistorischen Bronzefunde
Germany	Corpus der Quellen zur Geschichte der Juden im spätmittelalterlichen Reich

Germany/Greece	Corpus Vasorum Antiquorum
Germany	Corpus Vitrearum Medii Aevi
Germany	Deutsche Wortfeldetymologie in europäischem Kontext: Der Mensch in Natur und Kultur
Germany	Epigraphic Database Heidelberg (EDH)
Germany	Forschungen zur antiken Sklaverei
Germany	Forschungsstelle Südwestdeutsche Hofmusik
Germany	Frühneuzeitliche Ärztebriefe (des deutschsprachigen Raums)
Germany	Funde der älteren Bronzezeit
Germany	Gadara Region Project (Jordanien) - <a href="http://www.tallziraa.de">www.tallziraa.de</a>
Germany	Galen als Interpret, Vermittler und Vollender der antiken Medizin
Germany	Gelehrte Journale und Zeitungen als Netzwerke des Wissens im Zeitalter der Aufklärung (Scientific Journals as Knowledge Networks in the Age of Enlightenment)
Germany	Germania Sacra - Die Kirche des Alten Reiches und ihre Institutionen
Germany	Goethe-Wörterbuch (GWB)
Germany	Hethitische Forschungen
Germany	Inscriptiones Graecae
Germany	Friedrich Heinrich Jacobi: Briefwechsel
Germany	Jahresberichte für deutsche Geschichte
Germany	Leichenpredigten der Frühen Thüringen
Germany	Martin Bucers Deutsche Schriften
Germany	Muslim Worlds – World of Islam? (2008-2019)
Germany	Ortsnamen zwischen Rhein und Elbe – Onomastik im europäischen Raum
Germany	Papsturkunden des frühen und hohen Mittelalters
Germany	Quellensammlung zur Geschichte der deutschen Sozialpolitik
Germany	Repertorium Academicum Germanicum
Germany	Répertoire International des Sources Musicales, Deutsche Quellen
Germany	Runische Schriftlichkeit in den germanischen Sprachen
Germany	Sammlung, Kommentierung und Herausgabe von Papyrusurkunden
Germany	Die Schule von Salamanca
Germany	Siedlungen der Bronzezeit
Germany	Strukturen und Transformationen des Wortschatzes der ägyptischen Sprache. Text- und Wissenskultur im Alten Ägypten
Germany	Der Tempel als Kanon der religiösen Literatur Ägyptens
Germany	Übersetzung der Inschriften des Tempels von Edfu (Oberägypten)
Germany	Richard Wagner Schriften (RWS). Historisch-kritische Gesamtausgabe
Germany	Wissenschaftsbeziehungen im 19. Jahrhundert zwischen Deutschland und Russland auf den Gebieten Chemie, Pharmazie und Medizin
Greece	Neologisms of Modern Greek: Collection, Classification and Language Policy
Hungary	Béla Bartók Complete Critical Edition
Hungary	The Black Sea Trade in the Early Middle Ages – Investigation of a Byzantine Harbour – Sinope/Sinop
Hungary	Comprehensive Grammar Resources - Hungarian
Hungary	The Elaboration of Written Musical Sources of the 18th–19th Centuries and their Folk Music Connections based on Kodály's Folk Music Collection of the Hungarian Academy of Sciences
Hungary	Establishing a New Archives and Research Group for 20th-21st Century Hungarian Music
Hungary	Give Kids a Chance Research Group
Hungary	Hungarian Generative Diachronic Syntax

Hungary	Hungarian Spoken Language Database and Studies on the Phonetic Characteristics of Spontaneous Speech
Hungary	Medieval Hebrew Manuscript Fragments in Hungarian Public Collections
Hungary	Morphologically Analysed Corpus of Old and Middle Hungarian Texts, Representative of Informal Language Use
Hungary	Online Database of Hungarian Cultural History (from the Beginnings to the 18th Century)
Hungary	Synods and Assemblies of the Catholic Church in Hungary, 1790-2010
Hungary	Uralonet
Hungary	Voices of the 20th Century
Ireland	Dictionary of Irish Biography
Israel	Index of Jewish Art
Italy	Archivio della Latinità Italiana del Medioevo (ALIM)
Italy	Corpus of Phoenician and Punic Antiquities
Italy	Corpus dei Manoscritti Copti Letterari
Lithuania	Ethics of Immanence in Contemporary Philosophy
Lithuania	Guide to the Grand Duchy of Lithuania
Lithuania	The History of Pažaislis Marbles
Lithuania	Lithuanian Religious Art: Diocese of Šiauliai
Lithuania	Philosophy in Vilnius at the First Half of the 19th Century
Netherlands	Dutch Song Database (Nederlandse Liederenbank)
Netherlands	Folktales As Classifiable Texts (FACT)
Netherlands	History of Labour Relations 1500-2000
Netherlands	Rembrandt Database
Norway	Talebanken (The Speech Bank)
Poland	Fontes Mediae et Infimae Latinitatis Polonorum (1000-1550). The Electronic Corpus of Polish Medieval Latin (1000-1550)
Poland	Polish Language in the Press and Other Written Sources at the Beginning of the Sovietisation of Ukraine
Poland	Sideways Reflections... Russian Literature and Culture Through the Eyes of Poles (on the material of Polish magazines of the interwar period)
Poland	Women's Manuscripts
Serbia	Materials for the History of the Serbs in Croatia and Slavonia
Slovakia	European Dimensions of the Artistic Culture in Slovakia
Slovenia	Archaeological Cadastre of Slovenia (ARKAS)
Slovenia	Early Modern Slovenian Manuscripts
Slovenia	Slovenian Place Names in Time and Space (Historical Topography of Slovenia from the Middle Ages to the 19th Century)
Spain	Ancient Onomastics Database
Spain	Catálogo de Antigüedades de la Real Academia de la Historia
Spain	Corpus Antiquitatum Americanensium (CAA)
Spain	Épigraphie Amphorique
Spain	Estudios de Prehistoria y Arqueología de la Península Ibérica y Europa Occidental (Prehistory and Archaeology of Iberia in Western Europe).
Spain	Repertoire of Catalan Manuscripts
Spain	Roman city of Iesso (Guissona). Archaeological Research
Spain	Textual Corpus of Northern Catalonia: Catalogue of Roussillon prints (CIR)
Spain	Works of the Onomastics Office
Sweden	The Linnaeus's Correspondence project
Switzerland	Année Politique Suisse / Jahrbuch Schweizerische Politik

Switzerland	Corpus Christianorum, Series Apocryphorum
Switzerland	Diplomatische Dokumente der Schweiz
Switzerland	Measures and Sociological Observation of Attitudes in Switzerland (MOSAiCH)
Switzerland	ortsnamen.ch
Switzerland	Survey of Health, Ageing and Retirement in Europe (SHARE)
Switzerland	Swiss Electoral Studies (Selects)
Switzerland	Swiss Household Panel (SHP)
UK	Beazley Archive Pottery Database
UK	Catalogue of British Town Maps
UK	Catalogue of Medieval Manuscripts of Latin Commentaries on Aristotle in British Libraries
UK	Corpus of Anglo-Saxon Stone Sculpture
UK	Corpus of British Medieval Library Catalogues
UK	Corpus Inscriptionum Iranicarum (CII)
UK	Corpus of Romanesque Sculpture in Britain and Ireland
UK	English Episcopal Acta Project
UK	Law and Empire, AD193-455: The Project Volterra
UK	Location Register and WATCH projects
UK	Mapping Sculpture, 1851-1951
UK	Occupational Study of Britain, 1379-1911
UK	Prosopography of the Byzantine World
UK	Romano-British Writing-tablets
UK	Sylloge of Coins of the British Isles
Ukraine	History of The National Academy of Sciences of Ukraine Documents

### Maps and Atlases

Czech Republic	Archaeological Map of the Czech Republic
Germany	Regionalsprache REDE.de
Germany	The Role of Culture in the Early Expansions of Humans (ROCCEH)
Netherlands	Maps and Grammar
Serbia	Archaeological Map of Serbia
Slovenia	Slovenian Place Names in Time and Space (Historical Topography of Slovenia from the Middle Ages to the 19th Century)
Spain	Linguistic Atlas of the Dominion Catalan
UK	British Academy Hearth Tax Project and Centre for Hearth Tax Research

### Infrastructures, Tools and Digitisation Initiatives

Belgium	Text Editing and Dutch Linguistic/ Literary Resources Management, Centre for Scholarly Editing and Document Studies
Bosnia	Digitization of the Cartulary of the Graves of Western Balkans Prehistoric Population as a Part of the Cartulary of Illyrian Material Culture
Bulgaria	AthenaPlus
Bulgaria	Digitisation of Bulgarian Early-Printed Books
Bulgaria	Electronic Archive of Luigi Salvini – the Part Related to Bulgaria
Bulgaria	MARC 21: Application for Bulgarian Realm

Bulgaria	NALIS – National Academic Library and Information System
Bulgaria	Retrospective Conversion of Library Funds
Bulgaria	World Digital Library
Greece	Development of Language Tools and Resources Concerning the Greek Language in Synchronic and Diachronic Terms
Italy	Virtual Museum of Archaeological Computing
Austria	Ludwig Boltzmann Institut für Archäologische Prospektion und Virtuelle Archäologie (LBI ArchPro)
Austria	Geschichte und Theorie der Biographie-Methodenkritik neuzeitlicher Biographik und einer Theorie der Gattung Biographie
Bulgaria	Language e-Resources and Processing Tools (Bulgarian wordnet and Bulgarian FrameNet)
Czech Republic	Multinational Advancement of Research Infrastructures on Ageing (SHARE M4)
Czech Republic	Czech Digital Library and Tools for the Management of Complex Digitization Processes
Germany	Regionalsprache REDE.de
Greece	DARIAH-ATTIKI. Developing a Greek Research Infrastructure for the Humanities
Greece	Development of Language Tools and Resources Concerning the Greek Language in Synchronic and Diachronic Terms
Greece	National Network of Digital Documentation of Intangible and Material Cultural Heritage
Latvia	Development of Research Infrastructure for Education in the Humanities in Eastern Latvia, Lithuania (HipiLatLit)
Switzerland	infoclio.ch - Swiss professional portal for the historical sciences
Ukraine	Development of the Technological Framework and Infrastructure of the Formation of the Research Library Knowledge Base
Ukraine	Scientific and Methodological Principles of Formation and Practice as Ukrainian National Biographical Archives



Current financial and monetary difficulties in Europe are overshadowing the issue of a lack of common European identity. 200 years of nation states seem to have suppressed 1800 years of a history shaped by mutual enrichment in politics, science and the arts – a European cultural heritage.

It is for the humanities and social sciences (SSH) to research, document and preserve this heritage, where the European science academies play a major role. However, a pan-European research programme on European cultural heritage and identity is still lacking, and, in comparison to the rest of the European SSH research landscape, the science academies are *terra incognita*.

This book provides an analytical report of the first survey of basic research in the SSH conducted by the European scientific academies and related research organisations. It not only provides greatly needed information about this important area of the European research landscape, but also investigates the potential for a pan-European academies' research programme in the SSH (including a corresponding digital infrastructure) that could strengthen the integration of European research into cultural heritage and identity.

The main topic of this publication is the working practices of the projects surveyed with a focus on:

- the science academies of Europe
- research fields and topics
- running times and funding
- staff and early-stage researchers
- research sites and access to research material
- digital research practices
- publication, dissemination and visibility
- international collaboration
- project evaluation