

# PARTHENOS

Pooling Activities, Resources and Tools  
for Heritage E-research Networking,  
Optimization and Synergies

## Report on the assessment of Transnational Access activities in participating projects

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31 October 2018



PARTHENOS is a Horizon 2020 project funded by the European Commission. The views and opinions expressed in this publication are the sole responsibility of the author and do not necessarily reflect the views of the European Commission.





HORIZON 2020 - INFRADEV-4-2014/2015:

Grant Agreement No. 654119

PARTHENOS

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**Deliverable Number** 7.4

**Dissemination Level** Public

**Delivery date** 31 October 2018

**Status** Final

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Project Acronym	PARTHENOS
Project Full title	Pooling Activities, Resources and Tools for Heritage E-research Networking, Optimization and Synergies
Grant Agreement nr.	654119

#### Deliverable/Document Information

Deliverable nr./title	7.4 Report on the assessment of Transnational Access activities in participating projects
Document title	Report on the assessment of Transnational Access activities in participating projects
Author(s)	Frank Uiterwaal (NIOD-KNAW) Jennifer Edmond (TCD) Mikel Sanz (CSIC)
Dissemination level/distribution	Public

#### Document History

Version/date	Changes/approval	Author/Approved by
V0.7 16/08/2018	First Draft	Frank Uiterwaal
V0.8 28/09/2018	Draft Reviewed	Jennifer Edmond
V0.9 23/10/2018	Final Draft	Frank Uiterwaal
V1.0	Final Review	Sheena Bassett

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## 1. Executive Summary

This Deliverable (7.4) reports on the implementation of Transnational Access (TNA) activities within participating Research Infrastructure (RI) projects (CENDARI, ARIADNE, IPERION-CH, EHRI, CLARIN) of the PARTHENOS cluster. The task it documents examined how the goals underpinning TNA as a requirement for Research Infrastructures compare to the experiences of RI project management and TNA project users. From these experiences, the task derived both best practices for organising a TNA programme as well as barriers that RIs, project users and potential project users encountered. For all barriers at play at a policy-making level, strategic recommendations are proposed for possible adjustments to TNA as an ‘enacted concept’.

For these purposes, firstly TNA coordinators were interviewed to find out how they have experienced the organisation, preparation, facilitation and evaluation of TNA research projects. Secondly, TNA project users were asked to fill out a survey, describing how they experienced all phases of transnational research (from first hearing about an RI until the present day if there are follow-on benefits). These two approaches provide insight into both the experiences of RI management, as well as its users.

Lastly, a roundtable workshop during the DH Benelux conference in 2018 offered a suitable moment to gather perspectives from researchers and heritage professionals who have never been involved in a TNA project. In contrast with coordinators and project users, this group would contain individuals who are not interested in what transnational access research project have to offer, or those who might be interested, but are experiencing barriers which keep them from applying. The observations of this ‘non-TNA-involved’ group also feeds into this deliverable.

Concluding the deliverable, the list of elaborated best practices, barriers and recommendations is presented. The best practices are designed to serve as guidelines for RIs drafting a TNA programme or wishing to improve on it. The recommendations are European Commission-facing and intended to inform future policy-making.



## 2. Glossary

Research Infrastructures tend to tailor terminology to suit the lingo of their specific research field(s). As an example, for what the European Commission calls Transnational Access “Research Projects”, we often found that RIs tend to go with the term “fellowship”, most notably in the historic fields (EHRI and CLARIN ERIC).

For consistency, the European Commission definitions of the following key terms are used throughout the document, as per the “European Charter for Access to Research Infrastructures. Principles and Guidelines for Access and Related Services”.<sup>1</sup>

### **Research Infrastructures**

‘Research Infrastructures’ are facilities, resources and services that are used by the research communities to conduct research and foster innovation in their fields. They include: major scientific equipment (or sets of instruments), knowledge-based resources such as collections, archives and scientific data, e-infrastructures, such as data and computing systems and communication networks and any other tools that are essential to achieve excellence in research and innovation. They may be 'single-sited', 'virtual' and 'distributed'.

### **Users**

‘Users’ of Research Infrastructures can be individuals, teams and institutions from academia, business, industry and public services. They are engaged in the conception or creation of new knowledge, products, processes, methods and systems and also in the management of projects. Teams can include researchers, doctoral candidates, technical staff and students participating in research in the framework of their studies.

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<sup>1</sup> European Commission, “European Charter for Access to Research Infrastructures Principles and Guidelines for Access and Related Services”, p.9. URL: [https://ec.europa.eu/research/infrastructures/pdf/2016\\_charterforaccessto-ris.pdf](https://ec.europa.eu/research/infrastructures/pdf/2016_charterforaccessto-ris.pdf) (last consulted 19 October 2018).



**Access**

‘Access’ refers to the legitimate and authorised physical, remote and virtual admission to, interactions with and use of Research Infrastructures and to services offered by Research Infrastructures to Users. Such Access can be granted, amongst others, to machine time, computing resources, software, data, data-communication services, trust and authentication services, sample preparation, archives, collections, the set-up, execution and dismantling of experiments, education and training, expert support and analytical services.

**Access Unit**

The Access Unit is a measure specifying the Access offered to the Users. Research Infrastructures are responsible for the definition of Access Units, which may vary from e.g. precise values like hours or sessions of beam time processing time, to gigabytes transmitted for the conduction of complex experiments and projects up to quotations based on an inventory of Users' needs.



### 3. Introduction

The primary goal of PARTHENOS is to share knowledge by “Pooling Activities, Resources and Tools for Heritage E-research Networking, Optimization and Synergies”. The digital realm offers great possibilities to do so. By building e-infrastructures, Research Infrastructures (RIs) are increasingly sharing and opening up their data digitally, allowing researchers to build on both (combined) collections and on each other’s research data.

In day-to-day practice, an RI is also a ‘hub’ of specialist knowledge. The word ‘hub’ is used here in its widest meaning. It will almost always include some digital infrastructure where people store, exchange and/or build on each other’s findings. Such a digital environment, however, is only one of the interfaces where knowledge is brought together. This exchange within RIs is designed to increase the collaborative potential within a specific domain. Most aptly, the definition of RIs as provided by the European Commission starts as follows:

‘Research Infrastructures’ are facilities, resources and services that are used by the research communities to conduct research and foster innovation in their field”.<sup>2</sup>

This implies that RIs always have a physical as well as a virtual component (regardless whether the RI gravitates more to the physical or the virtual realm).

To enable researchers to also use the ‘analogous research potential’ of an RI, offering Transnational Access is stipulated as a requirement by the European Commission in many of its infrastructure funding instruments. In the Humanities domain, there are several services RIs can only provide offline. Looking at PARTHENOS own partners, one can think of the possibility of examining non-digitised or confidential archival material under an EHRI *Fellowship*, or of using the laboratories of IPERION-CH to create a hyperspectral image of a cultural heritage object as part of a research project.<sup>3</sup>

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<sup>2</sup> For the full original policy definition, see in this document: “Glossary”, p. 8.

<sup>3</sup> EHRI is FP7 and Horizon2020 project “European Holocaust Research Infrastructure”. URL: <https://www.ehri-project.eu/> (last consulted on 18. October 2018); IPERION-CH is Horizon2020 project



Several of PARTHENOS' partners have had experience with Transnational Access. As a requirement it is likely to remain an important ingredient of the workings of a Research Infrastructure, determining what kind of physical services RIs are expected to provide and under what conditions. As such, TNA has been a “shared challenge” amongst PARTHENOS partners for years, and the lessons they have learned will most likely remain of value for Humanities RIs organising TNA projects in the near future. More widely, they can also be used for – or translated to – other institutions with regard to research mobility.

On a more strategic level, the PARTHENOS project has provided an opportunity to reflect on the extent to which the policy-led definition of TNA aligns with actual Humanities researchers' practices. As RIs exist in many different fields, the type of Transnational Access research projects is wide-ranging. The analysis of medieval source archival material in CENDARI takes place under the same umbrella as experiments in particle physics at CERN's large accelerator facility under the AIDA-2020 RI.<sup>4</sup> This raises the question whether the policy around Transnational Access sufficiently supports both of these very different branches of research (and many more). This deliverable will answer that question for the Humanities and presents recommendations on how policy-making could potentially be adjusted.

### 3.1 Approach

To successfully evaluate transnational access on all different levels, it is important to know how TNA was originally envisioned (policy), how it is carried out (“provided” by Research Infrastructures and “practiced” by project users – see figure 1.) and whether there is a gap between policy and practice that needs to be addressed. This could either be...:

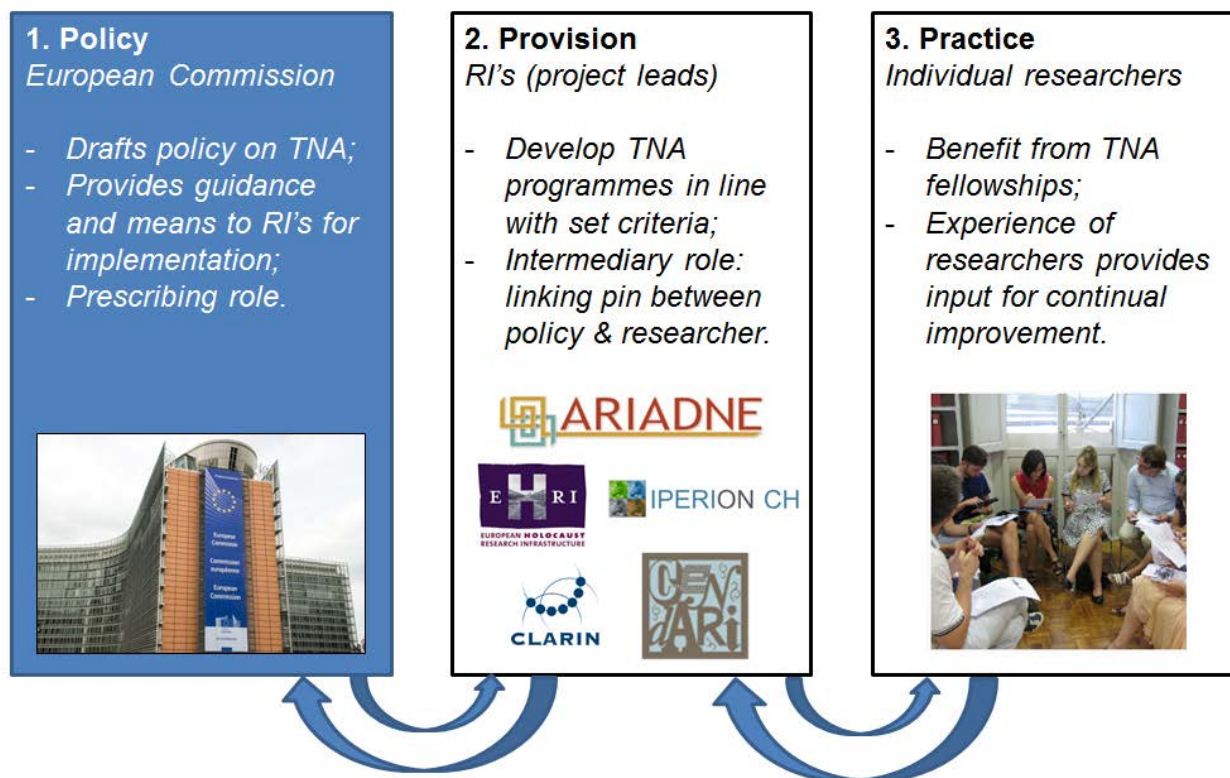
- ...a gap stemming from aspects of the idea of TNA (policy) not being turned into practice (or not entirely) or...

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“Integrated Platform for the European Research Infrastructure ON Cultural Heritage”. URL: <http://www.iperionch.eu/> (last consulted on 18. October 2018).

<sup>4</sup> AIDA-2020 is the Horizon2020 project “Advanced European Infrastructures for Detectors at Accelerators”. URL: <http://aida2020.web.cern.ch/> (last consulted on 18. October 2018).

- ...a gap between researchers' needs and the TNA strategy as envisioned by the European Commission. In the second situation, the practice of TNA would align with the concept as described by the European Commission, however, there would be unforeseen demands in the field which need extra attention at a policy-making level.



**Figure 1: Policy, provision and practice as interconnected vessels**

As demonstrated in Figure 1, the research work that has led to the creation of this report has tackled this multilayeredness by approaching Transnational Access from a holistic perspective. This was considered the most constructive way, as both policy and practice are deliberate acts, and as such can be adjusted to optimally reinforce one another. To make that possible, it is important that activities in both spheres function inform each other. This deliverable builds on – and gathers perspectives from – years of experience in coordinating TNA and conducting research under its umbrella. As such, it presents a valuable body of insight to inform future TNA practice and policy-making.



## 3.2 Structure

Following the approach as described above, the deliverable has been structured as follows:

In Chapter 4 “European ambitions & scientific developments” both the research and the policymaking context of Transnational Access are explored. By examining both more theoretical secondary literature as well as policy documentation, it demonstrates why transnational research is of vital (and increasing) importance, how the European Commission foresees Transnational Access to support innovative research and what the underlying goals are.

In Chapter 5 “TNA provision and practice”, both the provision of TNA and the experiences of researchers who received it are analysed and evaluated. Here, interviews with TNA coordinators, reports of transnational access provided by the RIs, and an extensive project user survey serve as empirical data. The RIs whose experiences are examined are:

- CENDARI – a Research Infrastructure integrating digital archives for the Medieval and World War One eras;<sup>5</sup>
- ARIADNE – a Research Infrastructure for archaeology;<sup>6</sup>
- IPERION-CH – a Research Infrastructure for heritage science;<sup>7</sup>
- EHRI – a Research Infrastructure supporting Holocaust researchers;<sup>8</sup>
- CLARIN-ERIC – a Research Infrastructure built around digital language resources.<sup>9</sup>

Additionally, to avoid the risk of the assessment being solely introspective, further material is drawn from the results of a round-table workshop on the concept of transnational access that featured examples from different research infrastructures and feedback from with a diverse audience. This evidence offers an additional external perspective and shows how people who have not been involved in TNA projects perceive this opportunity. Also, it sheds light on what barriers, may prevent potential users from being involved in a TNA

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<sup>5</sup> Project website CENDARI: <http://www.cendari.eu/> (last consulted: 19 October 2018).

<sup>6</sup> Project website ARIADNE: <http://www.ariadne-infrastructure.eu/> (last consulted: 19 October 2018).

<sup>7</sup> Project website IPERION-CH: <http://www.iperionch.eu/> (last consulted: 19 October 2018).

<sup>8</sup> Project website EHRI: <https://www.ehri-project.eu/> (last consulted: 19 October 2018).

<sup>9</sup> Website CLARIN-ERIC: <https://www.clarin.eu/> (last consulted: 19 October 2018).



project opportunity (as opposed to actual past project users, for whom these barriers have proven to be surmountable). Over the course of this chapter, best practices are distilled which may help RIs in the future to organise a successful TNA programme, or support existing RIs to build on their approach to TNA. As became apparent, RIs also experience many barriers when organising TNA projects.

In Chapter 6, “Conclusion” observations made per RI are moulded into more widely applicable insights with regard to transnational access provision. When barriers are at play at a policy-making level, we believe that strategic adjustments to the concept of TNA could make for more effective transnational humanities research. Hence, the identified barriers are translated into recommendations which could inform the way TNA is formulated as a requirement for RIs in the future.



## 4. European ambitions & scientific developments

This chapter fulfils two roles in the deliverable as a whole. Firstly, it defines what Transnational Access is as a policy concept introduced by the European Commission. Secondly, it provides the concept of transnational research with a theoretical backdrop. By doing so, it illustrates why research itself is already transnationally oriented, validating the utility of transnational access as an institutionalised project requirement for RIs.

The current policy definition of TNA that is described in this chapter will form the blue print against which practical experiences with TNA will be examined in the next.

### 4.1 Digital infrastructures, research infrastructures and transnational access

As a cluster project, the PARTHENOS project collects, discusses and shares experiences in a variety of topics in the digital humanities field. Transnational access provision is one of these themes, among data formats, metadata standards and interoperability, and others.

Expanding on the meaning and workings of transnational access in the context of RIs, could not be done without, first, establishing the definition of what RIs are and what they do. As already cited more briefly in the introduction, the European Commission adheres to the following definition of RIs:

*“Research Infrastructures are facilities, resources and services that are used by the research communities to conduct research and foster innovation in their fields. They include: major scientific equipment (or sets of instruments), knowledge-based resources such as collections, archives and scientific data, e-infrastructures, such as data and computing systems and communication networks and any other tools that are*



*essential to achieve excellence in research and innovation. They may be 'single-sited', 'virtual' and 'distributed'".<sup>10</sup>*

This short definition leads to various insights. Evidently, as it appears in the definition above, RIs are not only digital infrastructures – that is with a virtual manifestation – as they are also shaped by what their users do in the physical world (supported with physical services), and by the environment they do it in (facilities).

The goal behind offering these services and access to them is further explained in the *European Charter for Access to Research Infrastructures Principles and Guidelines for Access and Related Services*:

*“By offering high quality services to Users from different countries, engaging young people, attracting new Users and preparing the next generation of researchers, Research Infrastructures help in structuring the scientific community and play a key role in the construction of an efficient research and innovation environment”.<sup>11</sup>*

According to this definition of RIs, they possess a strong physical component (think of: equipment, instruments, physical archives and the sites (single or multi) they are located in). Apart from digital access for virtual material, mobility is, therefore, an important condition to open up all localised value RIs have to offer. Notwithstanding, the great benefits of digital access to research data, the opportunity for researchers to meet other experts, to discuss their topics of scientific inquiry in workshops, and to have access to physical (source) material and/or instruments, truly allow RIs to elevate the quality of research.

Following this line of logic, the development of pan-European research infrastructures require TNA programmes as a central element to ensure their optimal usage. The fact that

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<sup>10</sup> European Commission, “European Charter for Access to Research Infrastructures Principles and Guidelines for Access and Related Services”, p.9. URL: [https://ec.europa.eu/research/infrastructures/pdf/2016\\_charterforaccessto-ris.pdf](https://ec.europa.eu/research/infrastructures/pdf/2016_charterforaccessto-ris.pdf) (last consulted 19. October 2018).

<sup>11</sup> European Commission, “European Charter for Access to Research Infrastructures Principles and Guidelines for Access and Related Services”, p.6. URL: [https://ec.europa.eu/research/infrastructures/pdf/2016\\_charterforaccessto-ris.pdf](https://ec.europa.eu/research/infrastructures/pdf/2016_charterforaccessto-ris.pdf) (last consulted 19. October 2018).





during the International Conference for Research Infrastructures (ICRI) 2018 which recently took place, one of the parallel sessions was specifically focused on transnational access, shows that this interest remains to persist unabated.<sup>12</sup>

## 4.2 Goals and ambitions: scientific progress and Pan-European identity building

The previous section touched upon a couple of considerations driving the European Commission's decision to invest in RIs. This ambition is expressed on the European Commission website:

“By **pooling effort** and developing RIs, European countries can achieve **excellence** in highly-demanding scientific fields and simultaneously build the European Research Area (ERA) and Innovation Union.”<sup>13</sup>

This desire to build a research community without borders was already apparent in the first ESFRI (European Strategy Forum on Research Infrastructures) roadmap, which was published in 2006. It stated (albeit in a footnote): “Researchers can participate in international projects e.g. through transnational access, and have the opportunity to interact at international level, transferring their acquired knowledge back to their own countries.”<sup>14</sup> This expresses the most basic, direct purpose foreseen for transnational access: giving researchers the opportunity to use on-site material and installations to find answers to their research questions, while also providing them with the skills to do so.

The activities of collecting information and skills in a foreign country and ‘bringing them back home’ comprise the practical goal of knowledge transfer. Additionally, these practices are considered part of a bigger, more idealistic scheme. This becomes apparent later in

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<sup>12</sup> For the programme of the ICRI 2018 conference, see: <https://www.icri2018.at/data/ICRI2018%20Programme.pdf> (last consulted on 9. October 2018).

<sup>13</sup> “About Research Infrastructures” on the European Commission's Research Infrastructures website. URL: <https://ec.europa.eu/research/infrastructures/index.cfm?pg=about> (last consulted: 7 August 2018).

<sup>14</sup> “European Roadmap for Research Infrastructures, Report 2006”, p.15. URL: [http://ec.europa.eu/research/infrastructures/pdf/esfri/esfri\\_roadmap/roadmap\\_2006/esfri\\_roadmap\\_2006\\_en.pdf](http://ec.europa.eu/research/infrastructures/pdf/esfri/esfri_roadmap/roadmap_2006/esfri_roadmap_2006_en.pdf) (last consulted: 7 August 2018).



the same roadmap, namely where the benefits of RIs for society are explained: “Normally the decision to invest raises the profile of that particular area of research that transcends national boundaries. They also act as a focus for stimulating interest in young people. In addition, the Pan-European nature of such projects has a very positive effect on European and international integration”.<sup>15</sup> The latest ESFRI roadmap, dating from 2016, is even clearer regarding this indirect cultural goal: “In fact, “Cultural citizenship” is a key dimension for building and strengthening European citizenship and identity; studying, preserving and making available cultural items through the most advanced technologies is a highly relevant economic asset for European economy.”<sup>16</sup>

Summarising, the envisioned benefits of transnational access fall into two categories. Firstly, by pooling facilities, resources and services, synergy among researchers is encouraged and duplicated effort and investment prevented. Also, in Humanities RIs, the instalment of such a mobility scheme allows for the use of each other’s facilities (library collections, archival material, scientific equipment etc.), increasing efficiency and reducing waste. Secondly, as in other RIs, the desired cultural spin-off of mobility within Humanities RIs is expected to lead to further European integration by mobility and - more aptly - the transnational exchange of knowledge and ideas.

### **4.3 Academia and shifting paradigms**

Parallel to this integration process of European research facilities, there has been a gradual shift in the scope of Humanities research in universities and GLAM institutions. The research questions they are trying to answer have also become increasingly focused around transnational topics.

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<sup>15</sup> “European Roadmap for Research Infrastructures, Report 2006”, p.18. URL: [http://ec.europa.eu/research/infrastructures/pdf/esfri/esfri\\_roadmap/roadmap\\_2006/esfri\\_roadmap\\_2006\\_en.pdf](http://ec.europa.eu/research/infrastructures/pdf/esfri/esfri_roadmap/roadmap_2006/esfri_roadmap_2006_en.pdf) (last consulted: 7 August 2018).

<sup>16</sup> European Strategy Forum on Research Infrastructures, “Strategy Report on Research Infrastructures, Roadmap 2016”, p. 181. Url: [http://www.esfri.eu/sites/default/files/20160309\\_ROADMAP\\_browsable.pdf](http://www.esfri.eu/sites/default/files/20160309_ROADMAP_browsable.pdf) (Last consulted: 7 August 2018).



It is not because transnational events or developments are new phenomena that they receive more scholarly interest. Migration, instigated by, for instance, political or trade diaspora's has been occurring for centuries. On the contrary, national narratives have played a dominant role in humanities science for a long time. Research fields like history, archaeology and linguistics were often occupied with the untangling of national origins to claim material and immaterial relics of the past – ranging from archaeological artefacts to dialects – for the nation. This inward focus reached its peak in the nineteenth century, when the process of nation building invoked even stronger processes of canonisation, the sacralisation of 'national heroes' and the invention of tradition, historically legitimising the nation state as a timeless, God-given entity.<sup>17</sup>

While the concept of national research did not entirely vanish over time, the period after the second world war became increasingly characterised by the deconstruction of grand narratives on one hand and by globalisation on the other. This led to the gradual dismantling of national myths, creating space for more transnational paradigms to sprout. This can be considered a significant breakthrough. In the study *Paradoxes of De-Canonization. New Forms of Cultural Transmission in History* this "revision of national history and the history of political thought" is even described as "one of the most productive and innovative currents in the humanities in the late twentieth century".<sup>18</sup> Today, working groups like The Global & Transnational Research Group in the University of Edinburgh and Transnational Research Groups in the Georg-August-Universität Göttingen are testament to this ongoing development.<sup>19</sup>

Research Infrastructures can encourage this 'transnational turn' by making relations between humanities data visible across borders. An example of how this can be done, can

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<sup>17</sup> For several examples, see: Hobsbawm, E. J., and T. O. Ranger. *The Invention of Tradition*. (Cambridge University Press, 1983).

<sup>18</sup> For the project abstract, see: <https://www.narcis.nl/research/RecordID/OND1296352/Language/en> (last consulted 22 October 2018).

<sup>19</sup> See for instance: The Global & Transnational Research Group (G&T), the interdisciplinary research forum based in the School of History, Classics and Archaeology at the University of Edinburgh. Url: <http://www.ed.ac.uk/history-classics-archaeology/research/research-groups/global-and-transnational-research-group> and Transnational Research Group: "Poverty and education in modern India" at the University of Göttingen. Url: <https://www.uni-goettingen.de/en/transnational-research-group-poverty-and-education-in-modern-india/323957.html>. (Both last consulted: 7 August 2018).



be found in the EHRI portal.<sup>20</sup> In this digital environment for Holocaust research, the collection data of regional and national institutions become interconnected and, therewith, become embedded in a European context. Providing such a technical platform, however, is only part of the endeavour. As the archival objects themselves can often not be presented digitally – because of, e.g. privacy constraints – mobility through TNA projects is an essential ingredient in building this European research network.

#### 4.4 Transnational access and disciplines

Returning to the definition of what Research Infrastructures are, it becomes immediately apparent that they are not a ‘one size fits all’ concept. An RI may be virtual or sited (and, if it is sited, single-sited or distributed), it may be collection-holding or non-collection-holding and it might possess scientific equipment, tools in another form or digital only material. The first of these juxtapositions alone - virtual or sited - already illustrates the diversity of what the facilities and the services of an RI entail and, therewith, the difference in how - and to what extent - mobility would alter or enhance the way in which researchers interact with the RI.

From the perspective that the digital availability of objects or research data could decrease – at least to some extent – the necessity for researchers to visit the institute holding them, it logically follows that increasing digital access to data could pose a new challenge to the RIs that succeed in becoming as virtual as possible. Ironically, while digitisation contributes to the findability and the accessibility of objects – theoretically – it diminishes the need for transnational access. The feasibility of becoming as digital as possible depends heavily on the characteristics of the sources the RI takes into its care. For instance, while EHRI’s partners will always possess physical archival material surrounding the Holocaust (camp administration, diaries etc.), the recordings CLARIN provides are digital-born (speech).<sup>21</sup> This is only an example to illustrate in what ways some types of

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<sup>20</sup> URL: <https://portal.ehri-project.eu/> (last consulted 22 October 2018).

<sup>21</sup> A logical question here would be “Why doesn’t EHRI digitise all material of its partners?”. One of the answers to this question is that in the archival world, the scale of this challenge is immense. The collection of archives is often expressed in kilometres of paper (contrary to an art gallery with several objects). On average, roughly 10% of all archival material is digitised, which is the lowest of all heritage institutions. See: Gerhard Jan Nauta, Wietske van den Heuvel and Stephanie Teunisse, DEN Foundation (NL) “D4.4.Report 20



research data lean more heavily on physical material, than others. This is not to mention the methodological differences between the humanities and the STEM fields, were – in the latter – laboratory settings are the rule rather than the exception. This holds true regardless of scale, from a relatively small chemistry laboratory to a STEM research giant such as the European Organization for Nuclear Research (CERN).

Nevertheless, when applying for some of the most common funding instruments of the European Commission, an RI - regardless the discipline - has to prove how transnational access policy is enacted. As evidenced above, how this is done will necessarily need to vary according to the infrastructure formulating the application, and the content of a transnational access fellowship will be highly dependent on the field of study, the degree of physicality or virtuality of the RI and the services and on-site facilities it offers.

#### **4.4 Conclusion: the value of mobility**

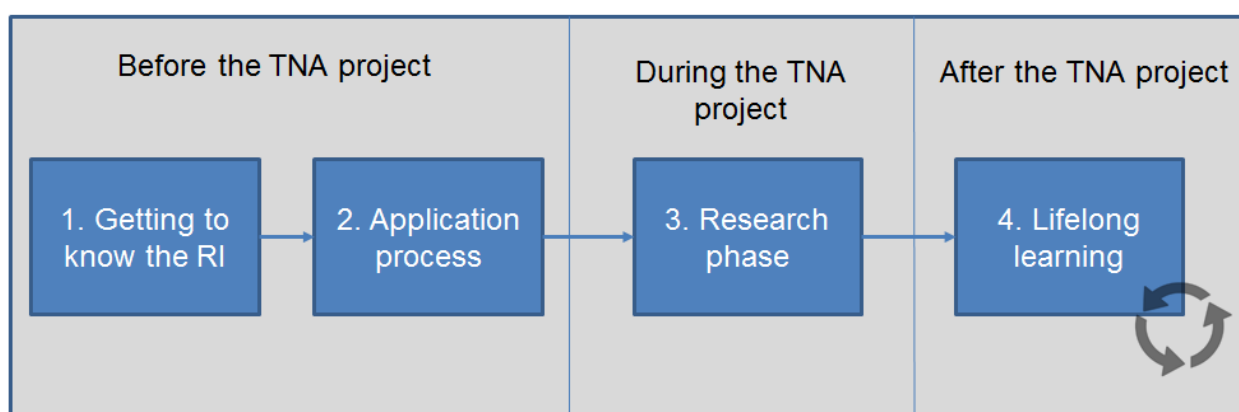
If the underlying tone of this chapter seems critical, it is because a thorough analysis is considered the most fruitful approach to come to relevant observations. This is not to say that the benefits of transnational access are not already apparent. Even in our preparatory studies, we found that the added value – conceived by researchers crossing borders, exchanging thoughts and methodological approaches – is almost universally perceived, felt and experienced by the field. It is this very centrality of mobility for the exchange of knowledge that emerges from a survey of the policy literature, a centrality that is confirmed by the researcher. That said, the gap between policy and practice can be wide, and for this reason a thorough grounding in the formal constraints and opportunities faced by RIs creating TNA programmes is a necessary precursor to any understanding of their experiences in delivering them.

## 5. TNA provision and practice

This chapter provides a detailed analysis of TNA research projects as conducted within the different RIs involved in the PARTHENOS cluster (CENDARI, ARIADNE, IPERION-CH, CLARIN and EHRI). As explained in Figure 1 (p.12.) TNA activities cannot be evaluated in isolation. Instead, the practical experiences of TNA coordinators and users must be regarded in the light of the framework and goals the European Commission set when they made TNA a requirement for RIs.

This chapter assesses TNA on three different levels. The next section, 5.1, will draw up an inventory of the experiences of Research Infrastructures organising TNA. Interviews have proven to be a useful way to gain deeper insight into practical considerations when translating policy to practice. Section 4.1 will show the strengths and weaknesses of TNA as conducted in its current state for the Humanities, and draw best practices from that.

Section 5.2 will look into the experiences of TNA project users, as reflected in user surveys. The questions we posed to former project users are structured along four phases in a TNA project, allowing for a chronological perspective on how the TNA period is experienced.



**Figure 2: The four phases in a TNA project**


In our analysis, however, we did not want to run the risk of perpetuating blind spots by only assessing the results of people who have been involved in TNA. In other words, by only

asking former project users about their experiences, we might have missed some boundaries, as all of our results were reported by individuals who had successfully applied for TNA projects. A round-table session on DH Benelux 2018 (a yearly conference, encouraging collaboration in the interdisciplinary digital humanities between Belgium, Luxembourg and the Netherlands) titled: “Holding the Ladder” on Continual Professional Development through Research Infrastructures, gave us the opportunity to discuss the concept of TNA with a diverse audience and ask them whether the concept seemed of relevance and/or value to them. The results of this round-table session are reflected on in section 5.3.

## 5.1 Transnational Access Provision

To gain deeper insight in the experiences of TNA from the perspective of RIs, interviews were conducted with individuals who had been heavily involved with setting up TNA and overseeing the granting of TNA project funding as a process. Below, each RI will be introduced to provide a general idea of the focus of the RI and its implementation of TNA. Whereas the policy definition of TNA is the same for every RI; differences in disciplinary methods, research facilities, and the goals and aims per RI create a strong basis for variations between RI implementations. Therefore, the unique character per RI is given additional attention, as are the perceived strengths and weaknesses in each TNA programmes interpretation of the overarching policy, and implementation decisions.

### 5.1 CENDARI

<b>Name of the RI</b>	CENDARI - Collaborative European Digital Archive Infrastructure	
<b>Theme</b>	integrating digital archives and resources for medieval and modern European historical research	
<b>Field of research</b>	History - research into the two CENDARI pilot areas of World War 1 and Medieval European Culture	



<b>European Programme</b>	FP7
<b>Offers TNA projects since</b>	2013-2015
<b>Min. - max. duration of a TNA project</b>	6 weeks to 12 weeks
<b>Total number of TNA access provisions</b>	28
<b>Target groups of the TNA programme (level and field)</b>	Applicants needed to be at Ph.D. student level or above
<b>Services included in TNA projects</b>	Access to archival material, research institutes in the host institutions, experts, workshops, dedicated space and resources in the host institution, dissemination opportunities for their research outputs
<b>Selection criteria for TNA projects</b>	Applicants' research proposal (the research question, proposed work plan, proposed outputs, relevance to CENDARI's objectives, relevance to the host institution) and Applicants' background and previous experience
<b>User Selection Panel?</b>	Yes (comprised of the CENDARI external expert advisory board members)
<b>Number of partners involved in the RI</b>	Five host institutions
<b>Number of partners in the RI currently providing access under TNA projects</b>	The TNA programme has now closed. CENDARI project ended in Jan 2016
<b>Training opportunities offered</b>	Access to CENDARI workshops, summer schools etc. where relevant. Access to seminars, workshops within the host institution
<b>TNA opportunities advertisement</b>	RI page on the project website, posts on the host institutions' websites, announcements on Twitter, Facebook, posters mailed to European research institutions





<b>User group questionnaire?</b>	Yes
<b>User feedback report?</b>	Yes

### 5.1.1 Introduction

The project CENDARI ran under FP7 from February 2012 until January 2016 and was led by Trinity College Dublin. CENDARI is a Research Infrastructure for historical research, integrating “digital archives and resources for the pilot areas of medieval culture and the First World War”. The aim of the CENDARI project was to “pilot the implementation of a virtual research infrastructure to allow scholars to access historical resources across institutional and national boundaries. At the core of the CENDARI environment are federated archival resources from more than a thousand institutions across Europe and the world.”<sup>22</sup>

As the terms “fellow” and “fellowship” were considered well-known concepts in the Humanities, and, therefore, CENDARI decided to call their project users “fellows” and their TNA projects “fellowships”.

#### 1.1.1 Coordinating CENDARI’s TNA programme

Deirdre Byrne (who works for Trinity College Dublin) was interviewed as CENDARI’s TNA coordinator. Deirdre managed the organisation of the CENDARI TNA projects between 2013 and 2015. The full interview is included under Appendix B of this document. In this section, additional particularities for CENDARI’s TNA projects are provided (in addition to the more general information in the table above), including perceived strengths and weaknesses of TNA as a programme and corresponding best practices and barriers.

## TNA in CENDARI

As with every TNA programme, CENDARI needed to adhere to a clear policy definition. However, when working for CENDARI, it was Deirdre Byrne’s experiences that on top of

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<sup>22</sup> CENDARI Project Website. URL: <http://www.cendari.eu/about> (Last consulted: 7 August 2018).



the requirements, there is some leeway to both include discipline-specific practices and to align the focus of TNA with the goals and aims of the project.

### *Target groups*

CENDARI had two specific goals in mind when attracting specific groups of researchers. Firstly, a conscious effort was made to reach out to countries in eastern Europe. The reason for this, was that the (technical) facilities in the eastern part of the continent are often not as highly developed. TNA could, therefore, enable researchers all over Europe to conduct research with the same advanced technologies and within the same infrastructures (such as universities and libraries). Secondly, it became apparent that CENDARI was particularly interested in early career scholars, as a group that could benefit more fundamentally from the funding scheme, but which had less access to other sources of mobility funding. In spite of these categories for special promotion of CENDARI's TNA, researchers in all the different stages of their career and from all countries were encouraged to apply; none were excluded based on their level or home country. Also, all disciplinary backgrounds were welcomed, as long as a researcher was keen on "learning and applying digital methods to historical enquiry" in a relevant period for the RI. Apart from historians, among the applicants there were researchers from backgrounds in literary studies, linguistics, and library and archive professionals.

When considering the grant Agreement, the focus on countries where facilities were not of the same level of advancement can be considered very much in line with the requirements formulated under "III.3 : Eligibility and selection of the *user groups*".<sup>23</sup> The second target group, younger researchers, was not a requirement formulated by the European Commission, but it was a decision which felt like "the right thing to do" to CENDARI. This focus on younger researchers serves as an example how, on top of the requirements already set, RIs have some freedom when choosing additional goals in line with their own vision, as long as they are not conflicting with TNA's policy definition.

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<sup>23</sup> Under: "III.3 : Eligibility and selection of the *user groups*". No.6 "(...) taking into account that priority should be given to *user groups* composed of *users* who: (...) – are working in countries where no such research infrastructures exist". From: FP7 Grant Agreement – ANNEX III – SPECIFIC PROVISIONS FOR TRANSNATIONAL ACCESS ACTIVITIES.

*Two pilot areas, five hosting institutions*

As described in the table above, as an RI focusing on the very wide area of historical research data, CENDARI piloted with two specific areas: 1.) Medieval European Culture and 2.) World War 1. This meant that aspiring TNA project users would apply for one of the two focus areas. Also, they were invited to create a ranked listing of hosting institutions they wish to visit. As we will see, this variation has its strengths and potential drawbacks.

*Strong focus on community*

Part of the vision of CENDARI is a strong emphasis on community building. The importance of building a network of people is considered vital, to the extent that “Communities: People, Networks and Relationships” are even listed as one of the four ‘Assets’ brought forward by CENDARI in its Sustainability Plan.<sup>24</sup> As we will see, this community aspect was mentioned several times, both during the interview and in the answers of respondents, and can be considered an essential component of CENDARI’s TNA experience. An example of how this community concept is cultivated within TNA projects was described by Ms. Byrne as follows:

*“Specifically to the fellows who visited Trinity, but it would have been quite similar in all of the CENDARI host institutions: they were set up with a space in the research institute. So, in Trinity that was within the Long Room Hub, which is the research institute for the arts and humanities. So, they were provided then with access to the wider community here. They would attend, and be expected to attend, and contribute to the regular community and networking meetings that happen here. For instance, there is the weekly coffee morning where all the researchers within the institute get together and discuss their research. Different people present each week. And there would be an expectation that a CENDARI fellow would present his or her research during the fellowship at some point. Some of the fellows gave a lecture, some of them did what we call “fellow in focus” which was an interview style presentation where somebody from the college in their area interviews them about their research and is a bit more interactive, and one of the fellows*

<sup>24</sup> The other three being: “Technical Infrastructure, Research Data and Internal Publications and Knowledge”. See: Jennifer Edmond and Francesca Morselli “D2.4 Sustainability Plan”, *CENDARI Deliverable*, January 2016, URL: [http://www.cendari.eu/sites/default/files/CENDARI\\_D2.4%20Sustainability%20Plan%20final%20%282%29.pdf](http://www.cendari.eu/sites/default/files/CENDARI_D2.4%20Sustainability%20Plan%20final%20%282%29.pdf) (last consulted on 10 August 2018).



*did a series of workshops, so that was an expectation that you would have some level of dissemination within that college community. Which was very successful, because it was great for the college, because we learned from this visiting researcher, and it was good for the researcher because they had an automatic dissemination opportunity for their research.”<sup>25</sup>*

This form of sharing knowledge was institutionalised in the requirements for TNA project users: “Deliver at least one lecture, workshop, seminar or master-class relating to their research project at the host institution during the tenure of their fellowship”<sup>26</sup> Vice versa, Ms. Byrne stated that project users indicated that the fact that they were provided “with an environment where they could discuss their research and bounce ideas off a peer group in a different infrastructure” was of use.<sup>27</sup>

### **Best practices and barriers**

From these observations, a couple of best practices and barriers can be extracted. Some were mentioned explicitly during the interview, others became obvious if less dominant themes:

#### *Best practices*

#### **1. Adhere to the policy definition, but use freedom within the concept to tailor it to specific goals and/or needs**

In CENDARI the policy definition of TNA was generally considered broad enough to accommodate Humanities research. At the same time, when specifically targeting early career researchers (which was not a requirement), there was enough freedom to design CENDARI’s TNA programme to accommodate those wishes.

#### **2. Diversification can increase the breadth of services and the wealth of experiences an RI has to offer, including that of TNA projects**

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<sup>25</sup> In this document: “8.1.1 CENDARI - Deirdre Byrne”, p 95-96.

<sup>26</sup> Marian Leffers, CENDARI - *D3.2 Access Outcomes Report*, p.16. URL: [http://www.cendari.eu/sites/default/files/CENDARI\\_D3.2%20-%20Access%20Outcomes%20Report\\_Final.pdf](http://www.cendari.eu/sites/default/files/CENDARI_D3.2%20-%20Access%20Outcomes%20Report_Final.pdf) (last consulted on 10 August 2018).

<sup>27</sup> In this document: “8.1.1 CENDARI - Deirdre Byrne”, p 94.



By building an RI around not one, but two “pilot areas” – medieval culture and the First World War – that allowed for:

- A wider offering of data that can be used. By doing so, the needs of two groups of researchers focusing on two entirely separate time spans, are accommodated.
- Separate results from these two pilot areas, bringing in more diverse experiences. This can help an RI in better understanding how well it functions. E.g.: when the demand for spots in one of the two areas is lacking. a TNA project, is related to either the theme or the promotion of research opportunities.

### **3. Provide a platform for scholarly discussion and the exchange of ideas**

As described above under “strong focus on community”, the opportunity to discuss research with peers and experts was considered one of the most valuable components of TNA research periods by project users. This can be facilitated by giving researchers a ‘soapbox’ where they can present their work, discuss it with others and even teach when possible.

### **4. Consider the symbiotic relationship between physical and virtual access and plan TNA accordingly**

In CENDARI’s experience, there are benefits to physical access which virtual access can never replace. Most importantly, around virtually every object of research interest – such as the Book of Kells – there is a less tangible context of expertise which makes conducting research in Trinity College Dublin more effective.<sup>28</sup> After a physical visit, however, virtual access has already become more valuable, as a project user can always bring digital research data home and stay in touch with experts met during the access.

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<sup>28</sup> In this document: “8.1.1 CENDARI - Deirdre Byrne”, p 99.



## **5. Learn coordinating TNA from other Research Infrastructures**

When CENDARI started designing its TNA policy, learning from other RIs – more specifically from EHRI – was very helpful in setting up the structure. Instead of reinventing the wheel, looking at and learning from peers can save a lot of time and energy.

## **6. Learn coordinating TNA by doing**

At the same time, it is CENDARI's experience that the iterative process of organising TNA periods is another great way to learn. For instance, when setting up the second call, CENDARI's coordinators were more aware of the information prospective TNA project users were looking for. As CENDARI's former coordinator though, Deirdre Byrne was confident that the amount of thought that had gone into organising the first round of access periods was the reason that the number of points of improvement was limited. Hence, she did feel that a good start is essential, despite the possibility to learn along the way.

### *Barriers*

#### **1. The definition of TNA still seems somewhat tailored towards the hard sciences**

When organising CENDARI's TNA project, the project management experienced a mismatch between the policy concept of transnational access as a physical endeavour on one side and the "nebulous" character of Humanities research on the other. As expressed by CENDARI's Ms. Byrne who coordinated the programme: "If I was to give constructive feedback, it is that the overall transnational access programme is, the way it reads, designed more so for the hard sciences where your infrastructure is a physical thing where somebody needs to go to, to process data. So, for instance, the example of CERN where someone needs to go for three months and do their work. Whereas, in the humanities, even in the digital humanities, a research infrastructure can be more of a nebulous thing. It can be more like a community or a network of expertise. It's always going to be dispersed resources, particularly in the area of digital history. So, it's hard to have a transnational access programme that is a one size fits all."



In summary, rather than requiring technical facilities for conducting an experiment, in CENDARI's experience the *apparatus* in Humanities science can also be an individual approach in the mind of the researcher.<sup>29</sup> TNA could potentially facilitate the building of such mental capabilities by allowing project users to work collaboratively with experts.

## **2. The summer season offers less learning opportunities for both visiting TNA project users as well as the hosting institution itself**

As reported in CENDARI's "D3.2 Access Outcomes Report" the summer is not an ideal period for project users to visit, as reported by King's College London: "On the whole yes, although the Fellows who visited over the summer neither benefited themselves or the Department to the extent that we had hoped due to the timing. I would not recommend offering Fellows a summer visit in future projects."<sup>30</sup> As explained earlier, the community aspect of TNA research periods was considered very valuable. In the summer, less of that context is available to the project user, which for instance made it impossible to allow project users to present a seminar in the summer months as the audience was deemed too limited. This point will apply most strongly to educational institutions where the summer period is the off season. However, it is something to consider for any institution where service is more limited during the summer due to the holidays.

## **3. The time a mentor can spend with a project user was felt to be limited**

While staff of hosting institutions benefitted a lot from the fresh ideas of the visiting project users, they would have preferred to spend more time with them than they actually did. This was, for instance, indicated by Kings College London:

"The primary purpose of their visit was not to use our collections, although at least two Fellows used collections in the King's College London Archives, but was instead to take advantage of the academic expertise in digital humanities methods

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<sup>29</sup> See also: Jennifer Edmond, Naveen Bagalkot, Alex O 'Connor "Toward a Deeper Understanding of the Scientific Method of the Humanist" *Archive Ouverte HAL*, p. 14. URL: <https://hal.archives-ouvertes.fr/hal-01354504> (Last consulted: 17 October 2018).

<sup>30</sup> Marian Leffers, *CENDARI - D3.2 Access Outcomes Report*. p.24. URL: [http://www.cendari.eu/sites/default/files/CENDARI\\_D3.2%20-%20Access%20Outcomes%20Report\\_Final.pdf](http://www.cendari.eu/sites/default/files/CENDARI_D3.2%20-%20Access%20Outcomes%20Report_Final.pdf) (Last consulted on 10 August 2018).



and approaches. The primary method of engagement was scholarly exchange with some of the Fellows sitting in on MA lectures and seminars. By and large, this was very successful and interesting both for the Fellow and for the academics. However, it is also very time consuming and for busy staff, who are both teaching and conducting their own research sometimes difficult to spend the necessary time with the Fellows.”<sup>31</sup>

This problem has been partly solved under the H2020 funding scheme with a 25% flat rate for overhead.<sup>32</sup> An additional possible solution to this, could be to earmark access costs as “direct costs” in the Grant Agreement for TNA provision. While this solves the financial side of the problem to some extent, an alternative solution is needed to relieve research staff from time constraints.

#### **4. It can be challenging to establish an equal distribution of project users among partner institutions**

With different partners involved, it is generally a good idea to aim for a healthy spread of project users. At the same time, institutions offer their individual composition of research objects (such as collections) and areas of expertise. In advance, it is not easy to predict which institution will attract the most project users. Artificial intervention potentially could have some effect, but in CENDARI’s experience, e.g. publishing the call in different languages didn’t help. A transfer of budget later in the project to redistribute resources allowed for some flexibility in this, but it certainly is a challenge to consider well in advance.


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<sup>31</sup>Marian Leffers, CENDARI - *D3.2 Access Outcomes Report*. p.16. URL: (last consulted on 10 August 2018).

<sup>32</sup> Factsheet: Rules under Horizon2020. URL: [http://ec.europa.eu/research/horizon2020/pdf/press/factsheet\\_on\\_rules\\_under\\_horizon\\_2020.pdf](http://ec.europa.eu/research/horizon2020/pdf/press/factsheet_on_rules_under_horizon_2020.pdf) (last consulted: 10 August 2018).



### 5.1.2 ARIADNE

<b>Name of the RI</b>	ARIADNE - Advanced Research Infrastructure for Archaeological Dataset Networking in Europe 
<b>Theme</b>	Bringing together existing archaeological research data infrastructures by integrating the various distributed datasets
<b>Field of research</b>	Archaeology
<b>European Programme</b>	FP7
<b>Offers TNA projects since</b>	2014
<b>Min. - max. duration of a TNA fellowship</b>	max 1 week
<b>Total number of TNA access provisions</b>	97
<b>Target groups of the TNA programme (level and field)</b>	The majority of participants were postgraduate students (52%) and postdoctoral researchers (20%); 15% were expert researchers (professors and other senior researchers), 12% were technicians and 2% were undergraduate students
<b>Services included in TNA projects</b>	Access to host institutions' archival material, installations, experts; participation to workshops and seminars; co-authoring of scientific publications with experts; use of the services developed by the RI
<b>Selection criteria for TNA projects</b>	Quality of the applicant, scientific merit of the case study or individual research project proposed by the applicant, potential to benefit from the training on offer and geographical location of the participant's institution
<b>User Selection Panel?</b>	Yes
<b>Number of partners involved in the RI</b>	Five hosting institutions
<b>Number of partners in</b>	The ARIADNE project ended on January 2017. Since then no



<b>the RI currently providing access under TNA projects</b>	TNA accesses have been run
<b>Training opportunities offered</b>	Individual access to research centres (only one institution) and participation to courses organized as summer school (four institutions)
<b>TNA opportunities advertisement</b>	The ARIADNE RI website; news items on the project website and those of partners; project newsletter and those of partners; social media; training events to promote opportunities for physical access; distribution of flyers at conferences and events
<b>User group questionnaire?</b>	Yes
<b>User feedback report?</b>	Yes

## Introduction

ARIADNE - Advanced Research Infrastructure for Archaeological Dataset Networking in Europe – was an FP7 project which ran from 2013 until 2017 and was led by both PIN Scrl - Polo Universitario “Città di Prato” and University of York’s Archaeological Data Service. As an RI, the principal aim of ARIADNE was the integration of European Research Infrastructures on archaeological datasets. The ambition driving this was the notion that the fragmentation of archaeological data repositories needed to be overcome, promoting a culture of data sharing and re-use.

## Coordinating ARIADNE’s TNA programme

As a former TNA coordinator, Paola Ronzino was glad to share her experiences in an interview. The numbering of best practices and barriers will be continued from CENDARI onwards, so that an overarching list, can be provided in the final chapter. While the titles of similar items will remain the same for consistency, ARIADNE’s unique situation will be provided to bring in an additional layer of practical experiences.



## TNA in ARIADNE

Much like CENDARI's TNA programme, ARIADNE's came with its own particularities. This section outlines some of the aspects which characterised ARIADNE's TNA programme.

### *Target groups*

Similar to CENDARI, when comparing proposals, ARIADNE gave priority to early career scholars and to researchers working in countries where similar facilities were not available at the time of the TNA fellowship.

### *Virtual and physical access*

ARIADNE's working definition of TNA took both virtual and physical access into account. This became not only apparent in the interview, but also in the project deliverable "D5.1: Report on Transnational access activities and training activities". The most important online services were: The ARIADNE portal, which brings together archaeological datasets from ARIADNE partners; the Visual Media services, which provide tools for the management of visual media; and the Landscape services, which provide tools for the processing, management and publication of terrain datasets.<sup>33</sup>

### *Strong relation between Transnational Access projects and training*

Within ARIADNE, TNA focused on the following activities:

- Legacy data and dataset design;
- Integration and interoperability of legacy datasets;
- 3D documentation of fieldwork and artefacts;
- Scientific datasets.<sup>34</sup>

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<sup>33</sup> "D5.1: Report on Transnational access activities and training activities", p.8. URL: <http://www.ariadne-infrastructure.eu/Resources/D5.1-Report-on-Transnational-access-activities-and-training-activities> (last consulted on 10 August 2018).

<sup>34</sup> "D5.1: Report on Transnational access activities and training activities", p.8. URL: <http://www.ariadne-infrastructure.eu/Resources/D5.1-Report-on-Transnational-access-activities-and-training-activities> (last consulted on 10 August 2018).



For individual research projects in these areas, the necessary skills were often taught as part of training events. Because of that, there was a significant amount of overlap between the two in ARIADNE, allowing researchers to apply what they learned during training activities on their own data sets in their research projects.

### **Best practices and barriers**

The interview with ARIADNE's former TNA coordinator and documentation coming out of the project, result in the identification of the following best practices and barriers:

#### *Best practices for coordinating TNA*

#### **7. Avoid delay in commencing the recruitment of TNA projects**

A commitment to hosting a minimum of 85 project users was made at the start of ARIADNE. What helped the project in reaching – and even exceeding – that number, was starting a year earlier with offering TNA than originally planned. While the project work plan indicated that offering TNA projects would commence in 2015, three of the institutions decided to offer access from 2014 onwards.<sup>35</sup> This earlier start had two advantages for ARIADNE: 1.) the total period over which TNA access can be provided is longer, allowing for more project 'slack'. 2.) There is slightly more opportunity to recalibrate the strategy under which TNA projects are advertised and conducted, leading to greater success.<sup>36</sup>

#### **8. An approachable EU Project Officer is of great value when setting up a TNA programme**

As every RI is unique, so are their challenges when designing a TNA programme around their facilities which best aids researchers in the specific domain the RI encompasses. This always leads to questions, individual to the RI, which are best discussed with someone who is responsible on the side of the European Commission. ARIADNE found an approachable EU Project Officer to be of great

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<sup>35</sup> Holly Wright, "ARIADNE - D5.1 Report on Transnational access activities and training activities", p.8. URL: <http://www.ariadne-infrastructure.eu/Resources/D5.1-Report-on-Transnational-access-activities-and-training-activities> (last consulted on 10 August 2018).

<sup>36</sup> In this document: "8.1.2 ARIADNE – Paola Ronzino", p. 113-114.



value when setting up its TNA programme. Also, of value were the TNA costs calculation table and the helpdesk, which was considered very efficient.<sup>37</sup>

#### **9. Make sure that application rounds for TNA projects are frequent enough**

Originally, ARIADNE offered application rounds on a yearly basis. In user feedback, it was pointed out that that cycle should be more frequent, which is why ARIADNE decided to open up two calls per year, providing an additional opportunity for researchers to apply.<sup>38</sup>

#### **10. Consider the symbiotic relationship between training and TNA projects and plan TNA accordingly**

Specific skills can be a very important part of the required *instrumentation* for any research project. ARIADNEs summer schools looked into very specific skills, such as “Mapping existing datasets to CIDOC CRM” and “Design of archaeological datasets”.<sup>39</sup> When relevant to an individual research project – which often focused on topics such as: “Integration and interoperability of legacy datasets – participation in such training events was considered a very worthwhile part of a TNA project.<sup>40</sup>

#### **4. (revisited) Consider the differences between physical and virtual access and plan accordingly**

This point was mentioned earlier in the document under CENDARI, where thinking strategically about the combination of physical and virtual access was also described as worthwhile.

While fulfilling all requirements for physical access, ARIADNEs definition of Transnational Access was quite broad and also took virtual access into consideration. By focusing on both, an RI can provide as much of its “access” as possible online. This means that physical access under TNA projects remains

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<sup>37</sup> In this document: “8.1.2 ARIADNE – Paola Ronzino”, p. 112.

<sup>38</sup> In this document: “8.1.2 ARIADNE – Paola Ronzino”, p 115.

<sup>39</sup> “D5.1: Report on Transnational access activities and training activities”, p.15. URL: <http://www.ariadne-infrastructure.eu/Resources/D5.1-Report-on-Transnational-access-activities-and-training-activities> (last consulted on 10 August 2018). p. 15

<sup>40</sup> In this document: “8.1.2 ARIADNE – Paola Ronzino”, p. 110.



reserved for the most valuable forms of local interaction which could not take place remotely, or would be less successful (such as 1-on-1 contact with an expert when learning the skills needed for an individual project).<sup>41</sup>

### *Barriers*

#### **5. The end of a project, means the end of funding for TNA opportunities**

ARIADNE carefully planned for sustainability in its sustainability plan. This means that the knowledge and facilities in the RI are still accessible and that access to them is still supported. However, as funding is no longer available, access is provided on a voluntary basis only (non-funded). This results in a situation where there is still a lot of value in an RI which is no longer active – or rather: no longer ‘running’ as a project – but researchers would need to find other financial means to make use of that infrastructure.<sup>42</sup>

#### **6. Repeat visits are not encouraged by TNA policy, but could potentially deepen the experience**

When assigning TNA projects, priority is given to first-time project users.<sup>43</sup> Several strong reasons for that decision come to mind, such as that opportunities should be distributed equally among scholars and that, for first-time visitors all data (and experts) are new. At the same time, ARIADNE user feedback has shown that researchers would gladly visit the infrastructure again to go a level deeper as their research progressed. The current scheme allows repeated visits, but the preference for first-time visitors does create a barrier.<sup>44</sup>

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<sup>41</sup> This approach, analysing both virtual and physical access, is ingrained in the structure of “D5.1: Report on Transnational access activities and training activities”, p.15. URL: <http://www.ariadne-infrastructure.eu/Resources/D5.1-Report-on-Transnational-access-activities-and-training-activities> (last consulted on 10 August 2018).

<sup>42</sup> In this document: “8.1.2 ARIADNE – Paola Ronzino”, p 113.

<sup>43</sup> “H2020 Programme Multi-Beneficiary - General Model Grant Agreement,”, 18 October 2017, p. 35. URL: [http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi\\_en.pdf#page=35](http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi_en.pdf#page=35) (last consulted: 14 August 2018).

<sup>44</sup> “H2020 Programme Multi-Beneficiary - General Model Grant Agreement,”, 18 October 2017, p. 35. URL: [http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi\\_en.pdf#page=35](http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi_en.pdf#page=35) (last consulted: 14 August 2018).

### 5.1.3 IPERION-CH

<b>Name of the RI</b>	IPERION-CH  IPERION CH
<b>Theme</b>	Access to instruments, methodologies and data for advancing knowledge and innovation in the conservation and restoration of cultural heritage
<b>Field of research</b>	Heritage Science
<b>European Programme</b>	INFRAIA 2014-2015
<b>Offers TNA projects since</b>	As IPERION-CH since September 2015 (a similar consortium gave access in the period 2004-2013 (EUARTECH, FP6 and CHARISMA, FP7))
<b>Min. - max. duration of a TNA fellowship</b>	min=3 days – max=5 days
<b>Total number of TNA access provisions</b>	286 access projects foreseen in the General Assembly (project is still ongoing)
<b>Target groups of the TNA programme (level and field)</b>	PhD students, academic, non-academic professionals, art historians, archaeologists, conservators, scientists
<b>Services included in TNA projects</b>	Access to mobile equipment (MOLAB, 5 labs), access to lab-based equipment (FIX-LAB, 4 labs), access to archive (ARCHLAB, 10 hosting institutions)
<b>Selection criteria for TNA projects</b>	Scientific excellence of the project proposal; CV of the users' group leader
<b>User Selection Panel?</b>	Yes
<b>Number of partners involved in the RI</b>	23



<b>Number of partners in the RI currently providing access under TNA projects</b>	19
<b>Training opportunities offered</b>	Training camps, doctoral summer schools
<b>TNA opportunities advertisement</b>	IPERION-CH web site & social media; conferences; mailing list; flyers at events
<b>User group questionnaire?</b>	Yes
<b>User feedback report?</b>	Yes

## Introduction

Especially focused around the restoration and conservation of cultural heritage, IPERION-CH is an RI which includes 24 partners, and focuses primarily on the material study of historical artefacts. Fostering innovation in this area, the RI offers training and access to its facilities and services, such as “high-level scientific instruments, methodologies, data and tools for advancing knowledge and innovation in the preservation of Cultural Heritage”.<sup>45</sup> IPERION-CH builds on the knowledge of two predecessors: EU-ARTECH (2004-2009) and CHARISMA (2009-2014).

## Coordinating IPERION-CH’s TNA programme

Costanza Miliani (affiliated with CNR-ISTM – Institute of Molecular Science and Technologies) related her experience in the coordination of IPERION-CHs TNA research projects. As will be explained below, IPERION-CH had three different modes of access. Costanza was in charge of coordinating access to MOLAB, but through close collaboration with colleagues (e.g. in IPERION-CH’s access board) she was acquainted more than well enough with the other domains in IPERION-CH to represent IPERION-CH’s TNA programme as a whole.

## TNA in IPERION-CH

As for previous RIs, this section will look into the specific arrangements which made IPERION-CH unique with regard to TNA provision.

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<sup>45</sup> Project website IPERION-CH: <http://www.iperionch.eu/> (last consulted: 19 October 2018).





### *Three different modes of access*

As the study of material objects requires a very diverse range of facilities, depending on the experiment the researcher wants to conduct and the material he would like to investigate, IPERION-CH offers TNA projects via three different tracks:

- Archives in European museums or conservation institutes (ARCHLAB);
- Advanced mobile analytical instrumentations for in-situ non-invasive measurements (MOLAB);
- Integrated platforms where large-scale facilities are coupled with medium-scale installations (FIXLAB).

### *Strong focus on physical access*

Depending on the kind of research conducted through an RI, it logically follows that an RI can gravitate more strongly to the digital realm, in a data-oriented infrastructure or towards the physical, when material objects are at the centre of research. Given its focus on materials research, not surprisingly, IPERION-CH is primarily a physical infrastructure. That is not to say that the application of digital means is not strategically explored and used where they add value. At the time of writing, the access to remote services is being incorporated into the infrastructure E-RIHS, which builds on IPERION-CH's network and experience, under the name DIGILAB.<sup>46</sup>

## **Best practices and barriers**

From these observations, a couple of best practices and barriers can be defined.

### *Best practices for coordinating TNA*

#### **11. Provide staff with additional training when needed, e.g. when researchers bring in forms of research the personnel is less acquainted with**

To provide as wide a range of support in research projects as possible, IPERION-CH decided to reserve money for the training of staff when needed. As the amount

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<sup>46</sup> Luca Pezzati and Achille Felicetti (INO-CNR), "DIGILAB: A New Infrastructure for Heritage Science" ECRIM News 111, October 2017, p.26.



of possible materials and approaches is vast, it could be necessary to make sure that not just the project user, but also supporting staff are able to learn more. This increases both the breadth of research projects that could be supported, while also enhancing the total expertise of research staff available within the infrastructure.

**12. Assist if possible in the proposal writing process, as it leads to higher quality research plans and a better preparation**

To assist aspiring project users in drafting their research proposals, IPERION-CH set up a helpdesk as a first point of contact. Use of this service was not required, but was considered a valuable asset, which helped researchers along the way, especially during their first steps.

**13. Hand over digital research data to the researcher as a standard last step in the TNA project**

Including the returning of research data to the project user was a standard component of a TNA project, and led to high satisfaction among visiting researchers. This is neither necessarily complex, nor costly, so it is certainly worth considering when designing process around facilitating TNA project users. Of course, including such a step would depend on whether a project user creates new research data, rather than using existing data sets.

**2. (Revisited) Consider diversification to increase the breadth of services and the wealth of experiences in TNA projects**

This best practice was mentioned earlier under CENDARI, where not one, but two pilot areas were offered to researchers. Under IPERION-CH, by offering three different strands of research, ARCHLAB, MOLAB and FIXLAB, a wide range of TNA projects could be facilitated. Researchers were given opportunities to visit archives, to bring material to large scanning facilities and even to have a mobile laboratory over at their home institute for conducting material analysis, all within the same RI.

**8. (Revisited) An approachable EU Project Officer is of great value when setting up a TNA programme**


As in ARIADNE, a helpful, committed EU Project Officer was mentioned in the IPERION-CH interview as well as a valuable, guiding influence.

*Barriers*

3. (revisited) **The time a supervisor can spend with a project user was felt to be limited**

As in ARIADNE, it was also IPERION-CHs experience that additional funding would help to free up more of the time of senior research staff.

**5.1.4 EHRI**

<b>Name of the RI</b>	EHRI – European Holocaust Research Infrastructure	
<b>Theme</b>	Support the Holocaust research community by building a digital infrastructure and facilitating human networks	
<b>Field of research</b>	History as well as neighbouring fields involved in Holocaust Studies	
<b>European Programme</b>	H2020	
<b>Offers TNA projects since</b>	2015	
<b>Min. - max. duration of a TNA fellowship</b>	1 to 6 weeks	
<b>Total number of TNA accesses</b>	129	
<b>Target groups of the TNA programme (level and field)</b>	Aimed at people involved in the field of Holocaust studies, especially PhD students and post-docs; some institutions focused especially on archivist, curators as well as researchers engaged in digital humanities	



<b>Services included in TNA projects</b>	Access to archival material, exchange with other researchers/archivists
<b>Selection criteria for TNA projects</b>	Project proposal, Letter of recommendation, EHRI application form
<b>User Selection Panel?</b>	Yes
<b>Number of partners involved in the RI</b>	24
<b>Number of partners in the RI currently providing access under TNA projects</b>	15
<b>Training opportunities offered</b>	Access to archival holdings of the institutions offering TNA. EHRI as a whole offers seminars, online courses and workshops
<b>TNA opportunities advertisement</b>	RI website, websites of RI partners, social media of RI as well as partner institutions, announcements at conferences and workshops, websites generally addressed to the research community
<b>User group questionnaire?</b>	Yes
<b>User feedback report?</b>	Yes

## Introduction

The European Holocaust Research Infrastructure (in short: EHRI), is a Research Infrastructure, fostering innovation and European cooperation in the field of Holocaust research. The consortium, counting more than 24 institutions, is rather broad and includes: “research institutions, libraries, archives, museums and memorial sites”. The EHRI project has had two phases so far: EHRI-1 (2010-2015) and EHRI-2 (2015-2019). Recently, EHRI was brought into the ESFRI Roadmap 2018 (European Strategy Forum on Research Infrastructures), and will now continue its activities as a European Research Infrastructure Consortium (ERIC).



## Coordinating EHRI's TNA programme

Gilles Bennett (who works for EHRI partner *Institut für Zeitgeschichte* in Munich) was interviewed to gain more insight into how EHRI organises its transnational research projects, or: “EHRI fellowships”. As in CENDARI, the RI decided to adopt this term, as it resonates more with its potential access users. As some changes were made from EHRI-1 to EHRI-2 – and to make sure that the data, such as the table above, allow for an assessment which is aligned with the other RIs – the description that follows will focus primarily on EHRI-2. More pragmatically however, EHRI-1 experiences can be just as useful and will be included wherever deemed of value.

### TNA in EHRI

Similar to the RIs discussed above, EHRIs TNA provision has its own unique features and characteristics.

#### *“A technical infrastructure, a human network”*

EHRIs approach to fostering innovation in Holocaust research entails both providing the digital tools and creating a “human network” of expertise. While TNA is a typical example of the latter, allowing researchers to physically travel to other institutes, components of the technical infrastructure – most prominently: the EHRI portal – contain useful information for supporting TNA, for example for learning about the location of Holocaust-related source material. This might inform a research plan, for example, by providing information on where specific archival material can be found.<sup>47</sup>

#### *Removing boundaries, hampering Holocaust research*

As the legacy of a largely European, but very much transnational series of events, sources around the Holocaust are scattered across the continent. Giles Bennett explained the complexity of gaining access to the right source material as follows:

*“One of my favourite examples, which I introduced to EHRI and is now used by many of my colleagues, is about a collection of gestapo files on occupied Paris about the*

<sup>47</sup> In this document: “8.1.4 EHRI – Giles Bennett”, p. 131.



*expropriation of Jewish property in Paris by the Gestapo, and the documents are in German and in French. Somehow, we don't know exactly why, after the War these documents ended up in Warsaw with the Jewish Historical Institute, which, of course, described these documents in Polish so to learn more about the expropriation of Jewish property in Paris, you need to go to Warsaw and use a Polish language finding aid to access German and French documents. (...). So, in many ways you need to travel more than with other research topics and it's a very international as well as transnational topic, so there is a lot of need for access to archives".<sup>48</sup>*

Hence, EHRI's Transnational access programme allows researchers to travel to archival sources which are internationally fragmented, which helps to restore the complete picture of the events that transpired during the Holocaust.

### **Best practices and barriers**

From these observations, a couple of best practices and barriers can be derived.

#### *Best practices for coordinating TNA*

#### **14. Include TNA opportunities for cultural heritage professionals in the TNA programme**

Through EHRI-2's TNA programme, TNA opportunities are not just offered to researchers, but also to archivists and curators. As these groups are often looking for the right skills to become better at their job, especially in the rapidly evolving Digital Humanities, this could potentially be a very worthwhile mode of knowledge exchange. In EHRI-2, archivists can visit Yad Vashem or the United States Holocaust Memorial Museum to learn more about how a partner catalogues material. There is a directly associated barrier to this good practice, however (see barrier no. 7 below).

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<sup>48</sup> In this document: "8.1.4 EHRI – Giles Bennett", p. 135.



**15. To help potential project users write a well-informed proposal and prepare their visit: offer the right information in advance through documentation and tools**

Some information is essential when drafting a research plan and when preparing a TNA project visit. The EHRI portal provides a good example of a wealth of information on archival records, accessible from anywhere. With access to the right information *before* a TNA project, a potential project user can decide which archives need to be visited and plan visits to these institutes accordingly.

**16. Allocate resources to the external panel of experts as reviewing project proposals is time-consuming**

In EHRI-1, no resources were allocated to the external panel of experts that rated the different research proposals. As the members of the panel had many obligations, there was a slight delay. In EHRI-2, the experience so far is that an allocated budget helps to 'free up' resources, allowing for a shorter review time.

**17. When legislation prevents research data from being accessed remotely, physical access will remain an essential way to study these data (as found in e.g. archival records).**

This is not necessarily a good practice, but more a point in favour of the importance of transnational access in the Humanities. As long as some research data can only be viewed on-site – which is often the case in EHRI, as material can contain personal data making it necessary to keep it confidential – travel possibilities for researchers are essential and need to be accommodated.

*Barriers*

**7. Cultural heritage professionals might find it hard to leave their office behind to go on a transnational access period**

Professionals working for archives or cultural heritage institutions are often part of very small teams. This makes it hard for these institutions to allow an archivist or curator to leave the office for a set number of weeks to learn through a TNA project.



## 8. **Cultural heritage professionals are hard to reach when promoting TNA opportunities**

Another challenge is advertising to museum and/or archival staff. Reaching these potential project users via the management of such collection holding institutes has proven to be challenging. Especially since this was also one of the experiences project users reported back in the user survey – “It should be more promoted in museums, conservation- and art historical-dedicated schools, institutions and courses” – it is clear that there is a need, which makes finding a solution all the more urgent.<sup>49</sup>

### 5.1.5 CLARIN ERIC

#### **Introduction**

CLARIN stands for "Common Language Resources and Technology Infrastructure". In 2012, the infrastructure formally became an ERIC, dedicated to support the “sharing, use and sustainability of language data and tools for research in the humanities and social sciences.” Currently, around 30 institutes from 25 countries are partners in CLARIN.

#### **Coordinating CLARINs TNA programme**

As CLARIN did not offer TNA fellowships (as it was not an FP6, FP7 or H2020 project), no table is provided as for the four previous examples. However, Steven Krauwer, senior advisor for CLARIN ERIC, did have some experience with TNA, as it recently has become an important requirement. This section reflects on an interview with him and will outline the reflections that derived from it.

#### **TNA in CLARIN**

As an opening statement, Mr. Krauwer stated: “Well, since it is called ‘Transnational Access’, it has to be transnational, and for us it is access to - not really to facilities and the bits and pieces of the actual infrastructure, but rather - access to knowledge and expertise

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<sup>49</sup> Spreadsheet “TNA User survey - results”, field 14-J.





across borders. Because that's our problem; access to facilities for us is never a problem. As long as you have a computer, or a mobile phone, you can get it anywhere." As will be explained below, this concept makes CLARIN an interesting case.

#### *CLARIN as a "distributed data infrastructure"*

CLARIN is primarily build around its data. This entails both language data, as well as tools. This digital approach, also means that there are little to no physical components to provide 'offline' access to. This raises interesting the question of whether – and if so, how – transnational access can be provided when an RI is fully digital.

#### *CLARIN as a knowledge sharing infrastructure*

An asset CLARIN ERIC does provide however, is knowledge. Institutes which are already part of CLARIN ERIC, and institutes which are not, can apply to become a knowledge centre (or: K-Centre).

### **Best practices and barriers**

From these observations, a couple of best practices and barriers can be deduced.

#### *Best practices for coordinating TNA*

As the CLARIN ERIC never hosted TNA projects, there are no best practices which can be shared. However, the project representative interviewed felt that the policy concept provided barriers, as follows:

#### *Barriers*

1. (revisited) **The definition of TNA still seems somewhat tailored towards the hard sciences**

This item was listed earlier under CENDARI. When applying for an i3 call, CLARIN was struggling to incorporate the notion of TNA in its project plan. Mr. Krauwer felt



that the concept was slightly more geared towards the hard sciences field, as he explained as below:

“Well, first of all, Transnational Access as a concept as such did not play a role in CLARIN. It is a concept which was invented by the EC in the context of all the big Infrastructure facilities where it is important for people to get capacity on specific installation which are not based in their home country. That was one of the big problems: if someone has a wonderful particle accelerator in some country, it was by no means obvious for people from other countries would get access, since capacity was limited and capacity was expensive. I think that is one of the reasons why the Commission introduced this concept. By forcing organisations or owners of infrastructures to allow people from other countries to work in their infrastructures, they created better access to facilities for people from the poorer countries who could not afford such installations, so it guarantees capacity for them as well. The second thing is that if you want to conduct an experiment in such a facility you really have to go there and you might need to spend six weeks or six months to do the practical work. That is the history of the concept of Transnational Access.”<sup>50</sup>

In Mr. Krauwer’s eyes, the orientation of TNA towards physical installations can be explained from the perspective of technical methodologies, coming from the hard sciences. For language studies however, he feels that this focus is less desirable.

4. (revisited) **It can be challenging to establish an equal distribution of project users among partner institutions**

This item was also listed earlier under CENDARI. For the same i3 project, CLARIN ERIC proposed a method where TNA could be used to access ‘human expert capacity’. As there were twenty to thirty CLARIN partners at the time, the RI proposed to not allocate the funding to partners, but to control it as a centralised budget. This was not accepted as TNA needed to be divided over the different grant-holding institutions.<sup>51</sup> CLARIN however, considers that approach less

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<sup>50</sup> In this document: “8.1.5 CLARIN ERIC – Steven Krauwer”, p.148.

<sup>51</sup> CENDARI had the same experience when applying for a call.



desirable, as it doesn't allow for flexibility when locations receive more – or less – requests for access than expected.

### **5.1.6 Conclusion**

While the observations made in this chapter (identified best practices and barriers) are evaluated later together with the perspectives brought in by the user survey and DH Benelux, it is worthwhile to take a brief moment to reflect on the methodology. The interview has proven to be a successful way to evaluate transnational access in a qualitative way. Rather than collecting statistical data, it proved a useful way to gain insight in what decisions are made when designing and coordinating a TNA programme. The usefulness of the outcome is enhanced by the fact that all interviewees were willing to speak openly. In all five conversations, the TNA coordinator who was interviewed spoke freely about both achievements as well as the challenges encountered along the way, which made the set of gathered best practices and barriers all the more interesting.

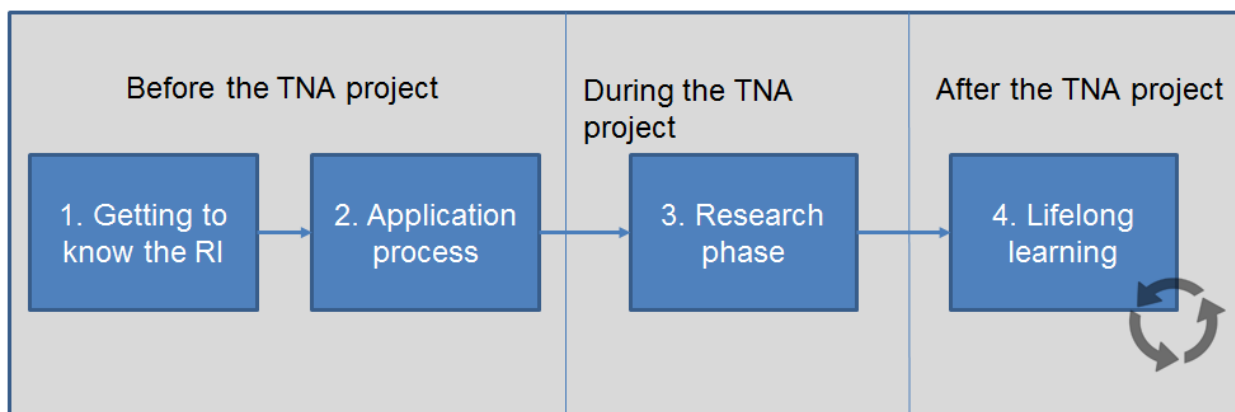
## **5.2 Transnational Access Practice**

### **5.2.1 Introduction**

After the experiences of TNA coordination were analysed in detail in the previous chapter, this part of the deliverable will focus on how TNA users experienced the research project they participated in. To gain insight into how project users reflected on their TNA project, surveys were distributed among former TNA users by the coordinators of different RIs. The questionnaire covered all phases of a TNA project in chronological order and included both quantitative and qualitative questions. There is only one exception to this chronology, as an additional question is addressed whether TNA projects were aligned with academia.

### **5.2.2 Chronology**

The phases which were distinguished in the timeline of a TNA project are as follows:

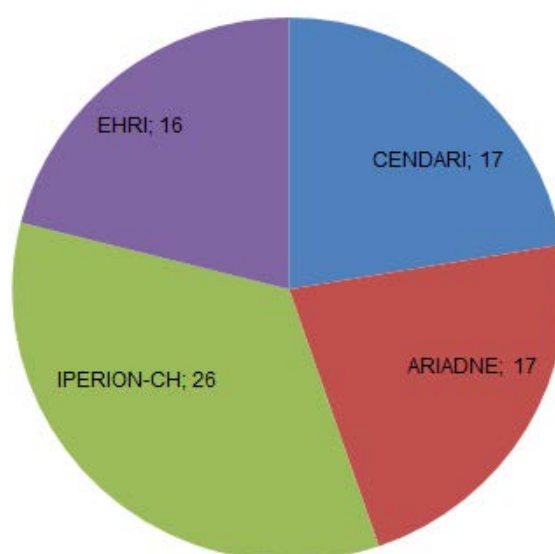


**Figure 3: The four phases in a TNA project**

Each of the phases will be analysed below and comes with its own best practices and barriers, in the same fashion as the RIs in the previous chapter.

### 5.2.3 Demographics

To gain insight into how Transnational Access projects were experienced by project users, a survey was disseminated by the RIs which had offered, or are currently offering, positions to TNA project users: CENDARI, ARIADNE, IPERION-CH and EHRI. For each RI, at least 16 respondents filled out the survey to make sure that every cluster partner is well-represented. In total, 76 surveys were collected.



**Figure 4: The spread of TNA users per RI who answered the survey**

The geographical spread of the 76 respondents is a fairly evenly distributed one, stretching across the European Continent: West (Portugal) to East (Russia) and North (Norway) to South (Turkey). Three respondents came from outside Europe, more particularly from: Argentina, Australia and Israel.



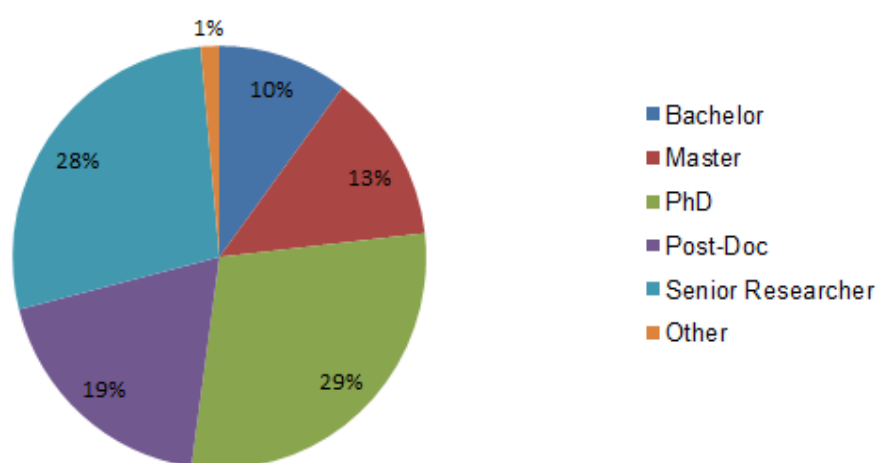
Figure 5: Geographical spread TNA users surveyed (home address during TNA project)<sup>52</sup>

The graphic representation however, does not show duplicates. The following cities were listed more than once:

- Dublin - IRL (x4)
- London - UK (x3)
- Munich - GER (x3)
- Lisbon - POR (x2)
- Pisa - ITA (x2)
- Skopje - MKD (x2)

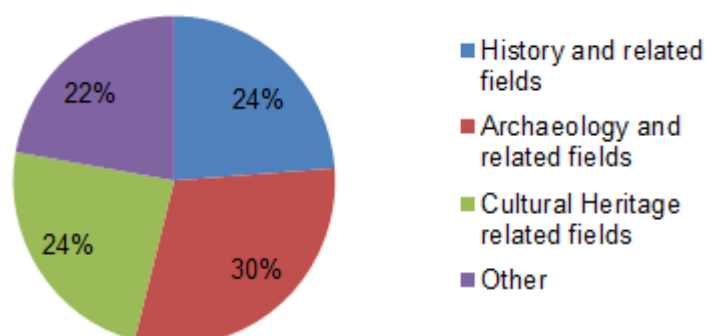
<sup>52</sup> One respondent filled out “France”, but did not mention a specific city or village. A marker was placed in the middle of France to represent this project user.

There is a logical explanation for spread of respondents across different levels of research training stages. While the TNA projects of some RIs were open to all levels of applicants (such as IPERION-CHs TNA programme), the units of access were assigned based on the level of quality of the project proposals. However, in the interview with IPERION-CH it became apparent that applicants who were further advanced in their research career often were struggling with a research question which was further developed. Hence, it is not surprising that more students who were at Masters than at Bachelors level were included in the survey and more students who were at PhD-level than at Masters level. To be eligible for a CENDARI fellowship, being at least PhD candidate level was a requirement for the same reason.



**Figure 6: Spread respondents over different levels of research training**

The spread of disciplines is also fairly equal. The background of the respondents is not very surprising, as the survey was filled out by former project users of RIs in the fields of history (CENDARI, EHRI), archaeology (ARIADNE) and cultural heritage (IPERION-CH).



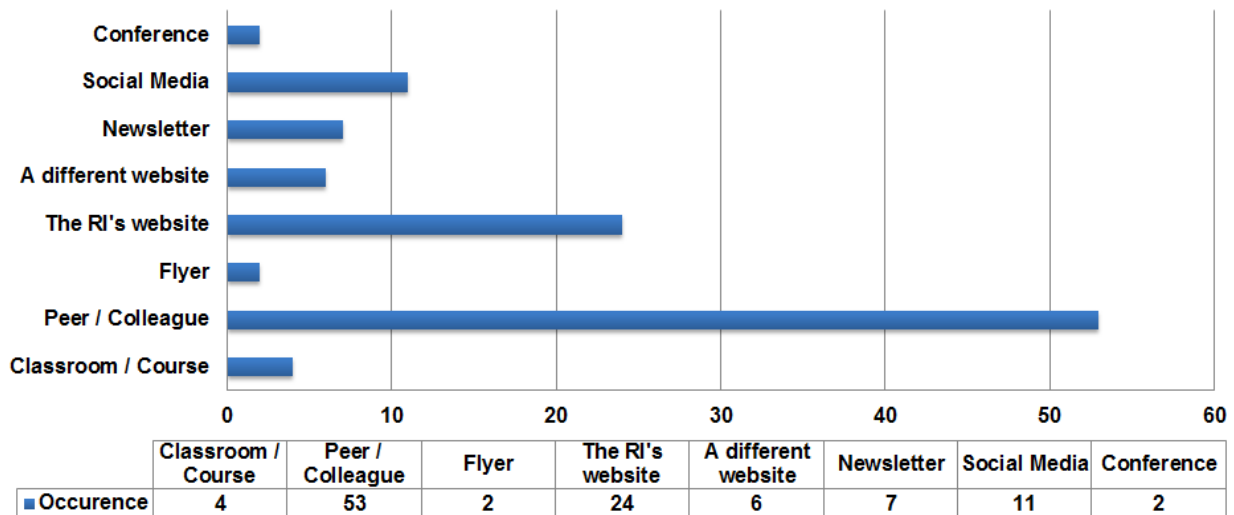
**Figure 7: Spread of respondents over different disciplines**

### 5.2.4 Before the TNA Project – Getting to know the RI & application process

This section will focus on the first steps a researcher takes on his TNA project journey. It will focus on both the process of becoming acquainted with the RI and its TNA opportunities, as well as the application procedure.

## Getting to know the RI

This phase encompasses the very first steps of becoming acquainted with a Research Infrastructure.



**Figure 8: “How did you hear about the TNA project of the Research Infrastructure you visited (more than one answer may apply)?”**

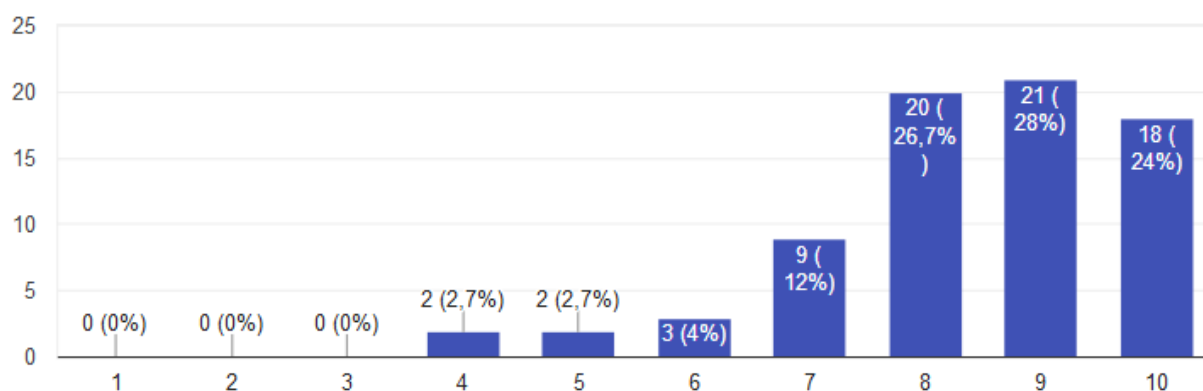
The number which stands out the most is the significant number of the respondents who heard about the TNA opportunity via word of mouth. This strengthens the idea that, apart from digital platforms, RIs are indeed also very much *human networks*, relying on personal interaction. The effect of offline communication cannot be underestimated.

Regarding suggestions for reaching out, several former project users mentioned that they would like to see more offline outreach activities: “Word of mouth is probably the best way



to reach out; may be a recruitment event at some key conference(s)?”<sup>53</sup>, “Contact the secretaries of the schools of archaeology to pass on the information”<sup>54</sup>, “Information at the conferences”<sup>55</sup> and “It should be more promoted in museums, conservation- and art historical-dedicated schools, institutions and courses”.<sup>56</sup> As only 2 of the 76 respondents mention that they heard about their TNA opportunity at a conference, the suggestions seem justified. Among the online means at an RIs disposal, the project website and social media have been most successful. This is surely something to build on.

When it comes to the information initially available to the applicants, the general feeling was that all data were available (figure below). At the same time, there is of course always room for improvement.



**Figure 9: “How do you regard the amount of information which was available to you as you were first looking into the Research Infrastructure? On a scale of 1 (appalling) – to 10 (perfect)”**

18.7% of the former project users who answered the question (14 respondents) found information to be lacking. From their perspective, the following information was missing :

- More general information about the Research Infrastructure and what the project user was supposed to do during the TNA project;
- Financial information;
- Other information surrounding payments.

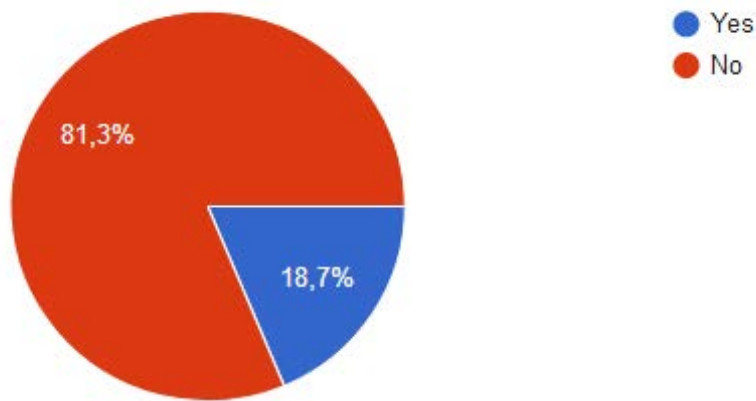
<sup>53</sup> Spreadsheet “TNA User survey - results”, field 36-J.

<sup>54</sup> Spreadsheet “TNA User survey - results”, field 7-J.

<sup>55</sup> Spreadsheet “TNA User survey - results”, field 13-J.

<sup>56</sup> Spreadsheet “TNA User survey - results”, field 14-J.

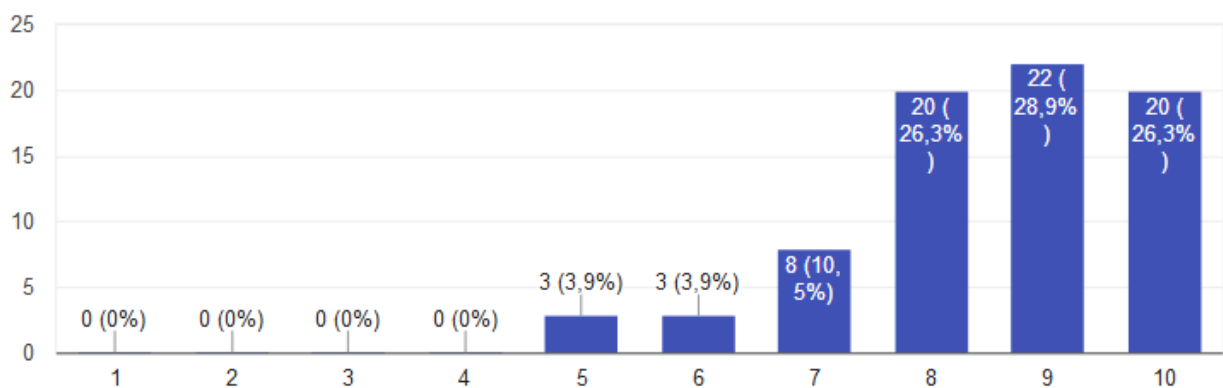




**Figure 10: Did you find any information to be lacking in the material communicated about the TNA programme?**

The kind of information which was most frequently mentioned here, was financials. Six of the 11 people who filled out this field, provided an answer which is related to this. Seeing the bigger picture, it is useful to keep in mind that this is actually 6 out of 76 respondents, however. Furthermore, all project users who got in touch with an RI to enquire into the missing details (11 respondents), were successful in finding the answers they were looking for (all of them via email contact, including one project user who had an additional skype session).

Most former project users were very satisfied with initial information offering about the TNA project in general, as shown in the graph below.



**Figure 11: “Taking everything into account, how do you reflect on your first moment of getting to know the RI? On a scale of 1 (appalling) – to 10 (perfect)”**



It is not easy to provide an explanation for each individual grade. However, per phase, project users did have the chance to share their suggestion / recommendations for future TNA projects in a free text field. The most notable comments here included: “My fellowship at the Trinity Long Room Hub was a wonderful experience. I found the environment stimulating and it made me think about my research in new and different ways”<sup>57</sup>, “It would be good to have a repository with the projects and other activities by the CENDARI fellows”<sup>58</sup> and “keep more updated website, especially concerning opportunities for students”.<sup>59</sup>

### *Best practices for coordinating TNA*

#### **18. Make sure all TNA project information is communicated clearly in advance.**

Based on previous experiences of users, we can now say that especially financial information (organisation of costs, reimbursement etc.) needs additional attention.

#### **19. Consider providing information on previous TNA projects (e.g. in a repository).**

This was pointed out by one of the fellows as something RIs could provide.

### *Barriers*

#### **8. (revisited) Heritage professionals are hard to reach when promoting TNA opportunities**

In the survey, the experience of EHRI struggling to reach cultural heritage professionals was confirmed by one of the respondents who indicated the same challenge.

## **Application Process**

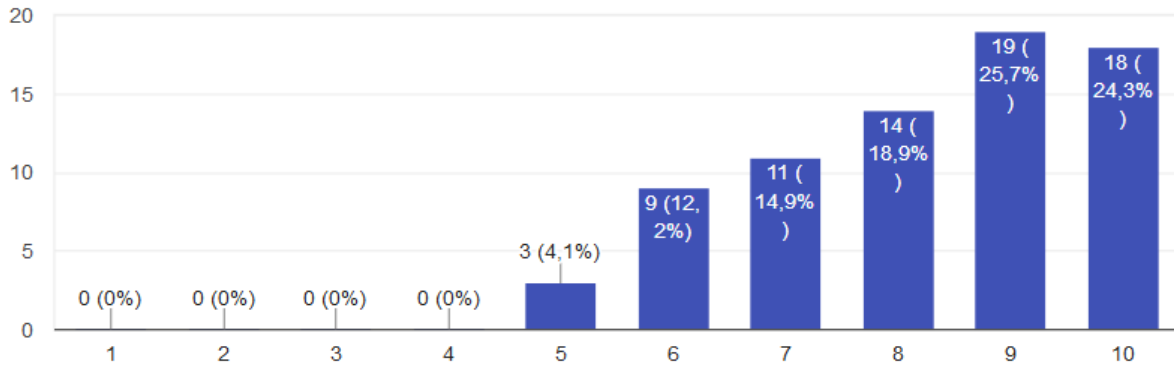
This part of the analysis will focus on the application process. Generally, project users were very satisfied about the application procedure, as will be shown in the figures below.

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<sup>57</sup> Spreadsheet “TNA User survey - results”, field 7-L.

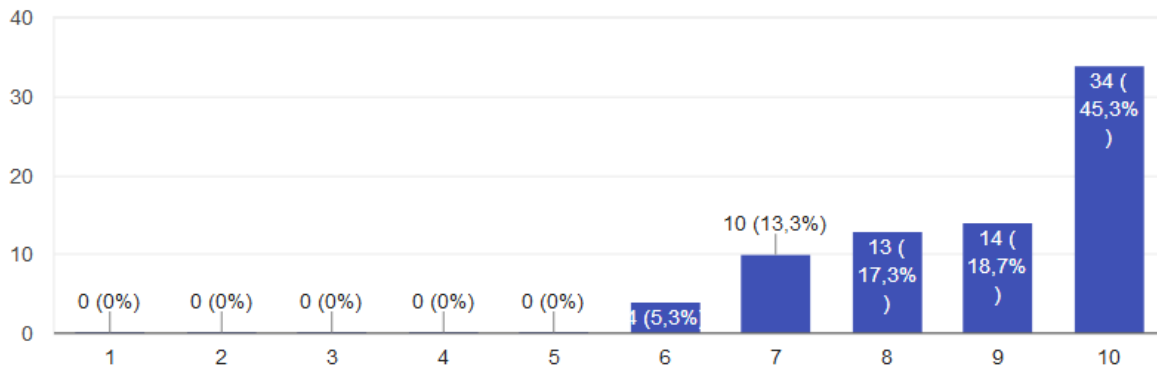
<sup>58</sup> Spreadsheet “TNA User survey - results”, field 5-L.

<sup>59</sup> Spreadsheet “TNA User survey - results”, field 6-L.



**Figure 12: “How do you judge the frequency of application rounds for TNA projects for your RI (the amount of rounds per year)? On a scale of 1 (appalling) - 10 (perfect)”**

Most of the respondents were quite satisfied with the frequency of application rounds. This is something ARIADNE decided to increase, based on user feedback, from once to twice per year. It is not improbable that the lower scores here date to a point further back in time when rounds were less frequent, which is confirmed by one of the respondents who stated: “It would be better if deadlines would be every half a year”.<sup>60</sup>



**Figure 13: “How do you judge the ease of finding application forms? On a scale of 1 (appalling) - 10 (perfect)”**

<sup>60</sup> Spreadsheet “TNA User survey - results”, field 9-X.

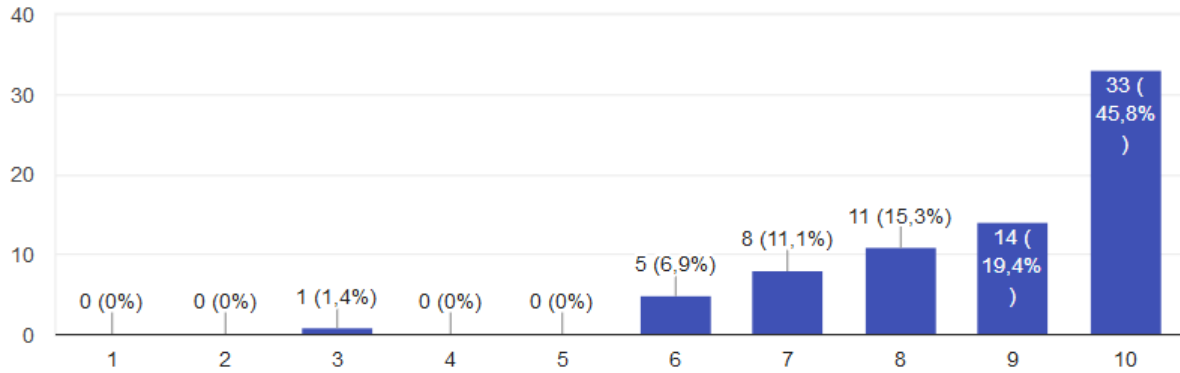


Figure 14: “How do you judge the ease of applying for a TNA project with regard to additional requirements (e.g. passport, visa, proof of study etc.)? On a scale of 1 (appalling) - 10 (perfect)”

Generally, the application forms were considered quite easy to find. Additional requirements, such as passport and visa related matters, seldom posed problems.

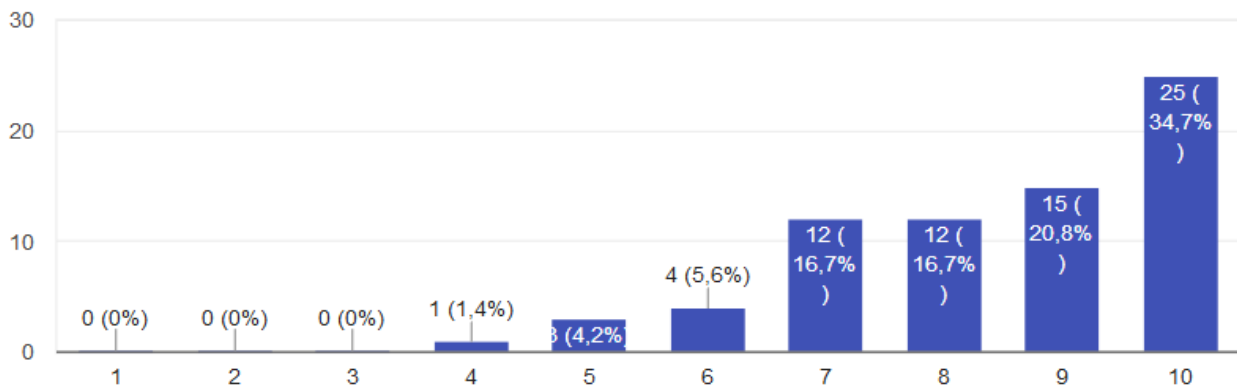


Figure 15: “How do you judge the clarity of the selection criteria for being granted TNA project funding (e.g. grades, letter of recommendation, personal motivation etc.)? On a scale of 1 (appalling) - 10 (perfect)”

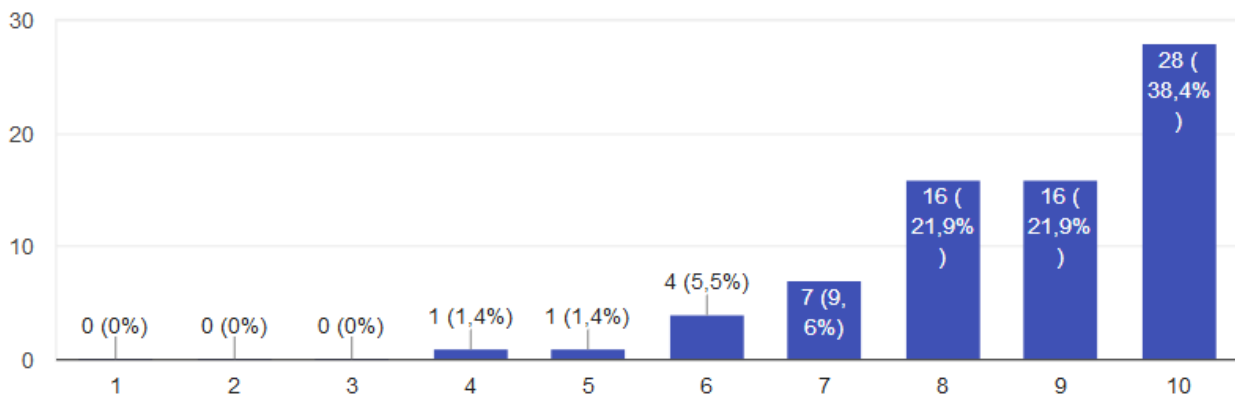
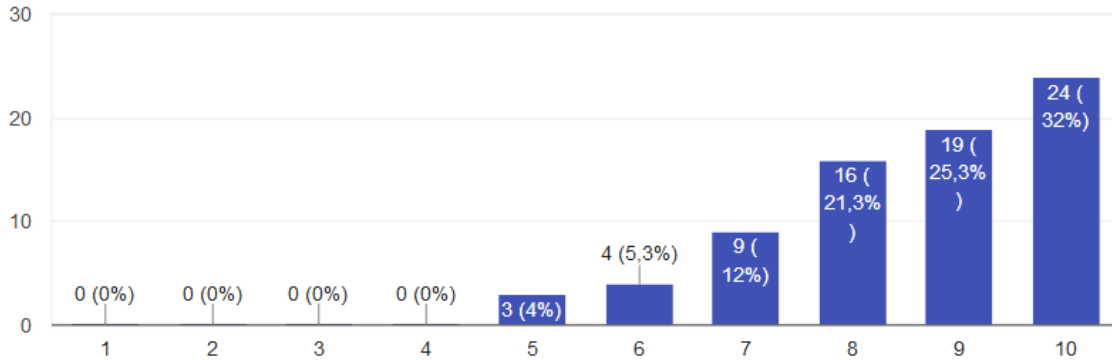


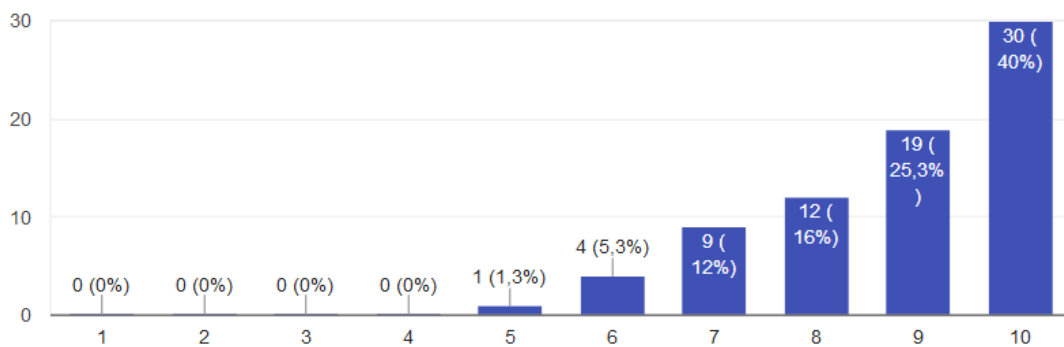
Figure 16: “How do you judge the validity of the selection criteria for being granted TNA project funding (e.g. grades, letter of recommendation, personal motivation etc.)? On a scale of 1 (appalling) - 10 (perfect)”



As shown in the two graphs above, the selection criteria were also generally perceived to be clear and valid. As some of the respondents explained: “It was a great experience and the centre and people were excellent”,<sup>61</sup> “I found the application procedures clear and legible”,<sup>62</sup> “everything was clearly explained, and the conduct of correspondence was very easy to follow”<sup>63</sup> and “the application went very smoothly at all levels”.<sup>64</sup>



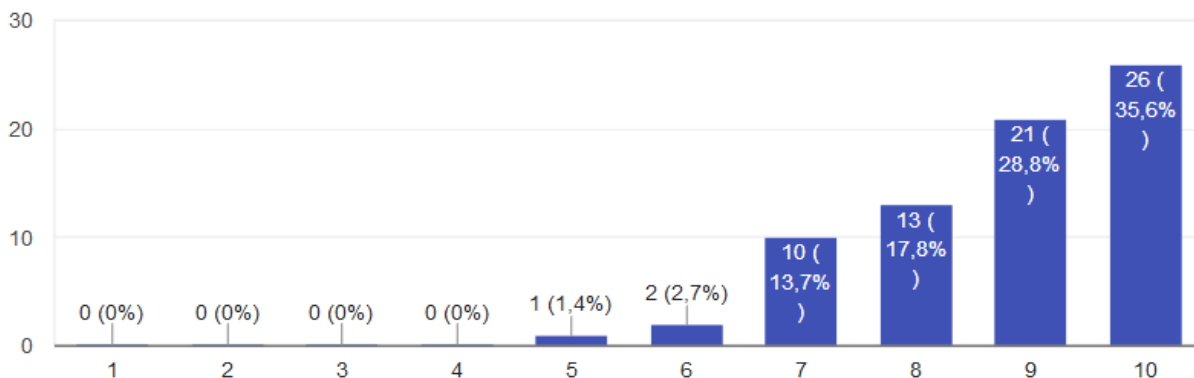
**Figure 17: “How do you judge the time it took for the RI to consider your application? On a scale of 1 (appalling) - 10 (perfect)”**



**Figure 18: “How do you judge the general communication during the selection process? On a scale of 1 (appalling) - 10 (perfect)”**

The time the selection process took and communication in the meantime, were also experienced positively. As some respondents illustrated: “I think that Brenda is perfect for the work, she is very nice and always answers soon. Regarding the procedure, it was strange for me that the techniques required my project were changed and some of them were out without reason”.<sup>65</sup> The second part of the sentence shows that, sadly, there was an inconsistency between the services advertised and the ones which were available.

<sup>61</sup> Spreadsheet “TNA User survey - results”, field 8-X.  
<sup>62</sup> Spreadsheet “TNA User survey - results”, field 4-X.  
<sup>63</sup> Spreadsheet “TNA User survey - results”, field 3-X.  
<sup>64</sup> Spreadsheet “TNA User survey - results”, field 25-X.  
<sup>65</sup> Spreadsheet “TNA User survey - results”, field 6-X.



**Figure 19: “How do you judge the communication about the results and next steps? On a scale of 1 (appalling) - 10 (perfect)”**

Communication about the next steps after a TNA project was accepted or declined were also generally considered to be clear. It’s interesting to hear how one of the applicants also reflected positively on the way he handled the rejection of a first proposal: “I’ve applied twice (consecutive years), so I have experience in being rejected and being accepted. Both were very satisfactory. When rejected, one receives honest feedback and ways to improve one’s application, something very rare and thus very nice to receive”.<sup>66</sup> This illustrates how important it is to be both complete and encouraging in feedback, also (or maybe even especially) when a research project is rejected. One respondent mentioned that the procedure was “handled quite badly”.<sup>67</sup> The respondent, however, also indicated that he was unsure about what part of the process the question refers to and does not give an explanation on why he was dissatisfied, which is unfortunate.

### *Best practices for coordinating TNA*

**20. Complete feedback on project proposals is appreciated. In case of rejection, be encouraging and provide constructive remarks.**

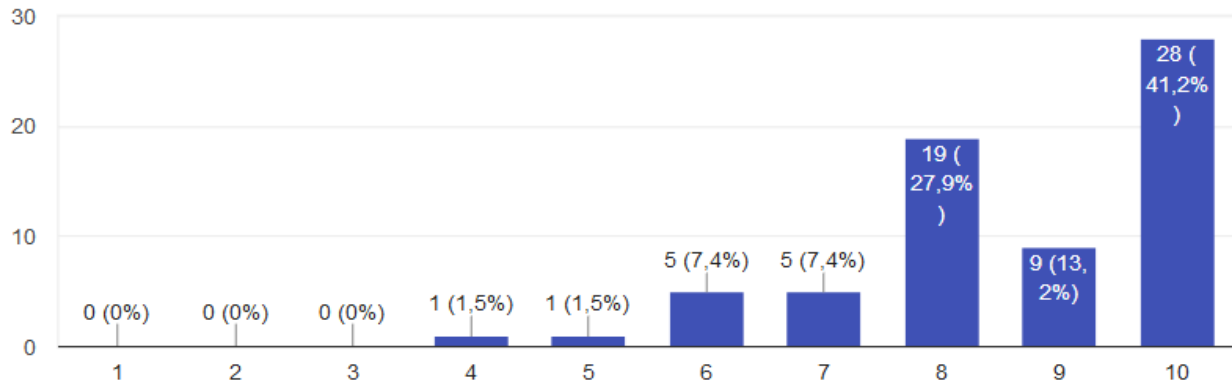
While this may sound like good practice in general, be aware that a project user also might very well apply a second time in the future.

<sup>66</sup> Spreadsheet “TNA User survey - results”, field 10-X.

<sup>67</sup> Spreadsheet “TNA User survey - results”, field 5-X.

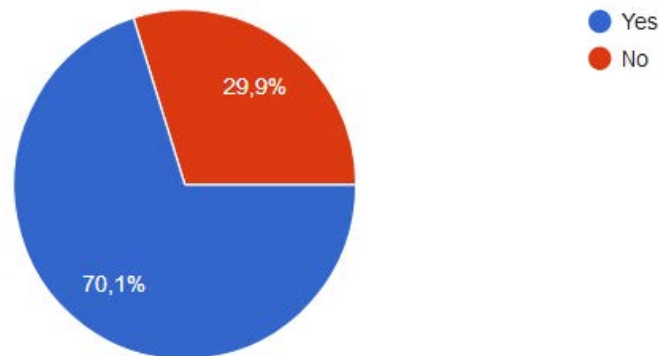
### 5.2.5 During the TNA Project – Research Phase

The questions asked in this section of the survey entail the users' experience with the facility and the services of the hosting institution that were visited during the TNA project, including the process of getting there.

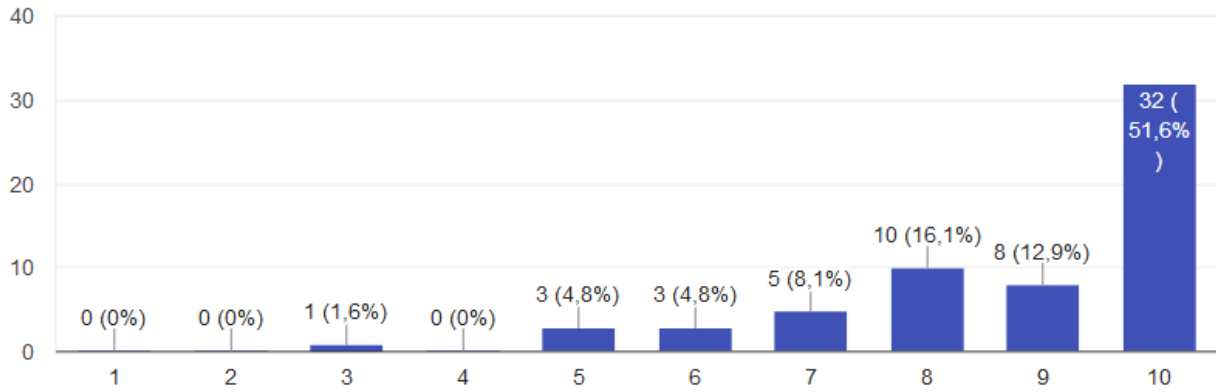


**Figure 20: “How do you judge the communication on how to travel to your destination? On a scale of 1 (appalling) - 10 (perfect)”?**

Generally, project users were satisfied with the information on how to travel to their host institutions.

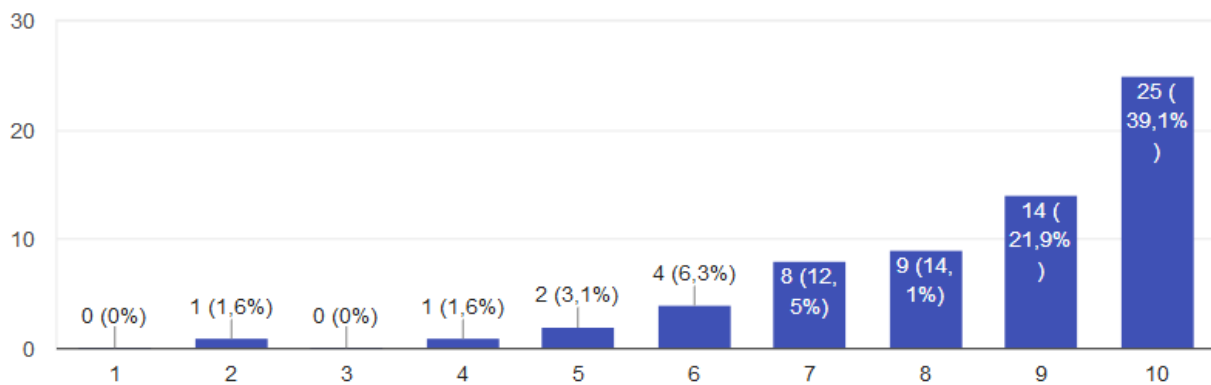


**Figure 21: “Did you receive any support in making arrangements for your travels (e.g. help with acquiring a visa, additional information by request etc.)?”**



**Figure 22: “How do you judge the support you received? On a scale of 1 (appalling) - 10 (perfect)”**

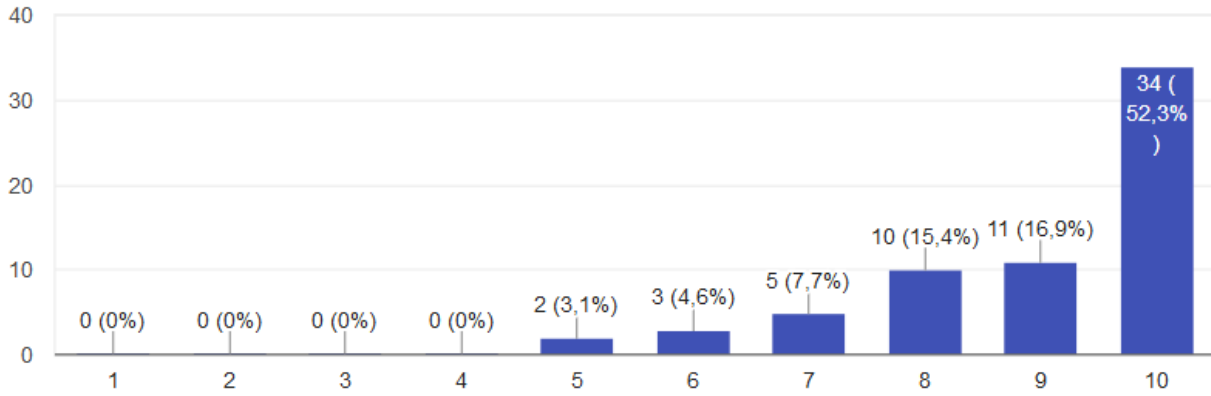
A significant amount of the respondents (forty-seven in number) received additional support when travelling. This support was judged very favourably. Reason for that might be that it is considered somewhat *beyond the call of duty* for RIs to facilitate not just research, but also the process around it (“getting there and away”). While having a standardised list of travel recommendations does not involve a great deal of effort for an infrastructure, it greatly supports project users who are not yet familiar with the place they travel to. Creating such a list should be considered a *quick win* which pays off with every next user informed.



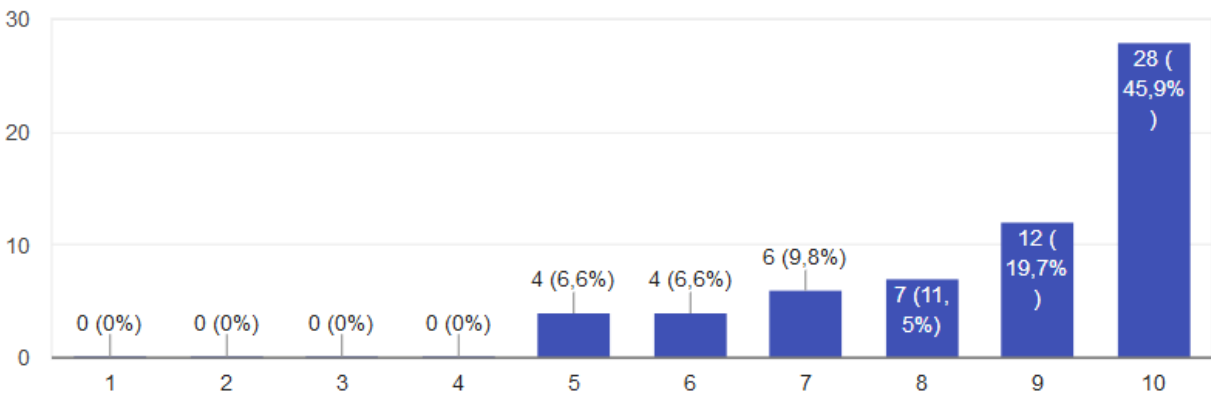
**Figure 23: “How do you rate the accommodation facilities as experienced during your visit? On a scale of 1 (appalling) - 10 (perfect)”**

Project users were generally satisfied with the facilities at the institutes they visited during their TNA project. The following questions will look into the specific facilities they made use of.



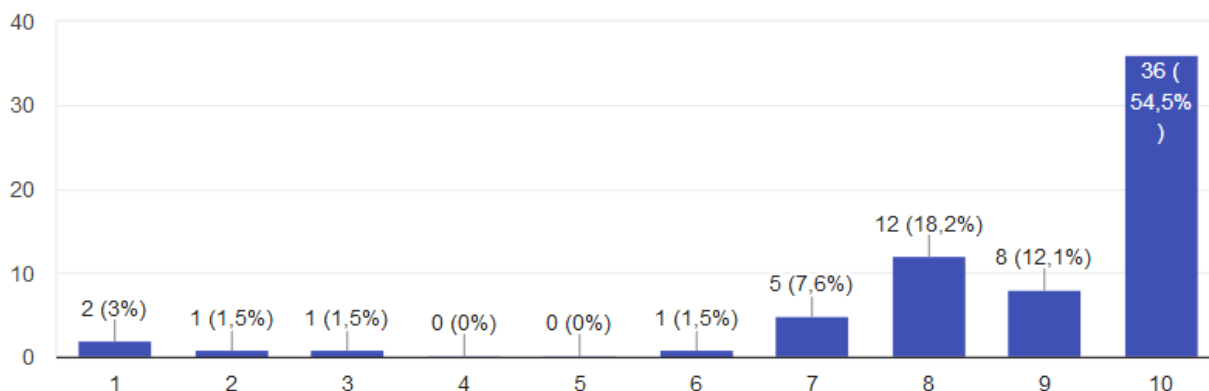


**Figure 24: “How do you rate the access to primary sources on-site (e.g. archival documents, interviewees etc.)? On a scale of 1 (appalling) - 10 (perfect)”**



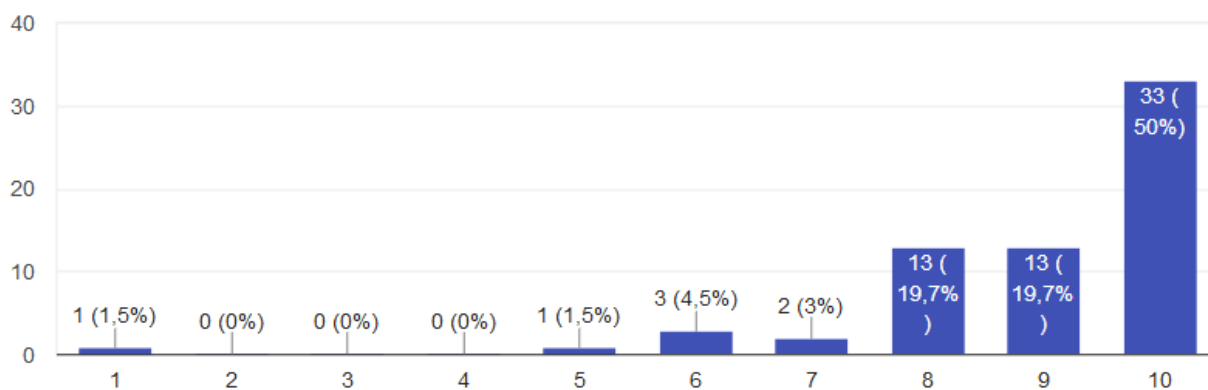
**Figure 25: “How do you rate the access to secondary sources on-site (e.g. archival documents, interviewees etc.)? On a scale of 1 (appalling) - 10 (perfect)”**

Both the primary, as well as the secondary sources project users had access to during the TNA project were rated positively. In some cases, archival staff could even help researchers find source material relevant to their research which they originally were not planning to consult. More on this will be explained later in this section, where activities which were not envisioned are analysed.



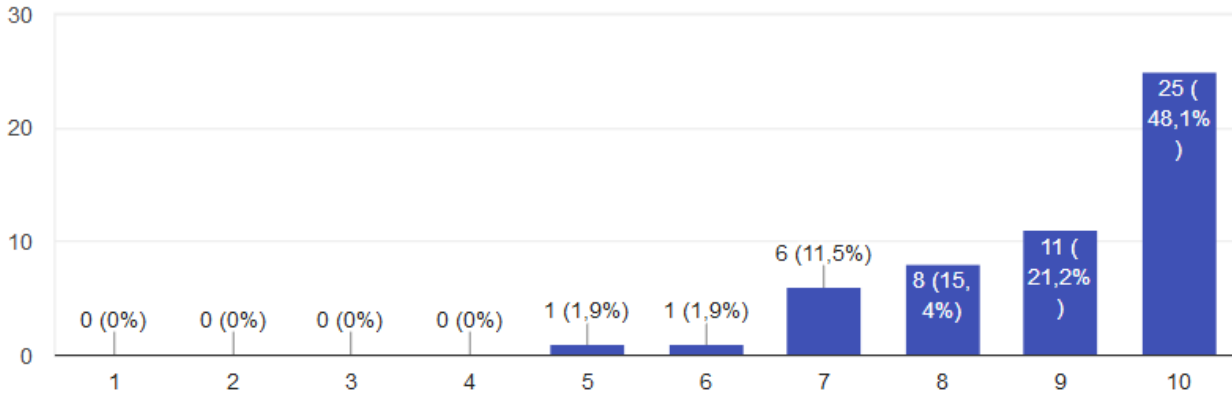
**Figure 26: “How do you rate the access to the internet (ease, stability etc.) on-site? On a scale of 1 (appalling) - 10 (perfect)”**

Access to internet was available to most project users, but provided problems for some. While it is important to take note of this, possibly this is not always under the control of the institutions themselves, as one of the project users who gave a low-grading here (and there were only four) mentioned: “Check in advance if there is internet connection in the place of accommodation. I didn't have it and therefore could use internet only in my office”.<sup>68</sup>



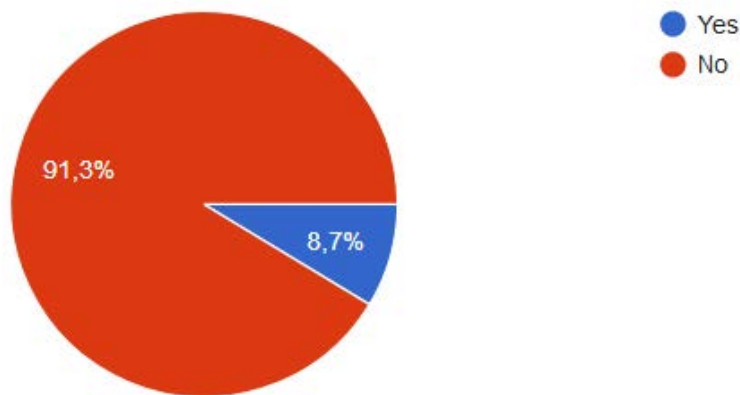
**Figure 27: “How do you rate the scientific support from on-site specialists in the field (sparring on methodology, research findings etc.)? On a scale of 1 (appalling) - 10 (perfect)”**

<sup>68</sup> Spreadsheet “TNA User survey - results”, field 6-AN.



**Figure 28: “How do you rate the workshops you participated in? On a scale of 1 (appalling) - 10 (perfect)”**

Two things project users reflect very positively on with regard to their TNA project, are the support they received from on-site staff and workshops they participated in. This will be illustrated further later in this section where project users had the chance to fill out what they appreciated about the TNA project in a free text field.



**Figure 29: “Were there specific activities you planned on doing which were not successful?”**

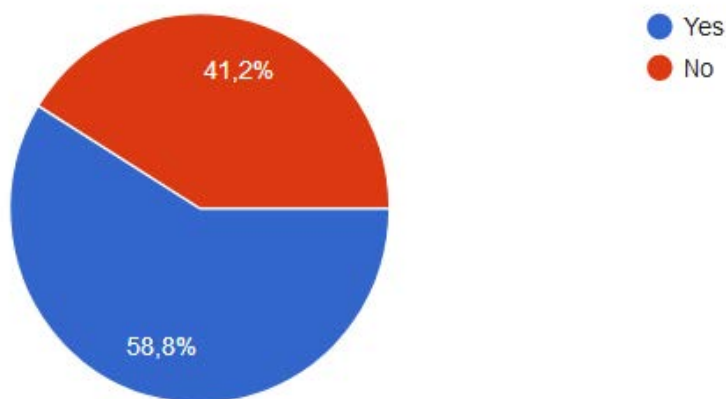
When asked whether there were also activities project users wanted to carry out, but didn't, six respondents indicated that there were. The open question about which activities were not carried out received various responses, such as: “Some interviews I had planned. Many people were on holidays or not at the office”<sup>69</sup> and “There were no workshops, and no possibility of access to university and their courses”.<sup>70</sup> This could indicate that there are indeed less fruitful times in the year as experienced by CENDARI and ARIADNE for TNA

<sup>69</sup> Spreadsheet “TNA User survey - results”, field 8-AJ.

<sup>70</sup> Spreadsheet “TNA User survey - results”, field 10-AJ.



projects. The response: “My entire stay was shortened due to the war”,<sup>71</sup> shows that external factors can also be at play when a project cannot be conducted as planned.



**Figure 30: “Where there any specific activities you did not plan on doing, but did anyway which were valuable? (This could include additional research, as well as taking part in networking activities)?”**

One of the most notable findings the project user survey demonstrates, is the number of users who experienced unexpected benefits. No less than forty respondents pointed out that their TNA period came with activities they did not foresee, but considered valuable nonetheless. The open question regarding which activities were not planned, but very useful received a lot of responses which are valuable and very worthy of consideration. Some answers focused on scholarly interaction and mentioned conferences and researcher meetings. An example: “I have attended weekly conferences which were held by Göttingen Center for Digital Humanities (GCDH) and they were really beneficial for me. I have learned many valuable information about digital humanities thanks to these presentations”.<sup>72</sup> Also, project users could make use of workshops going on at the same time they were not previously aware of: “At the time I was at YV, there was also a workshop for young Holocaust scholars, and I could participate in the lectures and meet new colleagues that I keep contact with until now”.<sup>73</sup>

Also, TNA increases the chance of serendipity, both in research findings and in connecting with people: “I discovered totally new archival material which was different than my targeted research and currently I am using that material for a peer reviewed journal article.

<sup>71</sup> Spreadsheet “TNA User survey - results”, field 4-AJ.

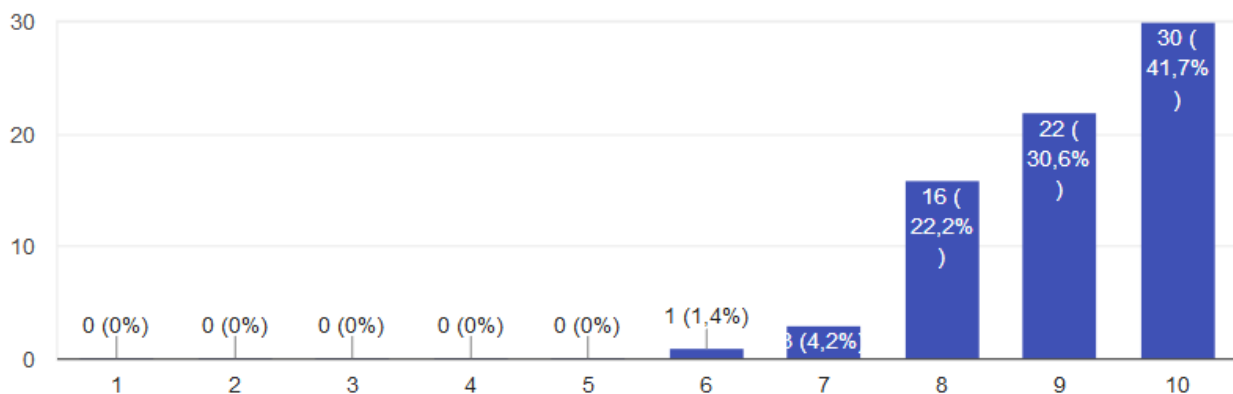
<sup>72</sup> Spreadsheet “TNA User survey - results”, field 18-AL.

<sup>73</sup> Spreadsheet “TNA User survey - results”, field 9-AL..



I was invited to several networking activities which resulted with long term collaborations and friendship<sup>74</sup> and “Found information ‘by chance’ on topics I was not actively looking for”.<sup>75</sup> This also greatly increased the network of some researchers: “networking with archaeologists”,<sup>76</sup> “networking at EHRI-Seminars”,<sup>77</sup> “Unplanned meetings with other researchers”.<sup>78</sup> Under the final question of the whole survey, a user indicates that she/he reflects most positively on: “networking, new colleagues and friends in Göttingen”.<sup>79</sup>

Lastly, there are answers mentioning that of the activities they already planned to do, they could do more. These answers include: “Additional research on more samples” and “Research in the State Archive Munich. I found additional materials there (thanks a lot to the archive workers from the Institute who helped with that).”<sup>80</sup>



**Figure 31: “Taking everything into account, how do you reflect on your visit during the TNA project? On a scale of 1 (appalling) - 10 (perfect)?”**

Not surprisingly, given the positive aspects listed in the previous chapter, project users were very positive about their TNA research period. Some respondents mainly used the free text field in the survey to express their gratitude, such as the following: “I am honoured to have been a EHRI postdoctoral fellow at Fondazione Centro di Documentazione Ebraica Contemporanea (CDEC). My experience at CDEC was incredibly fruitful to my

<sup>74</sup> Spreadsheet “TNA User survey - results”, field 16-AL.

<sup>75</sup> Spreadsheet “TNA User survey - results”, field 11-AL.

<sup>76</sup> Spreadsheet “TNA User survey - results”, field 26-AL.

<sup>77</sup> Spreadsheet “TNA User survey - results”, field 24-AL.

<sup>78</sup> Spreadsheet “TNA User survey - results”, field 37-AL.

<sup>79</sup> Spreadsheet “TNA User survey - results”, field 24-BB.

<sup>80</sup> Spreadsheet “TNA User survey - results”, field 30-AL.



research and the archivist and staff were helpful, kind, and warm. I am grateful for their continued help and support of my research. It was also exciting to visit this archive, which I had first visited 6 years prior, and see how they have modernized and updated their archival sorting resources. Wonderful experience!!!”<sup>81</sup> and “The whole experience was extremely enjoyable and informative - the instructors in Pisa were of the highest quality and made everyone feel very welcome - they were also extremely knowledgeable and enjoyed passing on this knowledge”.<sup>82</sup>

A noteworthy positive remark (which was similar to an experience in CENDARI heard of earlier), was the positive experience of having ‘designated time’: “The provision of a dedicated office space made the visit much more productive than it might have been. Owing to teaching commitments, I had to undertake my visit in the summer of 2013; in other circumstances, I would have visited in term time as more researchers would have been present”.<sup>83</sup> This comment however, also shows that the researcher was, at the same time, a bit disappointed by the lack of colleagues around in summer.

Despite the positive experience, there were also some very interesting suggestions for improvement. One of them was: “I would suggest to have an interview with the centre of your stay before being there”.<sup>84</sup> That could be an easy way to help a project user in her/his “preparatory phase” for the TNA project. In the ARIADNE project coordinator interview, it was mentioned earlier that return visits are not easy to establish. A project user indicated that visiting twice would have been helpful for understandable reasons: “It would be interesting that each project will have a two time periods of analyses. Because only after a first set of analysis we are much able to select further samples and go deep on the research, better profiting from it”.<sup>85</sup> Lastly, as mentioned already in the chapter about preparation, there are financial barriers as well. Some researchers do not have the financial means to fund their TNA in advance, as was explained by the following user: “It was crucial that I was given funds before the visit. I could not afford to pay for the

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<sup>81</sup> Spreadsheet “TNA User survey - results”, field 8-AN.

<sup>82</sup> Spreadsheet “TNA User survey - results”, field 25-AN.

<sup>83</sup> Spreadsheet “TNA User survey - results”, field 23-AN.

<sup>84</sup> Spreadsheet “TNA User survey - results”, field 10-AN.

<sup>85</sup> Spreadsheet “TNA User survey - results”, field 12-AN.



accommodation on my own in advance and wait for reimbursement”.<sup>86</sup> These remarks certainly deserve attention as possible best practices and barriers.

### *Best practices for coordinating TNA*

#### **21. Provide visiting project users with personal and professional support for the non-research aspects of their TNA period.**

As hosting institutes have often before advised their visitors on, e.g. how to travel to their facilities and which hotels in the vicinity to stay at, this is an easy service they could provide to TNA project users (who might be alien to the place they are visiting).

#### **22. Create time and space for unexpected learning experiences and encounters to take place**

While serendipity cannot be ‘planned’ in itself, the preconditions for it to take place can be installed. It could be very worthwhile to leave enough ‘slack’ in the planning of a TNA visit for the scholar to visit workshops, attend networking events and go one step further when browsing collections. Making sure that best practice “3. **Provide a platform for scholarly discussion and the exchange of ideas**” is adhered to, could create an important catalyst as well.

#### **23. Plan a brief call with the TNA project user in advance of the visit to allow assist the researcher to ask question and study up on material, providing the possibility of a “preparatory phase” before the TNA Visit**

To make the most out of the physical visit to a research facility, it could be very worthwhile to investigate whether there are things a project user can already do from home in advance.

### *Barriers*

#### **9. Financial circumstances can prevent a project user from conducting a TNA project**

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<sup>86</sup> Spreadsheet “TNA User survey - results”, field 16-BB.



While the TNA offers tremendous opportunities to use world-class infrastructures, especially for low-income countries, having to make costs might prevent its use. While the funding scheme is generous, paying upfront can provide a real challenge for potential project users who don't have the money to do so.

**2. (revisited) The summer season offers fewer learning opportunities for both visiting TNA project users as well as the hosting institution**

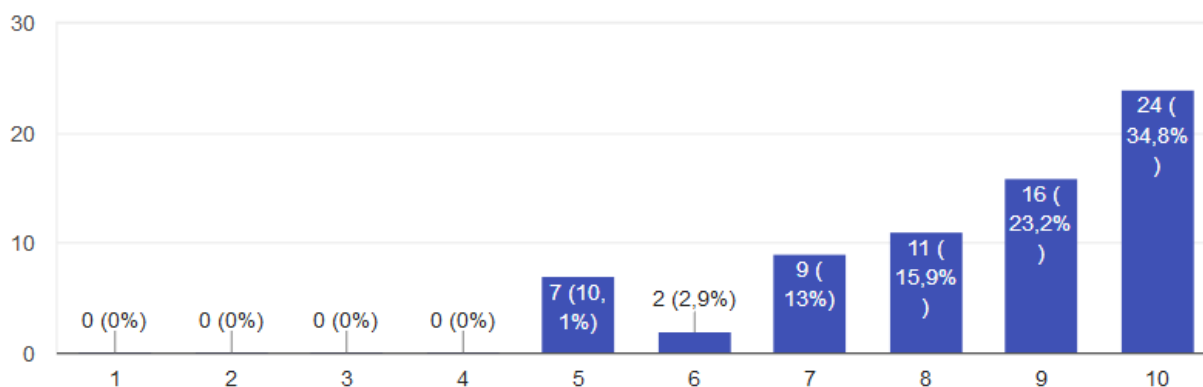
In CENDARI and ARIADNE, the RIs found out that summer is not optimal for TNA visits. With less available staff (especially in archaeology as many excavations take place in summer), a TNA visit might be less worthwhile than it could have been in a more active part of the year.

**6. (revisited) Repeat visits are not encouraged by TNA policy, but could potentially deepen the experience**

For good reasons, sometimes multiple visits to an infrastructure are required. However, the current funding scheme requires RIs to give priority to first time visitors.

### 5.2.6 After the TNA Project – Lifelong Learning

In the last section of the survey, former project users are asked how they reflect on the period after their visit to the physical infrastructure. The questions asked in this final part focus on possible “perpetual benefits” as experienced (or not experienced) after the TNA visit.

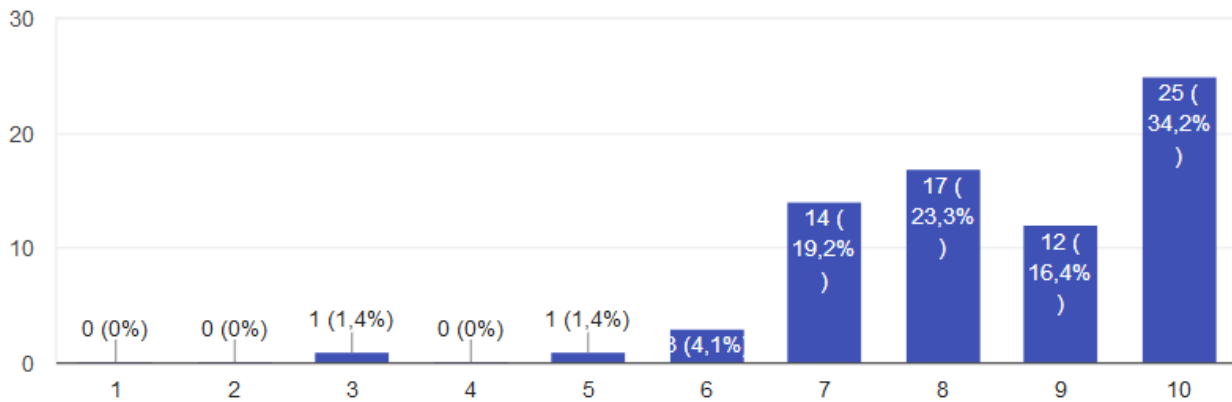


**Figure 32: “How do you rate the support you received in your research after your visit? On a scale of 1 (appalling) - 10 (perfect)”**



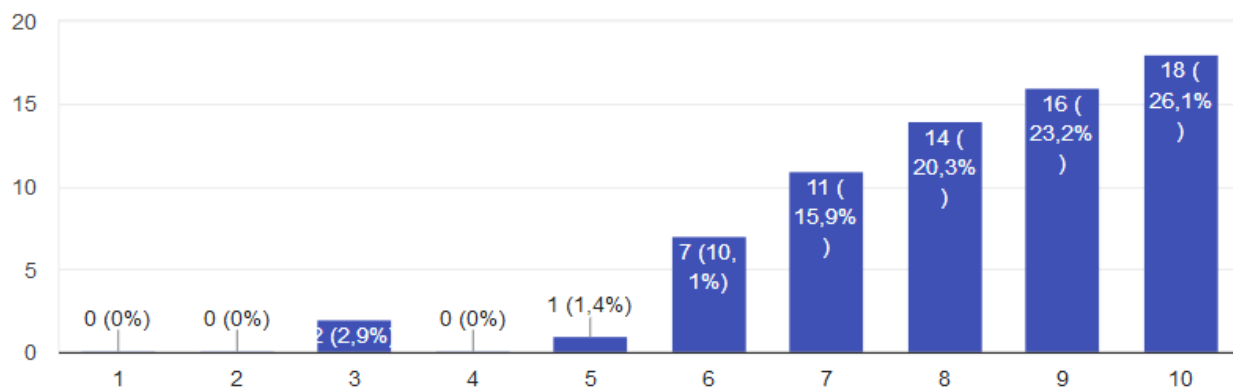


Project users point out that after the visit, they still experienced support in varying degrees, with the majority being (very) positive about the ‘after-care’ they received.



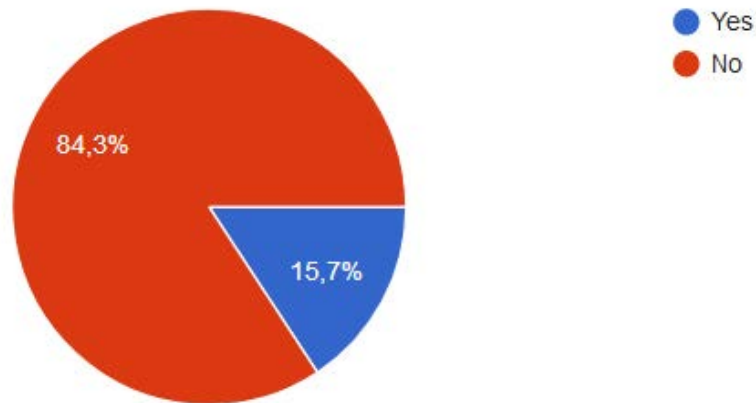
**Figure 33: “How do you feel about the degree to which your perspective on your topic of research changed through the TNA project (by gaining new information and/or by coming across alternative ways of looking at things)? On a scale of 1 (appalling) - 10 (perfect)”**

One of the interesting benefits of the TNA research period is that many project users have experienced a shift in how they look at their subject. This underlines the importance of the less tangible ‘experiments’ – discussions with other experts about methodology – in Humanities TNA projects (see barrier 1).

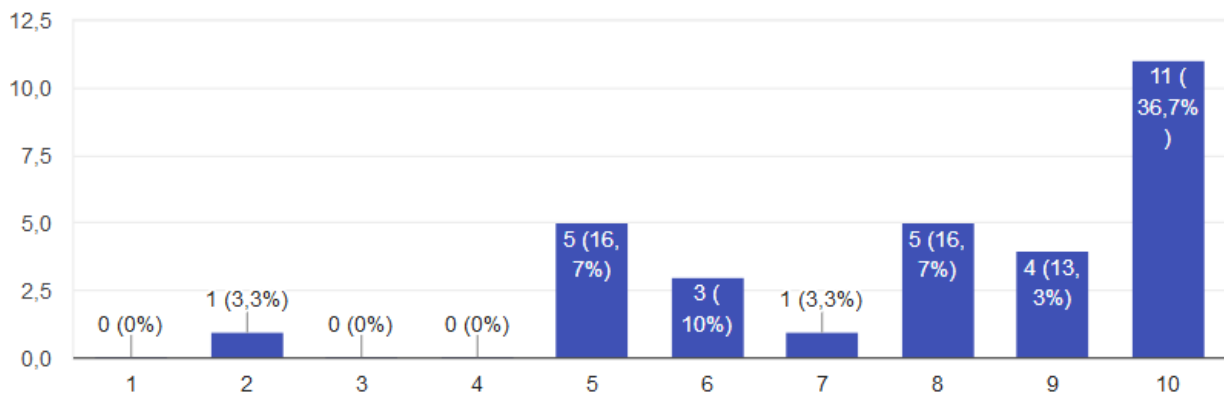


**Figure 34: “How do you feel about the number of (future) activities resulting from the TNA project after it finished (conferences, workshops, publications etc.)? On a scale of 1 (appalling) - 10 (perfect)”**

Most of the project users were positive to very positive about future activities coming out of their TNA project. This will be further reflected on in the conclusion of this chapter.

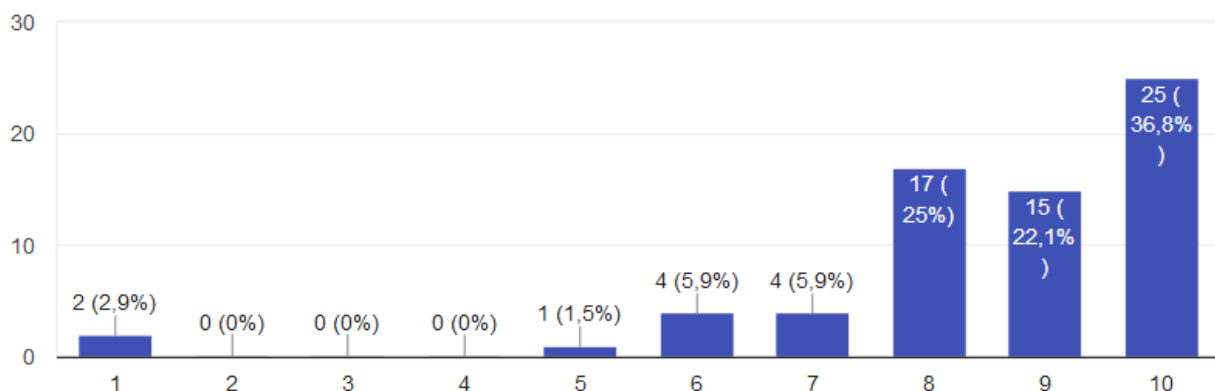


**Figure 35: Did you visit locations of the RI for a second time under a TNA project?**



**Figure 36: “How do you rate the ease of visiting the institution for a second time under a TNA project? On a scale of 1 (appalling) - 10 (perfect)”**

While it was indicated that first time visitors are given preference over researchers returning to the infrastructure, there are several project users who managed to apply successfully for a return visit. The graph also shows that researchers are generally positive towards the ease of participating in a TNA project a second time.



**Figure 37: “TNA and European citizenship - On a scale of 1 (not at all) to 10 (to the greatest extent) - To what extent do you feel that the TNA project contributed to your sense of European citizenship and identity? On a scale of 1 (not at all) - 10 (immensely)”**



This is one of the most important goals of offering TNA, as formulated in the “European Charter for Access to Research Infrastructures Principles and Guidelines for Access and Related Services” (see Chapter 3). It would be hard to ask individual project users whether they feel that they ‘innovated’ science on a European level (another of the primary aims), but on a personal level, the (increased or decreased) feeling of European citizenship and identity is something they can either recognise or not. Most of the project users indicate that they feel that their sense of ‘Europeaness’ increased due to the TNA project.

#### *Best practices for coordinating TNA*

### **24. Keep providing TNA ‘alumni’ with support and research opportunities in the future**

The lasting benefits of a visit under a TNA project could be one of the most important assets of a TNA project. As one project user stated: “I recognise that I did not get more information about future activities resulting from the TNA project after it finished and the possibility of visiting the institution for a second time under a TNA project”.<sup>87</sup> Apparently this is not something which always takes place.

#### *Barriers*

### **1. (revisited) The definition of TNA still seems somewhat tailored towards the hard sciences**

Rather than being experienced as a barrier in this chapter, the responses of project users show that the less tangible side of their TNA has been of great value. Discussing research methodologies and approaches was considered very valuable. This could inform policy making in the sense that a less physical approach of TNA could be fruitful for Humanities science.

### **5.2.7 Alignment TNA and academia**

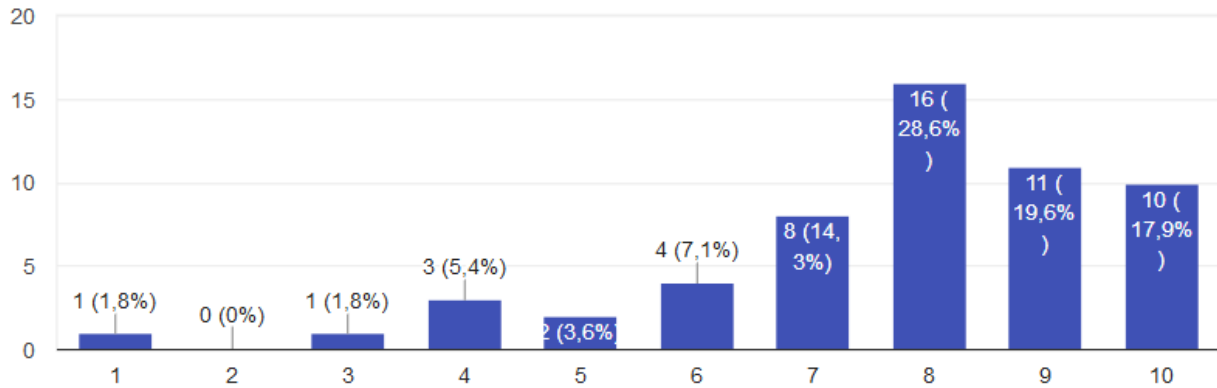
This section of the survey briefly investigated a parallel topic, namely: to what extent TNA projects were integrated in university curricula. The central question is whether the relation

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<sup>87</sup> Spreadsheet “TNA User survey - results”, field 3-AT.

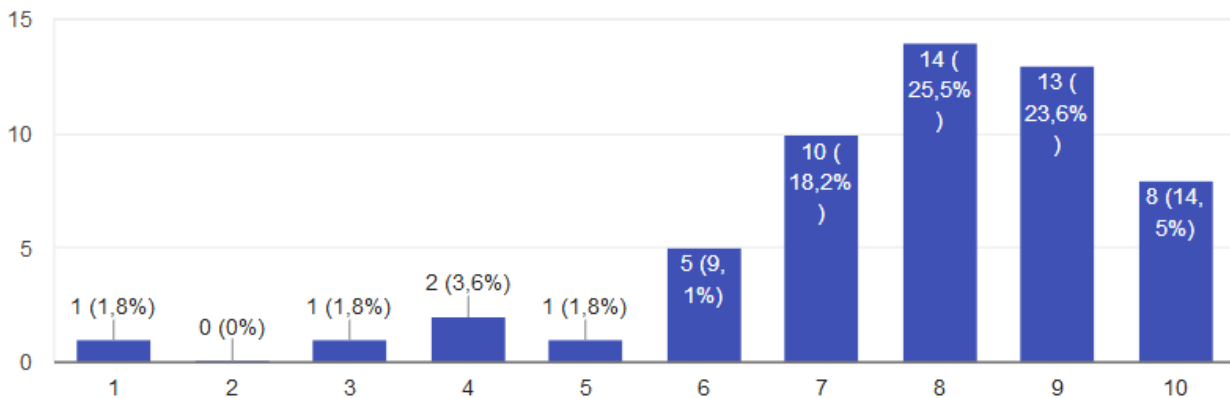


between, on one side, the home university of the project user and the RI on the other, feels symbiotic, or whether there might be a gap which needs to be addressed (in scholarly recognition and/or in knowledge/skills etc.).



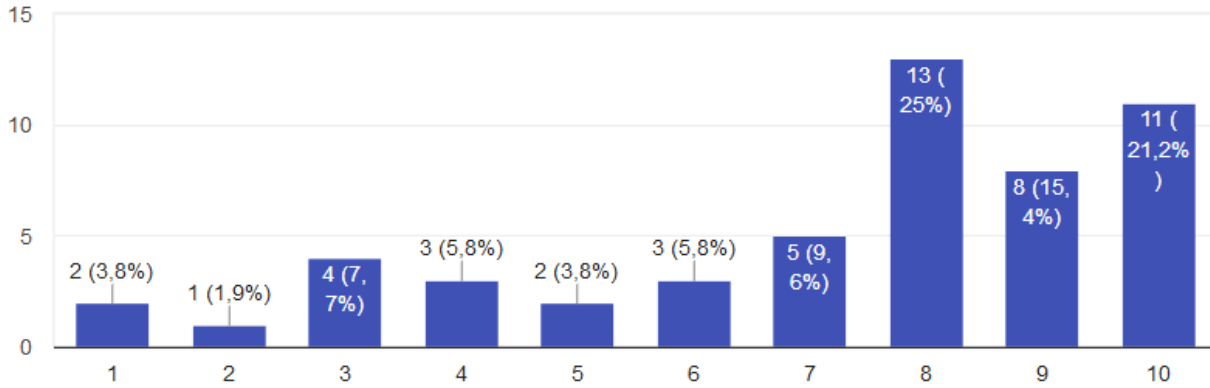
**Figure 38: “How well do you feel that university course work prepared you for the topic of your research as conducted within the TNA project?”**

While RIs only have some influence on the curricula of universities, it is good to be aware of a possible match or mismatch in knowledge creation. The responses here are generally positive but also slightly mixed.



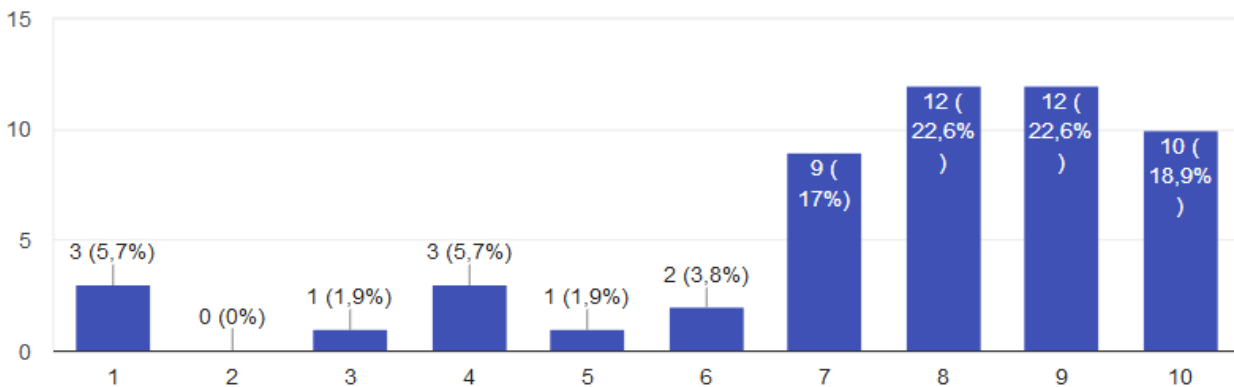
**Figure 39: “How well do you feel that university course work prepared you for the research methodology as conducted within the TNA project? ”**

Here the answers are somewhat similar.



**Figure 40: How well do you feel that your TNA project is embedded within the university curriculum?”**

While not a cause for immediate concern, some respondents did feel that their TNA period was not well-embedded in the university curriculum.



**Figure 41: “In general, how do you feel about the alignment of the TNA project and your university?”**

Generally, former project users were reasonably positive about the alignment of TNA research within an RI on one side and academia on the other. At the same time, the less positive responses are something to be aware of. It remains unclear though, to what extent RIs could improve the situation, as is shown by the following answers: “My answers above are not stellar but that’s not the TNA programme’s fault, it’s rather a lack of interest in my research area from my own university”<sup>88</sup> and “I put 1, because my university is argentine, and it had almost no relation with the TNA project. I had to manage all by myself, as my

<sup>88</sup> Spreadsheet “TNA User survey - results”, field 6-AY.



university did not know about it.”<sup>89</sup> “I think more information should be provided to the colleges – in Ireland TNA is not widely known and it should be”<sup>90</sup>

In this section, no best practices were identified.

### Barriers

#### 10. More conservative academic institutions might not encourage the development of innovative approaches, decreasing the potential of RIs

Students have indicated that their TNA project did not align with what they learn in university. Just like RIs, academia could focus on innovative approaches, but if students are not encouraged to look into them in their institution, they need to hear about these possibilities through other channels. Possible examples are conferences, summer schools, workshops and hackathons.

### 5.2.8 Conclusion

The end of this chapter allows for some overarching conclusions to be drawn:

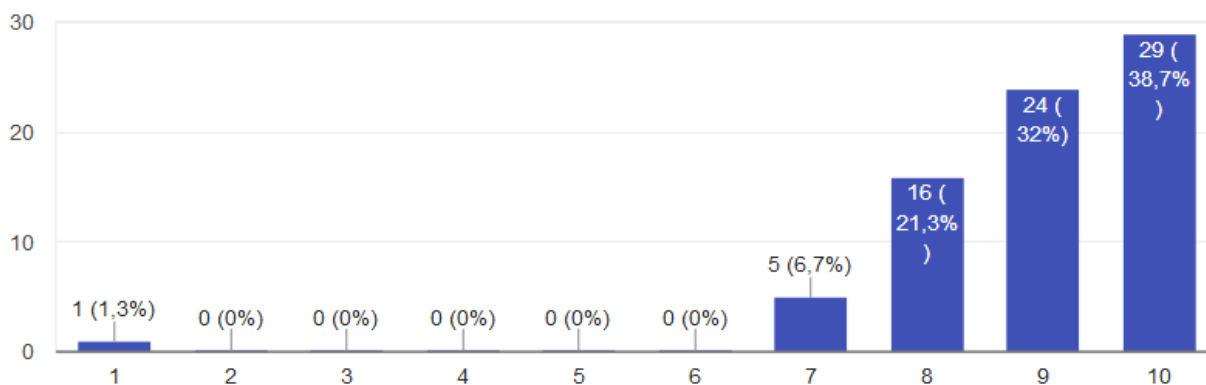


Figure 42: “How do you reflect on your TNA project in general?”

As shown in this graph, project users reflect very positively on their TNA project period. The previous chapters illustrated many different reasons for that, among which: the chance to use world-class facilities, the chance to discuss their methodologies with experts

<sup>89</sup> Spreadsheet “TNA User survey - results”, field 5-AY.

<sup>90</sup> Spreadsheet “TNA User survey - results”, field 4-AY.



and many others. Following the question above, project users were asked on what aspect of the TNA project they reflect most positively. Some of the most noteworthy answers are: “I learned a lot, new ways, new research methods, new approaches, I met the well-known scholars etc.”<sup>91</sup>, “The TNA project gave me the unique opportunity to be based at a world-leading university, with access to a fantastic array of resources, knowledge, and people”<sup>92</sup>, “To meet new colleagues, to get new expertise and knowledge”<sup>93</sup> and “the whole idea and organization regarding the use of sophisticated equipment and facilities included in these kind of investigations, that are not available in developing countries is welcomed and useful to us and in the future we believe that such projects should be supported”.<sup>94</sup> All these experiences are very in line with the expectations of the European Commission around Transnational Access as a policy concept. Apart from these practical benefits, there is strong evidence that the ideological aspect of building European identity was also successful.

Many of the benefits indicated in this chapter, as also described in the paragraph above, resemble the benefits project coordinators saw. However, not surprisingly, the interviews discussed earlier primarily reflect the perspective of providers. The user experience sheds light on some additional topics. An important one is the financial side of the TNA project. Some users indicated that, while happy with the opportunity, they were struggling with the period between paying for expenses and reimbursement. Some of their remarks also provided fresh, interesting possibilities for improvement, such as a repository about past TNA projects and a “preparatory call” between the project user and the coordinator. All the new barriers and best practices will be further summarised in Chapter 6. Conclusion.

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<sup>91</sup> Spreadsheet “TNA User survey - results”, field 13-BB.

<sup>92</sup> Spreadsheet “TNA User survey - results”, field 46-BB.

<sup>93</sup> Spreadsheet “TNA User survey - results”, field 49-BB.

<sup>94</sup> Spreadsheet “TNA User survey - results”, field 15-AT.

### 5.3 Transnational Access – An *Outsider* Perspective

PARTHENOS chaired a roundtable session at DH Benelux 2018. This is an annual conference, encouraging collaboration in the interdisciplinary Digital Humanities field, geographically focused around the countries Belgium, Luxembourg and the Netherlands. The session was entitled: “Holding the Ladder: how can Research Infrastructures assist in Continual Professional Development?”<sup>95</sup> Departing from a broad definition of Research Infrastructures, including both higher education institutes as well as the European Research Infrastructure projects, two forms of Continual Professional Development were discussed: Higher Education curricula and Transnational Access projects.



**Figure 43: PARTHENOS Round Table DH Benelux 2018 “Holding the Ladder: how can Research Infrastructures assist in Continual Professional Development?”**

For this deliverable, this event provided a useful opportunity to explain the concept of transnational access to an audience not yet familiar with it. This allowed for an additional group of ‘respondents’ who could provide an interesting perspective as non-involved and to gather feedback for the assessment, as reported in this deliverable. As this group had

<sup>95</sup> Roundtable abstract attached as Appendix under 7.2





not taken advantage of transnational access opportunities, it was a valuable opportunity to find out whether this audience – which, as participants in DH Benelux, is the target group of TNA – saw value in transnational access, whether it was an opportunity they would pursue and if so, why.

Generally, the audience was very enthusiastic about TNA opportunities. However, there was a general sentiment among the cultural heritage professionals that this was not something they would be able to be part of as a user. These observations are moulded in best practices and a very significant barrier below.

### *Best practices for coordinating TNA*

#### **3. (Revisited) Provide a platform for scholarly discussion and the exchange of ideas**

Cultural heritage professionals felt a great need for a platform to learn about and exchange best practices. This is closely related to the following best practice.

#### **14.(Revisited) Include TNA opportunities for cultural heritage professionals in the TNA programme**

Visitors of the roundtable considered TNA a great way to learn about archival and cultural heritage practices. Most professionals in the field finished their studies before Digital Humanities was an established trend. TNA could be a very useful way to share innovative practices with the field by allowing professionals to learn from one another and resolve the information gap in digital curatorship.

### *Barriers*

#### **7. (Revisited) Cultural heritage professionals might find it hard to leave their office behind to go on a transnational access period**

The archivist and cultural heritage professionals in the room mentioned that this was a significant issue. In many situations, they were the only one in their institution doing a specific task, which is why they could not be absent for a long period of time.



This is also a problem for host institutions. Professionals are under strict time-constraints, making it hard to not only receive, but also to provide a transnational access experience.



## 6. Conclusion

In this Deliverable, experiences with transnational access have been analysed on all levels, from policy-making- to coordination- to user-level. In each chapter, concrete best practices and barriers in transnational access were identified.

This concluding chapter will provide a summary of all best practices and barriers listed throughout this deliverable. As a final step, these will be translated into recommendations on how the programme can be improved to better accommodate Humanities Research Infrastructures and researchers.

### 6.1 Best practices

The best practices in this deliverable are as follows:

- 1. Adhere to the policy definition, but use freedom within the concept to tailor it to specific goals and/or needs;**

While Grant Agreements list specific hard requirements, there is leeway to make additions, as long as they do not conflict with the requirements (e.g., a focus on early career scholars).

- 2. Consider diversification to increase the breadth of services and the wealth of experiences in TNA projects;**

Providing research data around a variety of thematic areas or different kinds of material infrastructure (such as laboratories using different techniques), increases the potential user base and allows for a greater wealth of TNA experiences.

- 3. Provide a platform for scholarly discussion and the exchange of ideas;**



Interaction between junior and senior researchers, as well as between peers, has proven to be very fruitful component of TNA programmes. This is something which should be facilitated and encouraged.

**4. Consider the symbiotic relationship between physical and virtual access and plan TNA accordingly;**

Before a TNA visit, virtual access could help a project user to start early with the material already available online (from only metadata to entire digitised objects). After the visit, the material online has become more valuable due to additional collected research data and a now established working relationship with experts 'on-site'.

**5. Learn coordinating TNA from other Research Infrastructures;**

When possible, see if other RIs are willing to share their knowledge of – and experience with – hosting TNA projects. As PARTHENOS is an important facilitator of exchange in “shared challenges”, this deliverable should be considered in the same light.

**6. Learn coordinating TNA by doing;**

As every RI is different, some lessons can only be learned when turning theory into practice and by constantly recalibrating the access procedure.

**7. Avoid delay in commencing the recruitment of TNA projects;**

The earlier an RI starts by offering TNA project positions, the more time it has to distribute a satisfactory number of access periods or distributed access units. Also, there is more time for improving TNA procedures. However, it goes without saying that RIs should refrain from making a 'hasty' start.

**8. An approachable EU Project Officer is of great value when setting up a TNA programme;**

As RIs can be new to TNA, and as the uniqueness of the fields the RI supports always creates exceptions, an accessible Project Officer, speaking on behalf of the European Commission, is of great value.



**9. Make sure that the recurrence of application rounds for TNA projects is frequent enough;**

One round a year has proven to be not frequent enough, as interested researchers would need to wait too long for a new opportunity to apply. Two rounds per year led to more satisfied project users.

**10. Consider the symbiotic relationship between training opportunities and TNA projects and plan TNA accordingly;**

Training often provides researchers with the opportunity to become acquainted with innovative techniques and datasets. Different RIs found that TNA projects often followed training. Alternatively, training during a TNA project could also help researchers acquire the right skills.

**11. Provide staff with additional training when needed, e.g. when researchers bring in forms of research the personnel is less acquainted with;**

Not just researchers need to be acquainted with the methods their research requires. To optimally support project users, it could be very worthwhile to also invest in the training of staff when a researcher brings in a topic, method or approach the RI is not yet familiar with.

**12. Assist if possible in the proposal writing process, as it leads to higher quality research plans and a better preparation;**

Aspiring project users are often less experienced than the RI, or less acquainted with the (technical) possibilities in the RI they wish to visit. A body (such as a helpdesk) could help an applicant in drafting a stronger, more feasible project proposal.

**13. Return research data as a standardised last process step in the provision of access;**

When a researcher creates new research data within an RI, the RI could facilitate the process of storing the data and returning them to the project user.



**14. Include TNA opportunities for cultural heritage professionals in the TNA programme;**

Cultural heritage professionals (including archivists) are an important category of potential project users to focus on. They had often completed their higher education before the Digital Humanities became an established field. More knowledge of innovative methods could greatly increase the potential of their institute (e.g. archive or museum). While the benefits for this target group are significant, it has not been easy to get in touch with cultural heritage professionals as described in barrier “8. *Cultural heritage professionals are hard to reach when promoting TNA opportunities*”.

**15. To help potential project users write a well-informed proposal and prepare their visit: offer the right information in advance through documentation and tools;**

Preceding physical access, different means could greatly help a potential project user to orient on a TNA project and – for instance – decide on which institutes to visit, as the researcher knows where specific research data is available. A portal or database could provide such information.

**16. Allocate resources to the external panel of experts as reviewing project proposals is time-consuming;**

Reviewing project proposals requires a significant amount of time. By allocating resources, members of the panel of experts could more easily justify the time it takes.

**17. When legislation prevents research data from being displayed remotely, physical access will remain an essential way to study this data (as found in e.g. archival records);**

This is worthy of consideration when strategically planning online and offline access.



**18. Make sure all TNA project information is communicated clearly in advance.**

In many cases, project users would need enough time in advance to make arrangements (e.g. financial considerations require deliberate planning, especially when a researcher is from a low-income country).

**19. Consider providing information on previous TNA projects (e.g. in a repository).**

Project users are often interested in learning from their predecessors. A central location to study earlier TNA projects could facilitate that.

**20. Complete feedback on project proposals is appreciated. In case of rejection, be encouraging and provide constructive remarks.**

(Potential) project users are eager to learn and improve their research methodology and approach. If successful, this could lead to a new project application in the future.

**21. Provide visiting project users with a list of travel instructions and advice for recommendations**

As the institutions receiving TNA project users often know more about how to travel there and where to stay, a standardised list with travel information could be an easy way to help incoming project users make arrangements.

**22. Create time and space for unexpected learning experiences and encounters to take place**

Unexpected activities can add tremendous value to a TNA project visit. Creating both the time and the opportunities for this to happen, is essential. This relates closely to best practice “3. *Provide a platform for scholarly discussion and the exchange of ideas*”.

**23. Plan a brief call with the TNA project user in advance of the visit to allow assist the researcher to ask question and study up on material, providing the possibility of a “preparatory phase” before the TNA Visit**



This could help the researcher to make the most out of the physical visit to a research facility, it could be very worthwhile to investigate whether there are things a project user can already do from home in advance.

#### **24. Keep providing TNA ‘alumni’ with support and research opportunities in the future**

The lasting benefits of a visit under a TNA project could be one of the most important assets of a TNA project. As one project user stated the following: “I recognise that I did not get more information about future activities resulting from the TNA project after it finished and the possibility of visiting the institution for a second time under a TNA project” apparently this is not something which always takes place.

## **6.2 Barriers**

### **1. The definition of TNA still seems somewhat tailored towards the hard sciences;**

Research practices in the Humanities field were sometimes experienced to be of a less material nature than the physical concept of access presupposes. Apart from the more typical forms of material research (which are unknown in anything but archaeology and the cultural heritage field), it can be just as productive for a researcher to be part of an *epistemic ecosystem*.

### **2. The summer season offers less learning opportunities for both visiting TNA project users as well as the hosting institution;**

Interactions between project users, as well as between project users and experts in the hosting institution, create a stimulating learning environment. Also, workshops and lectures can add important value to a TNA project. To make the most of each project users visit, it is wise to avoid the periods when the amount of research staff available is limited and the academic climate not as lively such as during the summer vacation period.





**3. The time a supervisor can spend with a project user was felt to be limited;**

During TNA projects, research staff thoroughly enjoyed brainstorming and collaborating with project users and learning from each other. Allocated time and resources, however, didn't always allow this to the extent the staff preferred. As expressed in 5.1.1, however, "this problem has been partly solved under the H2020 funding scheme with a 25% flat rate for overhead.<sup>96</sup> An additional possible solution to this, could be to earmark access costs as "direct costs" in the Grant Agreement for TNA provision."

**4. It can be challenging to establish an equal distribution of project users among partner institutions;**

While there are benefits to aspiring an even spread of project users over partner institutions (see best practice "**2. Consider diversification to increase the breadth of services and the wealth of experiences in TNA projects**"), the research questions of project users do not always allow for that.

**5. The end of a project, means the end of funding for TNA possibilities;**

While the knowledge and expertise in Research Infrastructures does not evaporate after the project phase is finished, the availability of the means to provide access to users ceases to exist.

**6. Repeat visits are not encouraged by TNA policy, but could potentially deepen the experience;**

When assigning TNA projects, priority needs to be given to first-time project users.<sup>97</sup> While this does allow for more individual visitors, it makes it harder for project users who wish to return and make further progress in their research.

**7. Professionals can find it hard to leave their office behind to go on a transnational access period;**

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<sup>96</sup> Factsheet: Rules under Horizon2020. URL: [http://ec.europa.eu/research/horizon2020/pdf/press/fact\\_sheet\\_on\\_rules\\_under\\_horizon\\_2020.pdf](http://ec.europa.eu/research/horizon2020/pdf/press/fact_sheet_on_rules_under_horizon_2020.pdf) (last consulted: 10 August 2018).

<sup>97</sup> H2020 Programme Multi-Beneficiary - General Model Grant Agreement, 18 October 2017 p. 35 URL: [http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi\\_en.pdf#page=35](http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi_en.pdf#page=35) (last consulted: 14 August 2018)



Employees working for cultural heritage institutions often find it hard to leave their work behind to be part of a research project. They often find themselves under significant time constraints, and a stand-in to cover their work while they are away is often not readily available.

**8. Cultural heritage professionals are hard to reach when promoting TNA opportunities;**

In the experience of RIs, reaching the audience of cultural heritage professionals can be challenging. While they form a target group who could potentially benefit greatly from partaking in a TNA project, informing them about the options to do so has not been easy.

**9. Financial circumstances can prevent a project user from conducting a TNA project;**

While the TNA offers tremendous opportunities to use world-class infrastructures, especially for low-income countries, having to meet the costs in advance may prevent its use. While the funding scheme is generous, paying upfront can provide a real challenge for potential project users who don't have the money to do so.

**10. More conservative academic institutions might not encourage the development of innovative approaches, decreasing the potential of RIs.**

Students have indicated that their TNA project did not align with what they learn in university. Just like RIs, academia could focus on innovative approaches, but if students are not encouraged to look into them in their institution, it is less likely that they will explore Digital Humanities' methods (inside or outside an RI). As this can mean that less students become interested in exploring innovative research questions (through a TNA project or otherwise), this could be considered a threat to the innovative ambitions RIs are founded on.

## **6.3 Recommendations**

As the final part of this deliverable, best practices and barriers are translated into recommendations for future policy making. Akin to the best practices and barriers above,



the list is based on years of experience in providing access in the Humanities field. For each recommendation,

**1. The definition of TNA could be more balanced between physical access and access to knowledge;**

*(See barrier 1.)*

While physical access is – and will remain – an essential form of access for many years to come, it is worth considering in what ways the concept of TNA could include virtual access. In this day and age of digitisation and virtual contact, there are myriad ways for researchers to be in touch with RIs. Also, a broader definition would fit better with the different research methods, inside and outside the Humanities. Additionally, both the interviews on the side of TNA provision and the survey on the side of TNA usage have indicated that, on top of the planned use of physical installations, heritage objects and/or library collections, other forms of ‘spin-off’ need to be taken into account, such as the serendipity to find stumble across new information, the value of community building and other forms of unforeseen benefits.

**2. Allocation of TNA funding as pooled resources, would allow for more flexibility;**

*(See barrier 4.)*

RIs have been struggling to allocate funding for TNA to partners early in the project in such a way that a re-allocation is not needed further down the road. It can be hard to predict how popular each institution will be, as it fully depends on the popularity of the facilities and services they provide. A more flexible pool of resources for TNA would provide a solution to this.

**3. Provide *stipend* for TNA project in advance;**

*(See barrier 9.)*

Researchers from low income countries find it hard to spend their own finances on accommodation, travel and other necessities in advance when making preparations for their TNA project. A solution could be to provide a fixed budget in advance of the TNA project, covering (part of) the expenses. After the project, the reimbursement procedure could rectify the under- or overspent allowance granted to the user.



**4. Discover the possibility of facilitating TNA after the duration of a project;**

*(See barrier 5.)*

After a project finishes, physical infrastructures and experts still possess the capacities they offered during a project via TNA. Further discovering the possibility of structuring TNA as an ongoing activity – for which, e.g., RIs can apply for funding on a regular basis – could be expedient.

**5. Consider a way to allow for the deeper experience iterative visits to an RI can offer;**

*(See barrier 6.)*

When assigning TNA projects, priority must be given to first-time project users.<sup>98</sup> Several strong reasons for that decision come to mind, such as that opportunities should be distributed equally among scholars and that, for first-time visitors all data (and experts) are new. At the same time, user feedback has shown that researchers would gladly visit the infrastructure again to go a level deeper as their research progressed. A possible solution to this is, when a repeat visit is foreseen, to allow a project user to enter not one period, but two (or more) when filling out a project proposal. The down side is that this will significantly increase travel costs.

**6. Invest in encouraging innovative research in higher education;**

*(See barrier 10.)*

While RIs can serve as an incubator for new (digital) research methods, project users most likely learned about their innovative approach elsewhere. To really progress Humanities science, it is worthwhile to invest in promoting digital methods in higher education.

**7. Invest in encouraging innovative museum and archival practices;**

*(See barrier 8.)*

The professionals working for collection holding institutions (museums and archives) – especially those who graduated before the age of computers – are often

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<sup>98</sup> H2020 Programme Multi-Beneficiary - General Model Grant Agreement, 18 October 2017 p. 35 URL: [http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi\\_en.pdf#page=35](http://ec.europa.eu/research/participants/data/ref/h2020/mga/gga/h2020-mga-gga-multi_en.pdf#page=35) (last consulted: 14 August 2018)



not equipped with the right skills to deploy new innovative services in their institutions. RIs could become an important player in enabling knowledge exchange between professionals. The challenge of reaching this target group however, needs to be overcome (see barrier: “**8. Cultural heritage professionals are hard to reach when promoting TNA opportunities**”). Also, the difficulty for them to be out of office needs careful consideration (see barrier “**7. Professionals can find it hard to leave their office behind to go on a transnational access period**”). A solution to this might lie in offering shorter stays on site and the option of remote exchange.



## 7. Epilogue

For this deliverable, considerable effort was made to analyse the concept of TNA and the way it is enacted from as many angles as possible. By doing so, PARTHENOS aspires to present an image of TNA projects as experienced by all stakeholders involved that is as complete and as close to reality as possible. While it demonstrates several strengths of the programme it also highlighted some areas where policy-making and practice could be altered to specifically support Humanities TNA research better.

As a final note, however, we felt it was worthwhile to add that, generally, TNA research has been experienced as a tremendous opportunity by those involved, almost without exception. Not only is the anecdotal evidence presented in this deliverable only the tip of the iceberg, but the document also cannot reflect the enthusiasm with which (former) coordinators and former project users spoke about their experiences. Even the drafting of this deliverable on the topic brought experts together, had them discuss different ways of organising TNA projects, present their findings at a Digital Humanities conference and discuss them with an engaged audience, and write and deliver this document. Transnational interaction has been an invaluable source of both knowledge exchange and inspiration and hopefully will remain to be so for time to come.



## 8. Appendixes

### 8.1 Management Interviews

#### 8.1.1 CENDARI - Deirdre Byrne

**Date: 3rd of October 2017**

**Interviewer: Frank Uiterwaal**

**Interviewee: Deirdre Byrne on behalf of CENDARI**

*The first interview on Transnational Access as a management challenge was conducted with Deirdre Byrne on behalf of CENDARI. Deirdre has coordinated TNA from 2013 to 2015 under the FP7 funding programme.*

**FU: Frank Uiterwaal**

**DB: Deirdre Byrne**

FU: Did you have any questions regarding the questions I sent you?

DB: I didn't really, I have the document open now. They all seem very straight-forward. It's been... so let me see, 2015 was the last TNA call that we had under CENDARI, so it's been two years so my brain might be a bit rusty but I think as we go through it will come back to me.

FU: I can imagine it took come digging to get all the information back again.



DB: Yeah, and I'm not sure if I have all the information, but if I don't have it to hand I know that I can find it.

FU: Yeah, the thing with the questions is; I think it's beneficial if we have the same questions for every RI, but on the other hand all the RIs serve a different discipline, so it's perfectly fine if we sometimes go a little bit into another direction to make sure that we have the most qualitative in-depth answers. So we can take them a bit free format and always go back to the questions to get back on track.

DB: Yeah, that sounds good.

FU: So, what I did in advance, I saw that there is a transnational access fellows page on the CENDARI website and also a report focusing on the outcomes of the programme. If that's relevant, I have them at hand here as well.

DB: Yeah, I know that the outcomes document was quite useful. It gathered together a lot of information. That was the document that we submitted as a formal deliverable to the commission, so that was all of the information the commission wanted.

FU: So, the first question would be: "how does the RI – in this case CENDARI – define Transnational Access?" Do you have a definition you adhered to?

DB: Officially we adhered quite strictly to the European Commission's FP7 definition. Then we broadened it out a little bit to make it more specific to CENDARI. So, what we did was we published the terms and conditions for the TNA fellowships, so this was published with the call. Within that document we defined what we were looking for. We were saying that in particular the CENDARI project was looking to host early career scholars but we didn't want to dissuade people who were further on in their career, but that we were particularly interested in early career scholars. We were looking for people who wanted to apply digital humanities methods to historical enquiry in our two pilot areas: World War 1 and Medieval European culture. So, people who wanted to apply digital methods to their research or wanted to learn how to apply digital methods. We also had another clause that was specifically requested by the Commission, that we were particularly looking to support





researchers from countries in Europe without equivalent facilities, so we were specifically looking at Eastern European countries in that context. So, that was how we defined TNA fellowships under CENDARI. Then, they were to be offered in five of the CENDARI partners who had identified themselves as hosts for TNA.

FU: Starting off you mentioned that you broadened the definition of Transnational Access a bit. How do you feel that the definition CENDARI used and the one as described in FP7 aligned?

DB: I think they were quite aligned because we didn't make any fundamental changes to the definition. We just made it more specific to CENDARI. How we did that was, we were looking for early career scholars is one that isn't necessarily set out in the FP7 definition, but we wanted to include that in CENDARI. But that is without excluding scholars who are later on in their careers.

[5:00]

DB: And then also, we were limiting it to the two pilot areas, World War 1 and medieval culture, so we were making it specific to those two to make it relevant to CENDARI. Other than that, we stuck quite closely to the FP7 definition.

FU: Was there a specific reason you decided to focus on early career scholars, maybe more than FP7 strictly required.

DB: I can't really remember, but I think this was just something that we felt was a good thing to do. I suppose that maybe we felt that early career scholars would get the most amount of benefit from this kind of funding. It was an attempt to funnel some of the European funding down to early career scholars who may not have access to funding as much. So, I think we recognized, as the five hosts, we recognised this as good practice in our design.

FU: And also, of the five hosts, four of them are universities, which I can imagine are also very much trained in training young researchers.



DB: I think you are right. I think it is something we automatically are trained to do. Most of the partners, the personnel who are working on this came from Research Institutes, within those universities. So, I think you are automatically geared towards training early career scholars and nurturing their careers. It's kind of an automatic reflex I think.

FU: The next three questions were about the objectives and the main target groups and I think we already focused on the objectives. Could you summarise them briefly?

DB: The main objectives; there were two strands to it. Getting access – funding – for scholars, I suppose we were focussing on Eastern European countries, to support researchers from countries or regions which didn't have equivalent facilities. That was a specific objective. The other objective was about learning and applying digital humanities methods to historical research. Either people who had absolutely no knowledge of DH methods and were interested in learning about it and people who were already using DH methods and just wanted to have access to a facility where they could access resources and expertise about on how to improve how they were applying DH methods to their existing research they applied. So those are the two overriding objectives.

FU: Summarising; making sure that people from countries which might not have the right facilities are supported in having their research questions answered...

DB: ... and providing them with access, which is there in the title [transnational access]. And providing them with an environment where they could discuss their research and bounce ideas off a peer group in a different infrastructure. And one of the main things we got back from our transnational access fellows is the value of a dedicated piece of time. So they were away from their home country and their home institution and embedded in their host institution, just to work on their research in a designated piece of time. I suppose we didn't really think about that when designing the scheme, but it is something which almost all fellows said was of huge value to them.



FU: So that means that for the target groups, historians, researchers, focusing on digital humanities methods, with a special geographical focus towards the countries where the research infrastructures are not on the same level.

[10:00]

DB: Yeah, we tried to encourage applications from those countries, but did not exclude researchers applying from other countries, which were from all across Europe. We didn't exclude people who were further on in their career. We also didn't limit it to traditional historians. We invited applications from DH, literature background, we had applications from linguists, and we also had applications from library and archive professionals, as it was also relevant to them.

FU: Does that mean that you also focused on interdisciplinary new kinds of research?

DB: Absolutely, it was quite broad. If you are interested in learning and applying digital methods to historical enquiry. It did not say: "you have to be a historian". We had applications from non-historians, which made the scheme all the richer.

FU: And regarding services. When people came over to visit the host locations, were there specific services which were offered?

DB: Yes, there were. Each of the host institutions provided a list of services and facilities that would be available to a successful fellow. It was slightly different for each host. Largely it was providing them with a space, be that desk space or office space on campus, that was provided to them. Then, usually, providing full access to the facilities of the institutions, so full access to the libraries, access to IT services and things like that. In Trinity's case, access to the library was particularly attractive, because the TCD library is quite a resource, it is globally recognized as an important resource. Then, obviously they were provided with a stipend, covering accommodation and living costs at the host institution and to cover the costs of their travel to and from the host was covered by CENDARI.



FU: And, as a service, how about access to specific experts on a particular subject matter?

DB: Specifically, to the fellows who visited Trinity, but it would have been quite similar in all of the CENDARI host institutions: they were set up with a space in the research institute. So in Trinity that was within the Long Room Hub, which is the research institute for the arts and humanities. So, they were provided then with access to the wider community here. They would attend, and be expected to attend, and contribute to the regular community and networking meetings that happen here. For instance, there is the weekly coffee morning where all the researchers within the institute get together and discuss their research. Different people present each week. And there would be an expectation that a CENDARI fellow would present his or her research during the fellowship at some point. Some of the fellows gave a lecture, some of them did what we call "fellow in focus" which was an interview style presentation where somebody from the college in their area interviews them about their research and is a bit more interactive, and one of the fellows did a series of workshops, so that was an expectation that you would have some level of dissemination within that college community. Which was very successful, because it was great for the college, because we learned from this visiting researcher, and it was good for the researcher because they had an automatic dissemination opportunity for their research.

[15:00]

FU: And do you have any specific examples, apart from the coffee meetings, of situations which proved TNA was beneficial to both the researcher and CENDARI?

DB: One of the fellows did a series of three different workshops and he hosted them in the research institute. It was attended by people from the Arts and Humanities community. His research was in the area of using LiDAR data for mapping World War 1 activities. They were fully attended and it was very hands-on. We got some great feedback. They were attended by PhD students and a couple of postdocs from the Trinity community. The CENDARI fellow was quite pleased as he got to test out his method and he replicated it when he went back to his home institution. It was a great dissemination opportunity for him and his research. And it gave him a little bit of teaching experience. He designed and ran



the course, we just supported him in the actual organisation of it, but he delivered it himself. So it gave him that experience that he may not have necessarily gotten in his home institution without having the experience already. I think he was quite happy with that.

FU: And vice-versa, the visiting users were of course also expected to take part in workshops organised by CENDARI, or Trinity College in this case. Were there also specific workshops organized *for* the visitors, or was it mainly becoming part of the host they were visiting.

DB: It was mostly becoming part of the community in the host that they were visiting. But each fellow had to present their research in a particular way, so whether it was the workshops or a lecture or an interview. *that* would have been organized specifically for the researcher. So, a lot of researchers chose the traditional lecture, which was organized independently by CENDARI, and that would have been in each host institution.

FU: Can you tell something more about the application procedure?

DB: Yes, so this was something at the very start of the project. We ran four calls for applications over the course of the CENDARI project. There were three main calls and at one stage we ran a supplementary call. And they all followed roughly the same procedure. The five host institutions would get together and discuss what our parameters and general outline would be. Then we developed the terms and conditions documentation. Then, we also developed the application form. It was an email process. We would publish the terms and conditions setting out exactly what we were looking for, there were eligibility criteria and then award criteria. In that document each of the hosts provided a two page document describing what exactly the services or facilities at the host were and people could choose which host they wanted to apply to. They could pick three and order them based on their priority. Then there was a contact person at each of the host institutions. If anyone had any questions, they could contact the person. I think the call would then remain open for six weeks to two months.

[20:00]



There was a deadline and the application form had to be emailed in. The tricky bit is how they were graded: the selection process. Trinity, as the coordinator, received all the application forms and checked them against the eligibility criteria. If an application was deemed ineligible, it went no further. All the eligible applications would be sent off to the hosts, who'd have a look at them. The hosts didn't score them, but had a look at them from the point of view of suitability. So, for instance, if somebody sent in an application and they wanted to throw a bucket of black paint over the Book of Kells, that was obviously not going to be a possibility. So, there is a check by each of the host institutions, whether it was actually possible for the proposal to be done. And then we had an external committee, which was the CENDARI external advisory board, which was the advisory board to the project as a whole. They would look at each of the applications and they would look at each of the applications and score them against the award criteria. The award criteria and scoring system were published as part of the terms and conditions. So the advisory board members would go through each of the applications and then they would send us back their scores and we would have a meeting as we used to have the CENDARI general assembly meeting which was around March every year. The external advisory board members would come to that and at the advisory board member meeting we would talk about the TNA, go through the scores and make the final decisions about awarding funding to the successful applications. And that would then be communicated to the applicants after that meeting.

FU: How about the variation over the different locations? Was it manageable to make sure that the eligible fellows were also spread out over the five hosts?

DB: That was a challenge and I'm not sure if that was a challenge we ever fully resolved. It was a challenge during each call. We found that a lot of the fellowships at Trinity College and at King's College London were oversubscribed and we had less applications to Stuttgart, Göttingen and to Prague in particular. We tried to address that, that was the reason we did the supplementary call in year two. We did an extra call just for Stuttgart and Prague and published it in the German language as well – previously everything was published in just English – but it didn't really resolve the situation. It was something that we



never really, fully, got to the bottom of. It was an ongoing challenge throughout the scheme.

FU: So, also the German language didn't help.

DB: It didn't seem to make a difference.

FU: So, it was hard to pinpoint the cause of people applying mainly for Trinity and King's College?

DB: It was, it was very difficult to pinpoint the cause. And then, in certain instances, if the places had been filled – Trinity and King's – we would offer, if it was appropriate to do so, to a fellow who scored highly, a place in Prague or in Stuttgart for example. But often that wasn't possible, because their research proposal was specific to the collections in Trinity or King's, so it wouldn't have been possible to transfer their research to another institution, so it didn't make sense to do that, but we tried all of those possibilities.

[25:00]

FU: That makes a lot of sense though. That when the application focuses on material which is only available physically at Trinity or King's College, it would become very hard to host them at one of the different locations.

DB: Yes, absolutely. Which I suppose is a thing that CENDARI as a project is trying to solve by providing virtual access. But while we were running the Transnational Access scheme, CENDARI was of course under development, and also, it's not always possible to replace physical access to material with digital access.

FU: I see, which also transitions nicely into the next question about the relationship between Transnational Access, virtual and physical access and fellowships.

DB: This question, possibly, I have answered it already. This is something that CENDARI has always been very cognisant of, that you can't replace physical access to material with



just virtual access. You cannot replace one for one, it just doesn't work. But, I think with someone coming to Trinity for their access to the physical collection in the library and they get access to the resources and the expertise. then after that, I think, virtual access becomes more valuable. Because they have been to the collections, they have written notes and then those notes can become digital. And then you can have virtual access to expertise afterwards. I know that a lot of the fellows would have kept in touch with people from their host institutions and continue to work with them, so I think you can't just replace the physical copies.

FU: To make sure that I fully understand; if we take the Book of Kells as an example. If someone would like to conduct research on that. And if Trinity College's spots were filling up and Göttingen would still have spots available. In what respect would it be tricky to place the fellow in Göttingen?

DB: Well, I am no Book of Kells expert, but judging by the queues of people who come to see the Book of Kells here on campus, I think you can't really replace the actual object itself. And also, the expertise around working on the Book of Kells is located in Trinity, so I think it would be very difficult to do. You could certainly access. I think there's a digital copy for an iPad you can get of the Book of Kells now, but I'm not sure how you could do actual research on it without actually coming to Trinity.

FU: That was also my hunch, that it's tricky, even when the object itself would be digitised, the whole context around it with experts being located in the same university building, that must be hard to transition to Göttingen or to any other location.

DB: Which I think is why the European Union recognises the need for Transnational Access and why they invest in it, which is good.

FU: And did the European Union offer any support in the whole process of making Transnational Access possible in terms of guidance or finance?

DB: Well, they published their guidelines and then it is up to you to implement them. And they obviously provide the funding, so they provided dedicated ring-fenced funding within





the CENDARI budget which had to be specifically used on the TNA, and it was quite generous funding, which is good. In terms of the actual management of how the Research Infrastructure implemented it, we found they left us to our own devices, as long as we followed the reasonably broad guidelines set down by the EU, and they were happy enough to let us at it.

[30:00]

DB: I guess if we were doing wrong, we would have heard from them. But other than that, they let us implement it in accordance with our grant agreement, the terms and conditions of the TNA were part of that, so we had to comply with those.

FU: So, they did not provide too much support, but that was not necessary since the proposal had been successful.

DB: Exactly, they knew what kind of Transnational Access we would be providing and they had ring-fenced the funding for us to use and we couldn't use that funding on anything else. So, there is a good structure in place there. I know that in the early stages of our project, when we were trying to figure out how to do this, we spoke to a couple of other projects who were a bit ahead of us. So, I spoke to the person in EHRI. They were a year ahead of us, so they already ran a call on Transnational Access. So, we got in touch with their Transnational Access manager and they provided us with some 'underground advice' about how they actually did it, which was very valuable information.

FU: Some sort of Parthenos 'avant la lettre'; exchanging best practices on Transnational Access.

As required, I noticed that you also collected user feedback from the Transnational Access users. Was that of any use in the rounds following when recalibrating the transnational access policy?

DB: Yes, I think it was. We collected feedback from the users, but also from our external advisory board who did the scoring for us, in terms of how to design the scoring. And we also collected feedback from the host institutions. We used that information quite a bit,



because we did make some tweaks to the terms and conditions and we made it a little bit clearer, particularly from the first to the second time around, I think we made our call documentation a bit clearer about what exactly we expected in the application process and what exactly we expected from the successful fellow. In terms of feedback from the fellows themselves... that was something that each host did on an individual level. We learned a bit more about how to integrate the fellows into the research institution more, which was good. But in general, we got quite good feedback from the users. There was quite a high level of satisfaction. We took the time and we put a lot of effort into getting the first one as good as possible. That was worthwhile, so I definitely would say: for someone who is designing a new programme for their research infrastructure I say it's worth taking the time to put some thought into it at the start and not rush into it. And we did that I think, so we didn't have any major problems, we just made some minor tweaks and the main one we did was the information we requested from the fellows in the application process, which made the scoring easier for our external advisory board.

FU: That sounds very good. So, the information which was changed was mostly around the process of starting up the fellows' time before the transnational access period and not so much in the visit itself.

DB: Yes, I think so. I think we naturally got better at being hosts by doing it, but there wasn't really a formal change process that happened. We just became a bit better at hosting fellows, just from learning as we went. But definitely in terms of designing the call and application process, we made some small changes that I think worked.

FU: ...which also pretty much answers the next question, which was about difficulties during the programme and how they were addressed. We already talked about the spread of fellows over the different locations.

[35:00]

DB: That probably would have been the major one and we were constantly trying to address that. But I'm not sure whether we came up with an appropriate response. I'm not



sure even if we were to do it now again today, I'm not sure how we would address that. So that was the main one.

FU: And how about spread over the different research fields. As CENDARI focusses on both World War 1 and the Middle Ages?

DB: We were conscious of achieving a spread between the pilot areas. It's not something that we actively managed, but we somehow seemed to end up with a relatively even spread which was good. It was something which was on the back of our minds, but it just naturally happened that we did end up with a good even spread between the domains, which was great.

FU: So where with the locations it took some re-organising, with the time periods...

DB: It did happen quite naturally. I didn't seem to need much artificial management. Which was good. It was something we were conscious of and if we needed to intervene in that situation, we could have. We were also conscious of the gender spread, but again, with little artificial intervention we managed to have a relatively even spread between genders as well.

FU: And apart from – in this case, mostly: potential – difficulties, were there also things in transnational access periods you particularly enjoyed or thought were of great value?

DB: I think it's a very worthwhile programme. It really provides rich experiences, both for the host teams and for the fellows themselves. And with four of the five hosts coming from universities, and research institutes within those universities, something we are naturally inclined to do is foster scholars who were coming along their career path. It's a really worthwhile programme that the EU runs. It's included in Horizon 2020 again and to me it seems that they are placing even more emphasis in it in Horizon 2020 than in FP7, which I think is a good thing. If I was to give constructive feedback, it is that the overall transnational access programme is, the way it reads, designed more so for the hard sciences where your infrastructure is a physical thing where somebody needs to go to to process data. So, for instance, the example of CERN where someone needs to go for



three months and do their work. Whereas in the humanities, even in the digital humanities, a research infrastructure can be more of a nebulous thing. It can be more like a community or a network of expertise. It's always going to be dispersed resources, particularly in the area of digital history. So, it's hard to have a transnational access programme that is a one size fits all. So I think that one thing that PARTHENOS could or should be doing, is trying to distil whatever that message is we want to get back to the European Commission about how they could design a transnational access programme that would take into account what the arts, humanities and social sciences do...

[40:00]

DB: ...If we can distil all of those thoughts, I think different feedback will come from the different research infrastructures, but that's certainly something that we found difficult in CENDARI. I suppose the transnational access programme is broad enough so it doesn't exclude the arts and humanities, which is great, but it could probably be tweaked in a way that could make it more useful.

FU: As a spoiler; I expect this will become a recurring theme because I heard CLARIN was facing similar issues.

DB: Yes, I think so, and I'm sure EHRI was the same. The commission's definition of Transnational Access and the way they have designed their programme, it reads very much towards the hard sciences. I think that trying to kind of retro-fit that to the arts and humanities research infrastructures can be challenging and it probably could be done better. So, if we can all come together and distil what that message is going to be, I think that would be really useful output from this task.

FU: That brings us back to the first question of the interview which was about the definition of Transnational Access and the way it related to what CENDARI did. So there still might be a slight mismatch where it comes to technical facilities and instruments.

DB: Because I suppose, at the end of the day, the Transnational access fellows who applied to the CENDARI programmes were really applying and received access to the infrastructure of the institution. They didn't necessarily receive access to the CENDARI



infrastructure. Because the CENDARI infrastructure was still in development and also because the CENDARI research infrastructure is more than the sum of its parts. It is the virtual infrastructure that's there, but also the network of expertise that has been developed, which has been handed over to DARIAH. So providing access to that is a bit more difficult, how do you do that? I'm not so sure. I'm not sure we've cracked it yet. But, we might.

FU: It might also have something to do with what physical material there is on offer, even if it's not instruments. With EHRI, a lot of the material is also physical. It could be diaries, or letters or camp archives, but they are still material. Whereas with CLARIN, voice-recording, that is something which is digital-born. That might make it harder to legitimise the visiting of physical locations.

DB: I would be really interested to see what the answers to the questions will be from different infrastructures. I'm looking forward to that. We haven't quite cracked it for the arts and humanities, but we can and we will.

FU: The last question on the list then will be, what would you differently next time. We have also been into that topic shortly and you mentioned that the only difficulty you were facing is not something you would have a 'fixed' answer to, which has to do with the spread of scholars over the different hosts.

DB: We don't really have an answer to that. That's one aspect. And then, in an ideal world, how would we design a transnational access programme that would be fit for purpose with the arts and humanities. I'm not sure if I have the answer to that. But that is of course what Parthenos is going to answer for us, so we will have an answer! I don't really have anything hugely different to add that I can think of. Thinking out loud: one of the things would be to maybe define the unit of access differently. In CENDARI the unit of access was described as a week of a researcher being at a host institution. Could that be changed into a day, something like a summer school. So, could you organise something like a group of expertise in a specific method and have researchers apply for funding to attend that school or a training programme. And that a day or a module would be the unit of



access. I'm not so sure how the commission would view that but that's something we've been knocking around here.

FU: So, by unit, then, do you mean a time-span?

DB: The commission defines it as time spent accessing an infrastructure. In the arts and humanities, if we define the infrastructure not necessarily as a physical place, but as a community or network of expertise. how do you redefine your access to that? Is that by the organization of a training school or a summer school. It's not perfect, but it kind of came from the learning curve of working on the CENDARI transnational access. We thought maybe that would be a better way to do it. Get a community of experts together for a week in some part of Europe and then provide researchers with access to that community.

FU: That's a good point. I have been discussing this one with Conny Kristel as well, who has been at the start of EHRI. She mentioned that that approach might be tricky. It might work if the workshop can be considered as part of the access. If a researcher goes to a physical location and needs to use a specific method, then a workshop could facilitate that. The workshop in itself – I think – would not be considered a form of transnational access by the European Commission.

DB: I think you are right, I think that is certainly a question, whether the European Commission would see that as a form of transnational access, I don't know. Maybe they would see it as a project training activity, which is a totally different thing. So there's a lot of questions around it, but maybe these are some of the recommendations we can make to the commission.

FU: That's exactly what I meant when I said that we have to stick to the question in a narrow way, but thinking aloud is really helpful. For the interview that will be it. If anything crosses your mind later... We will be working on the deliverable for the next months, so always feel free to share it.



DB: I would be very interested to hear how the other infrastructures answer these questions and I imagine we will have shared issues and challenges. It will be interesting to see how they compare.



## 8.1.2 ARIADNE - Paola Ronzino

**Date: 4rd of October 2017**

**Interviewer: Frank Uiterwaal**

**Interviewee: Paola Ronzino on behalf of ARIADNE**

*The second interview on Transnational Access as a management challenge was conducted with Paola Ronzino on behalf of ARIADNE. Paola has been involved in the coordination of the TNA from 2014 to 2017 under the FP7 funding programme.*

**FU: Frank Uiterwaal**

**PR: Paola Ronzino**

FU: So, I shared the questionnaire with you in advance. With every interview, we use a basic set of questions for every Research Infrastructure. The idea behind that is that we can compare the answers between different partners. But of course, also, every RI is different, because every discipline is different. So, if you feel like the question doesn't really cover the situation with ARIADNE, or if you want to give a more in-depth answer, you can always feel free to do that. We don't have to rigidly stick to the questions.

PR: Okay, perfect.

FU: Okay, then we'll start.

The first question is: how does ARIADNE define transnational access?

PR: Within ARIADNE, TNA was offered both as online and physical access. The online access to the data services was provided at the beginning of the project, starting first with





the individual online services that were already available. Then it was extended to the ARIADNE portal which was later enriched with tools and services that were developed during the project. Then we have the physical access, which granted access to the researchers into centres of expertise belonging to the consortium. So, the TNA activities consisted of a mixture of research and networking. The researchers were supported in the creation of their own archaeological data sets and in some cases when the integration of their data inside the ARIADNE registry was foreseen, they were also supported to create interoperability with the datasets that were provided by the partners that were part of the network. So these activities allowed researchers to interact with ARIADNE research staff and also allowed to start joint work on a documentation project, developing their skills and enlarging the community that supports ARIADNE. Moreover, the activities that were envisioned by the RI in the framework of TNA aimed at fostering the development of a new generation of researchers that are skilled to exploit the advantages of a research infrastructure for collaborative and complex research. So, young researchers were advanced to project training and dissemination actions. We gave them also the priority in taking part in the programme.

FU: Okay, so that entails a combination of research and networking using the skills within ARIADNE, and offering them to visitors and collaborating.

PR: Yes, indeed

FU: Alright, and what would be the main objective of the TNA programme?

PR: The main objectives of the ARIADNE programme consisted of engaging participants with the research infrastructure and to deliver important learning outcomes with regard to the creation, the management, the access and preservation of archaeological datasets. In particular what ARIADNE offered were courses based on legacy data and dataset design, integration and interoperability of legacy datasets, documentation of field work and artefacts and scientific datasets.

[5:00]



FU: Okay, and how about the main target groups?

PR: The main target groups to whom we addressed the call, again, were young researchers - which means graduated, PhD-students and post-doctoral researchers. But on the other side we also received a lot of applications from experienced researchers, professors, senior researchers and we had also some technicians working at the universities and graduated students, but I think we had only two undergraduate students. Another thing that I would like to add is that while those participants were granted the fellowships, we had also participants who came without any fellowship because they were not eligible. In particular researchers that belonged to institutions that were located in the same country as the institution that was offering the course, they would not receive the fellowship. For example, we had an Italian researcher coming from the UK. She could attend a course hosted in Italy, only because she belonged to an institution outside Italy.

FU: Okay, and you also mentioned that when you had comparable request, preference was given to younger researchers. Is there maybe also a geographical preference? Like selecting researchers from countries with less developed infrastructures, for instance countries in Eastern-Europe?

PR: Exactly, but there were also some restrictions, because we could only provide access to associated countries. There were countries which were not associated that could not participate.

FU: And what kind of services were offered by the infrastructure?

PR: ARIADNE offered a range of services and opportunities. Among them, there were training workshops and the visits to the research centres. They also were supported in the creation of archaeological datasets. And also, they were supported in the mapping of archaeological datasets to the project standards, in particular using the mapping tool that was developed within the project. Some course offered hands-on sessions, especially the one on 3D. We offered individual access and summer schools. The average of the visit was one week. You can imagine that the individual visit was very demanding, also for the researchers who provided support. But from the other side, the researchers got a lot from



this because it was 1-on-1, not like in the summer school where you had to teach 10 to 15 participants.

FU: And where there also researchers who came for individual research who also took part in summer schools? So, a combined model?

[10:00]

PR: Yes, and some researchers who came to one research centre also applied for another. For instance, one researcher working with legacy data participated also in the 3D course. Because they had the background and the project was eligible for both.

FU: In such a situation, does that mean that the research question of the individual researcher and the method he wanted to use were strengthened by the course work in the summer school, so the researcher could use the skills for his research?

PR: Yes, absolutely

FU: Very clear. And, can you also tell something about the application procedure?

PR: Yes, so the opportunities that were offered to the researchers were offered by five laboratories. One was PIN (Italy), the other were two laboratories of the ATHENA Research Centre in Greece and two laboratories of CNR (Italy). The call for applications for access was advertised in 2014, 2015 and 2016. Some offered individual access, some others offered the summer school. The researchers that applied for the TNA had to complete an application form. They were completing the application form that was sent to ARIADNE by email. Researchers were asked to describe their background in archaeology, the proposed research project and the expected results, highlighting the impact to archaeological research. Then after the proposal was submitted, the ARIADNE team verified the content against the eligibility criteria. After all this, the details were sent to the user selection panel for evaluation. So, the researchers were asked to bring their research project or case study with focused goals. In particular, a panel of experts was established to review the applications. The panel was composed of international experts and by two



experts per TNA providers. So, each centre had two experts plus another coming from outside. The selection was based, first of all on the quality of the applicants, scientific merit, also based on the potential of the benefit of the training that was offered. Who really wanted to participate came, but without a fellowship.

[15:00]

FU: I also had a look at the selection criteria and noticed that - within TNA - the benefit of being involved in training sessions was mentioned. Is that similar to the previous point? That the training enhances the work of the researcher because they are related?

PR: Yes, that's right.

FU: Okay, that brings us to the question which you said was a bit unclear, about the relationship between TNA, virtual and physical access and fellowships.

PR: The TNA enabled transnational online access to the data archives, which were available within the Research Infrastructure. Then researchers had access to these innovative data centres, received support in the use of the services and tools, also received support and guidance in the methods on working on specific research questions and related issues and, something more TNA supported: international collaborative projects which were born after the researchers visited the centres. So we also created synergies and interdisciplinary activities. We continued to work with some of the researchers that had interesting research questions and we not only provided guidance in the methods on how to do something. But we also continued conducting interdisciplinary research together, we wrote articles and in some cases there were collaborations which are now still on-going.

FU: So, if I understand correctly: I know that in ARIADNE TNA is both virtual as well as physical access. The fellowship of course is for researchers who visit the facilities.

PR: Yes, it is only for physical access. The online access was of course free for everyone, and while the researchers who were coming for physical access were granted a bursary of 1000 euro, covering all the expenses: travel costs, hotels etc. Of course participants had to



send back the receipts, the original ones. Then, fellows were reimbursed, but only after submitting the survey.

FU: That is very clear, that virtual access is offered remotely and that the fellowship serves researchers who visit on location, visit the summer schools, for which there is also a reimbursement procedure. During the process of applying for the framework, did the European Commission provide any support as ARIADNE was setting up its transnational access policy for ARIADNE?

PR: Yes, we received very detailed documentation, information, on how to manage the Research Infrastructure, in particular everything related to transnational access. There was also a table for calculating the transnational access costs, which was a bit complicated as it was different from calculating the other costs. But the administration managed to take care of this and was sufficiently supported. There is also an efficient helpdesk and our project officer was very keen on providing assistance anytime we asked.

[20:00]

PR: The European Commission also collected databases with information about all the participants. We provided these data about the participants, their place of origin and nationality which helped statistical studies... so they have all the registries of our participants. We also provided information on all publications, because the participants were obliged to put a disclaimer in the publications which were the outcome of transnational access activities.

FU: I see, and when ARIADNE applied for transnational access, how did the definition of ARIADNE relate to the one of the European Commission? Was there any overlap? Was it hard to get the transnational access as it was designed by ARIADNE approved, or wasn't that a problem at all?



PR: No, it wasn't a problem at all. It is of course requested by the call, so there were no problems. Of course it was something new, so we had to liaise a bit to understand how it works. Indeed in the beginning, we had some problems, but we adjusted to them.

FU: Also, it has been a recurring theme that the definition as used by the European Commission seems to be very related to the STEM world - science, technology and the installations they use - which is a bit different from the way humanities researchers work of course - and to see if there is a gap between the definition as used by the EC and Humanities consortia, but if I understood correctly, within ARIADNE there were no such issues.

PR: Yes, that is correct

FU: About user feedback; I already saw on the website that ARIADNE gathered it. How about the feedback and using it to adjust the programme?

PR: In particular, this happened to us. I don't know if you want to know the personal experience of PIN or the general experience within ARIADNE. During the first year, when we were starting to offer TNA, we organised it as a weeklong group visit and it was labelled as a summer school. We had a good participation, but the number of participants was a bit limited. Originally, we had three people participating. We had a long list of people who wanted to participate, but the problem was that people couldn't join on the dates we had available. From that experience, we decided to offer the possibility to visit the centre throughout the year, and started to organise individual access. So, while we started with summer schools, we then decided to change the formula. Then, two thirds of the participants came to us.

[25:00]

PR: The programme itself was interesting, but the big difference was that now we offer availability throughout the year. Especially for archaeologists, the dates during the summer were difficult, since a lot of them are part of excavations. Because of that we lost a lot of



participants in the first year. When we changed the approach, we received many participants.

FU: That also answers the next question about difficulties and how they were addressed. So, arrangements were made making it easier for participants to visit throughout the year. Where there any other examples of situations?

PR: There was another problem which was a bit bigger, but which we managed to solve successfully. Among the five courses we offered, there was one which had problems in recruiting participants in the first year. After identified the reasons for the failure, the project coordinator together with the members of the steering committee undertook some corrective actions which led to positively finalising the course.

[30:00]

The European Commission has set a minimum of 85 participants and we ended up with an overall number of 97 fellows.

FU: Ah! And I can imagine it always takes some calibrating in an early stage to see what kind of locations work, what kind of workshops work, to match supply and demand.

PR: Yes, indeed the last year it was very easy as we learned from previous mistakes.

FU: That sounds very good. So, it's always the process of getting to know the people who want to use the infrastructure and creating the right courses for their needs. I can imagine that works like an iterative process.

PR: Yes, indeed. And another thing that we did... the transnational access was supposed to start the second year of the project, but we were clever enough to start in advance, in the first year. So, we had the opportunity to make mistakes and to recover on time.

FU: ...and that's also good preparation, right? To make sure that you have enough time to get to know the needs of the users?



PR: Yes, because we were a bit scared to meet the target of 85 users. You never know how the reaction of the audience will be.

FU: I can imagine that must be very exciting! And what are the things ARIADNE partners particularly enjoyed when hosting transnational access activities.

PR: Yes, and I can tell you from our experience that we met a lot of very interesting people. It was not only a process of giving to them, but also of receiving from them. Nice and interesting examples, we could exploit the tools that were developed within ARIADNE, it was very interesting.

FU: So: it was giving and taking then, a symbiosis of the existing infrastructure and the researchers and the skills ARIADNE already had. Then, project users coming in exchanging tools, ideas...

PR: ...yes, and it was challenging, because people were always coming with problems, asking for solutions, ha ha ha!

FU: And you mentioned that some of those collaborations are still ongoing, right?

PR: Yes, I speak always from my point of view, from PIN, as we are part of the special interest group about CIDOC-CRM, which is the standard used by ARIADNE and also by PARTHENOS. So, during the project we developed many extensions of the core standard. These extensions are related to various specializations, for instance archaeological excavations, architecture etc. So, for us it was also important to deal with the researchers. We were working in the same field, but for us it was very interesting to see them come up with new research questions and new problems.

FU: I can imagine that also relates to one of the most important selection criteria, right? That the scientific merit has to be big. One of the things with scientific merit is that the research has to be in some way revolutionary, which means that new tools or methodologies which might have to be developed.





And are there things you would do differently in the future, would ARIADNE organise new fellowships?

[35:00]

PR: According to the sustainability plan, we still offer TNA, but on a voluntary basis. Of course, we can no longer offer the fellowships, so the costs are now paid by the researcher. At the end of the project, we are always available however. If we would do another ARIADNE... one thing participants were asking for is to offer more opportunities during the year.

FU: So a bigger frequency of application rounds?

PR: Yes, because one of our partners only offered a summer school once a year. Participants offered very positive feedback, but what they wanted is to extend the programme, to include more topics and to offer more opportunities during the year.

FU: I think that was the last question. Thank you very much for your time!



### 8.1.3 IPERION-CH - Costanza Miliani

**Date:** 7<sup>th</sup> of December 2017

**Interviewer:** Frank Uiterwaal

**Interviewee:** Costanza Miliani on behalf of IPERION-CH

*The third interview on Transnational Access as a management challenge was conducted with Costanza Miliani on behalf of IPERION-CH. Costanza has coordinated MOLAB TNA from 2008 to 2018 Under the FP7 and H2020 funding programme.*

**FU:** Frank Uiterwaal

**CM:** Costanza Miliani

[0:00]

FU: “So, first of all thank you very much for being available to be interviewed about the IPERION-CH Transnational Access programme. I sent you the questions in advance, and if there are no questions on your end, I propose to go over them in order. And of course, if you feel like you want to mention anything which ‘goes away’ from the question a bit, that is absolutely fine. You can mention anything which pops up in your head, as anything you would like to share could be valuable information.”

CM: “Perfect!”

FU: “So, the first question would be: how does the RI – in this case IPERION-CH – define Transnational Access?”



CM: “So access for us means: to open our advanced facilities and archives to researchers in Europe, (and to researchers from Third Countries under certain conditions).

The project enables heritage scientist to access 19 first-class facilities grouped under three platforms: MOLAB, for portable laboratories; FIXLAB, for large-scale facilities; and ARCHLAB, for archives of technical and scientific data. The facilities and archives are the best in their field, which means that we give the user – or the researcher in Europe – the possibility to perform research that otherwise would not have been possible within their own institution. So, we adhere to the requirements of the European Commission on access to Research Infrastructures. It is *transnational* access in our case, because we are operating with the support of an INFRAIA project. In in this type of projects it is mandatory to offer transnational access. So, as an example of transnational access, a facility that is located in France can only be visited by researchers which are not from the same country. So, we strictly adhere to these rules.”

FU: “So did you feel that the definition as described by the European Commission and the definition which you as IPERION-CH used were perfectly relatable to each other?”

CM: “Yes, because IPERION-CH was already the third EU-funded cultural heritage infrastructure project. In the first project (Eu-ARTECH) we adhered as closely as possible to the definition as described by the European Commission. At the beginning it was a little bit difficult to understand and implement, but now we are very much aligned with the main definition. Of course, there were also some adjustments for making TNA feasible and useful to the interdisciplinary field of cultural heritage we are working in.”

FU: “And what would you mean by adjustment in this situation?”

CM: “As an example, there are the activities which are carried out by our helpdesk. The helpdesk is a group of researchers from within the RI which provides guidance and help to researchers outside the infrastructure in writing a successful proposal. For instance, they can suggest types of instruments or archives which are suitable for their topic of research. That service is probably a bit more than what is typically done in other RIs in other fields, but we do it because we are trying to train the user through our helpdesk. In later



questions we will see the role of the user community, which is in our case pretty interdisciplinary. So not all of them have the right background to understand an advanced physical and analytical method for example. So, for making the infrastructure useful to the user community, we strongly needed the effort of the helpdesk to bridge that knowledge gap.”

FU: “Okay, we’ll get back to that in a later question, but for now it is enough to conclude that having a very active and informative helpdesk was not a strict requirement. However, that IPERION-CH thought this would be something useful to add to help users to write their proposal.”

[5:00]

CM: “Exactly. And also, within IPERION-CH, we have a strong collection of activities devoted to the training of users. We use two different methods to do that. The first one is what we call the *Training Camp*, which is a hands-on training where researchers can come for one week and use the equipment or the facilities and apply it on an already existing case study (with a problem-solving approach). The second one is a *Doctoral Summer School* but there we teach the fundamentals or the rationale behind different physical and chemical methods. Both these tools are aimed at potential users of the IPERION-CH trans-national access program”

FU: “So when summarising the definition of TNA, then it is mainly about opening up the services and facilities individual partners have to offer to project users.”

CM: “Exactly, it is open, but unfortunately only to a selection of users.”

FU: “I see. And talking about the objectives behind providing access, which ones come to mind?”

CM: “The objectives are to allow researchers in Europe in the field of heritage field to foster innovation and to conduct excellent research in this field. So, to contribute to a more long-term goal: to innovate conservation methods, to innovate valorisation of cultural



heritage objects. And this is done through offering access to different types of research infrastructures under the IPERION-CH umbrella. We have three of them which meet the needs of the community in this field.”

FU: “And when talking about the main target groups, maybe that is also a good moment to elaborate on these three different ‘modes’ IPERION offers: ARCHLAB, MOLAB and FIXLAB. What would you define as the main target groups, and could you elaborate on the three different streams?”

CM: “Yes, so let’s start with explaining the three different platforms. The first is FIXLAB and consists of four different large-scale laboratories. Two of them are located in France, the other two are in Hungary. In France FIXALB offers access to synchrotron beamlines at SOLEIL, which is a very well-known large scale infrastructure with very different types of applications and users from very different fields, not only heritage science. The second laboratory in France is at the Louvre in Paris: AGLAE (Accélérateur Grand Louvre d’Analyse Élémentaire), a laboratory for ion beam analysis (IBA). On contrast, that is a laboratory which is dedicated only to the heritage science field. In Hungary, we have another large scale facility for Ion BIM analysis and another one for neutron analysis. They are not yet fully integrated, meaning that the user applies for one of the four large scale facilities.”

FU: “So the facilities follow their own procedure, they compare the applications themselves and so on?”

CM: “Yes, for now each FIXLAB laboratory has its own application form and selection panel, but we are working for implementing a common entry point and selection process. The second form of access is MOLAB, which stands for Mobile Laboratory. We have five different mobile facilities in Europe - one in Italy (CNR), one in France (CNRS), in Greece (FORTH), in Poland (NCU) and in Germany (RWTH)- and they contribute with different equipment.”

[10:00]



CM: "...for instance in Germany there is only one instrument (NMR-profiler) which is very unique, while in Italy at the CNR we have twelve different kinds of portable equipment. All together we now have nineteen instruments, which we are complementary and well integrated. So as an example, maybe a user or user group needs different parts of equipment, maybe one from France, one from Greece and one from Italy. These facilities are fully integrated, and there is only one selection procedure and one selection panel. In that case, the peculiarity of MOLAB is that the laboratory goes to the user where the object is conserved or under study or restoration. So, it is something which was created to meet the needs of the field. When we have an object which cannot be transported and cannot be sampled, it provides an ideal solution. This was something we proposed to the commission, and when we began with MOLAB in 2004 (Eu-ARTECH project), it was the first mobile infrastructure. Hence, it was accepted as something that could serve as a unicity to the field.

The third TNA platform is ARCHLAB. Through ARCHLAB we offer access an encyclopaedic archive of knowledge and technical data accumulated in the past and preserved at the most prestigious European museums or conservation research institutes. ARCHLAB enables access to the combined knowledge in repositories in Belgium, France, Italy, Netherlands, Germany, Denmark, Spain and UK. They are integrated and they have one point of access and one selection procedure. In that case, it is also a form of physical access, because the researcher goes to the archive to study the data and a sample together with the scientist and the expert of the archives. So, regarding the user community... it is heterogeneous, which is inherent to heritage science. Typically, the interest is from -for example- art historians or archaeologists that are interested to discover the materiality of an object and to learn how it was produced in the past, or the under-drawing and technique of a painting, so mainly around the creation history of the objects. Another group of users is concerned with the conservation of objects, so they may have a problem with cleaning or restoring or consolidating an object and they need scientific data on the state of conservation of the object before proceeding with a conservation project. Then, there are also scientists, like chemists, physicists or geologists who want to acquire more scientific data with advanced instrumentation for instance pigment alteration or stone alteration, which is more typical for scientific research such as chemistry or physics, but - again- applied to heritage objects."



FU: “So, as the interdisciplinary field of cultural heritage is in itself already quite diverse, it also attracts very diverse group of users who would like to participate in IPERION-CH TNA projects?”

[15:00]

CM: “We particularly value interdisciplinary user groups. It is useful for the management of the data as well, just as it is for publishing them and making the data more valuable. So, it often happens that a user group has an archaeologist, a chemist... the group may be interdisciplinary within a single project.”

FU: “And are there any requirements regarding the level they are at within their academic career? So, do BA students have a chance to be accepted? Or MA students, or just PhD or post-doc?”

CM: “We tend not to place any limitations. The proposals are selected for their expected scientific merit and for their originality. Also, we try to let new users enter, so we prefer having a new group of users over, instead of a group which already received access in the past. Bearing that in mind, it is possible to have very young researchers over, given that their research is nicely presented and scientifically relevant... then, yes. Typically, however, we receive less proposals from young researchers.”

FU: “It is of course also very understandable that, early in their career, their scientific theme and methodology still need to mature before they are at a level where it would be interesting for them to apply.”

CM: “I also have to say that the level of the proposals we receive is generally very good. It differs per platform, but for MOLAB we typically receive circa 25-30 proposals per year, while we can only accommodate 4 to 6 due to the limited budget we have. As a result, the competition is relatively high.”



FU: “I see, and does it happen that a research group applies for MOLAB and that they cannot be placed there, but that they can go to an institution which works under FIXLAB? Or is the methodology never suitable for another platform?”

CM: “The methodology is rather different, because MOLAB is aimed at objects which cannot be moved and cannot be sampled. It may happen though that this was not clear to the user group, so they ask the MOLAB helpdesk “I would like to study this object” but then it appears to be quite small in size and thus transportable. The helpdesk then could advise them to bring the object to the synchrotron, where the results are generally better than with a portable solution. So, it’s not that if someone is not accepted for MOLAB it is not always because of the quality of the research, but the type of object/project could determine whether FIXLAB might be a good or even a better alternative.”

FU: “So there is also communication between the three different platforms. And researchers are sometimes redirected to another one.”

CM: “Yes, we try to collaborate and integrate the three platforms. Within IPERION-CH we also have the Access Board (AB), which meets every six months. In the access board there is a representative for each of the laboratories, so in total we are 19, and we work to integrate our procedures, the selection criteria etc. In this meeting we also try to stay informed on the users in different platforms, so a user applying for FIXLAB could also be convinced to visit ARCHLAB. So yes, there is a strong interaction and cooperation between the three different platforms.”

[20:00]

FU: “Ok, very clear! Normally then, the next question is about what kind of services are offered, but because IPERION is of course quite a specific case with its three different streams; I think we’ve already been over that sufficiently. Maybe you could tell something more about - not so much the technical laboratories and the setting - but rather the facilities around that, so maybe the summer schools you mentioned or the experts involved?”





CM: “What is very important in access to IPERION is not just the training of the user in working with advanced research methods, but also the training of the research staff within our facilities in providing the right answers to the research needs and questions from the community. So, typically our scientists are also trained in archaeology, art history or material science for heritage studies. So, this is very important. It’s not just the access to one specific kind of equipment, but it’s very important to offer access to competences for handling the data which are coming out of the equipment as well. We are now also thinking - not within IPERION-CH but within the E-RIHS preparatory phase which will hopefully bring us into the ERIC form - to have the training of the staff embedded within the infrastructure. Mainly, when the infrastructure is wider than the group we are now, we want to include a new laboratory with very advanced methods. In that case though, we also need to offer the right competencies for working with this peculiar type of material.”

FU: “And do you expect that it will also happen that extra training to the staff needs to be provided based on the kind of research which flows into the structure? The field being so broad, there must be applicants coming in with research methods the staff doesn’t have experience with so far, but which are still very interesting. In such a situation then, would training of the staff apply?”

CM: “Yes, that is the situation. In practice, it is not so well-structured, I would say. But it did happen in the past that the laboratory received a project on an archaeological method which deals with wood. We did not have so much experience in working with wood. Typically, we would do a feasibility study before to have an idea of the response of the system and the quality and interpretation of the data. In such cases we need to offer training on the job to our own researchers as well.”

FU: “Ah I see, and I also noticed that applicants can apply for a summer school and course work on one side and for a TNA project on the other. Is such a course also considered a form of offering TNA, or do you only count individual user projects?”

CM: “The PhD and the training camp are not considered and counted as access; they are completely separated. They are under Work Package 10 - Training & Education, but it’s a completely different part of the project. So, it’s not counted as access, however, indirectly it



is considered a method to increase the quality and number of access proposals we receive.”

FU: “And does it also happen that a researcher enters a facility for his research on TNA basis, while - at the same time - there is a workshop going on which is relevant to the topic and the method of the researcher, which inspires the TNA users to attend the workshop?”

[25:00]

CM: “Yes, as, we have a selection open to 25-30 students for the PhD program and the summer camp, it is much easier to go to a course, where the potential user will have the advantage of learning about research methods. By doing so, he also has the possibility to learn how to write a better proposal. But in the course work, they don’t do data analysis as a part of a research project.”

FU: “Ah I see, then, a course would be seen as a form of preparation for a potential TNA project later on.”

CM: “Yes, that is the ideal situation. Then a student learns about the system and the method and can write a better research proposal.”

FU: “I see, can you tell something more about the procedure and, for instance, the role the external committee plays?”

CM: “Yes, for MOLAB and ARCHLAB the procedure is quite similar. There is a standard proposal form we use. In the form we request, first of all, information on the user group itself; so, about the background of the users and the curriculum of the group leader. Then, we ask for a short summary of the project, its scientific background, the expected results and a dissemination plan. Also, we want to know what kind of equipment is needed to conduct the research project in the case of MOLAB, or the archive a research is focusing on in the case of ARCHLAB. There is a deadline on the 15th of September and the 15th of February. Then, we collect all proposal forms. In the preparation phase though, there is also the work of the helpdesk. We ask potential users to send us the draft before the final



submission, so we can work collaboratively on the quality of the proposal. Then the final submission is first evaluated internally in the facility. There are also some users who apply without going through the helpdesk. The feasibility study beforehand is important though, as an experiment can be disqualified when it is considered impossible or undesirable to conduct. Only the experiments which are deemed feasible are passed on to an external peer-review. That panel consists of three experts from the field, ideally with different backgrounds. For example, in MOLAB all members are specialised in non-invasive methods, but one researcher would have an archaeological background, another one might be a historian and there could be a conservation specialist for instance. This panel also uses a standard form, it rates different criteria and assigns them a grade. The level of scientific excellence of the proposal is also important, so is the curriculum of the group leader, whether they are first time user group and also, at some point, the dissemination plan.”

[30:00]

CM: “Then, according to these numbers, we rank all proposals and we organise a meeting with a peer review panel. In case of MOLAB I am attending the meeting, for ARCHLAB it is the WP leader of ARCHLAB, Hilde de Clercq. Then the peer review ranks the proposals and the ranking is matched with the time the laboratories have available to host researchers. Then, if we have an excellent research project that asks for available time from a laboratory, access is allocated. It’s very much a peer-reviewed process. For FIXLAB, there are also criteria and procedures in place, but they vary among the four laboratories. For example, in the synchrotron, they follow their normal procedures for the selection of user proposals, and they also have their own panel. It’s a larger panel with also experts in heritage science.”

FU: “Perfect, I don’t have any further questions on that. And how about the relationship between transnational access, and virtual and physical access. Does IPERION offer any services online in some form?”

CM: “We don’t have any form of virtual access. In the E-RIHS preparatory phase (PP), however, we are planning to provide it via the DIGILAB we are building, which will provide



access to data, images and reports from the field. So instead of physical access to an archive, there will be virtual access to repository. However, it is not yet operational, so we don't have any experiences so far.”

FU: “Of course, the possibility to offer virtual access is also very much dependent on the kind of data and services an RI offers. As some offer, for instance digitised archival material while IPERION is focussed around the physicality of the objects which are analysed and the technical installations to do so.”

CM: “Well, it is foreseen by the commission that, for instance, with FIXLAB, a user could simply send a sample over. Then we could analyse it and share our findings with the user. We never tried that, however, we also think it's very important for the user to be in the laboratory, really being part of the experiment. That way, the interaction between the user and the facility is very strong in FIXLAB, possibly even stronger in MOLAB where the equipment moves towards the researcher where we discuss the points to be measured and discussing the data.”

FU: “Are there any other reasons why you think it would be better for a researcher to come over?”

CM: “Well, this is also my personal point of view. Access is mainly about interaction between competences. So, I'm not sure whether simply sending an object or sample over will be just as fruitful.”

[35:00]

FU: “So possibly, also to meet researchers, brainstorm, together and collaborate...?”

CM: “Absolutely, that is vital.”

FU: “Okay. And did you feel that the European Commission needed to offer any assistance when you started designing the TNA programme as IPERION, or did you mainly find your own way in line with the requirements set by the EC?”



CM: “We followed the rules as - I would say - ‘a good scholar’ and adapted the rules a little bit to specific research needs in our field. When we started, there were some rules which were a little less clear to us, but we always had a good relation with the commission officers that helped us to understand the rationale and regulations behind TNA so I would say that the help we received from the commission was good. Regarding money, the money we are receiving is to provide access to users, not really for managing it.”

FU : “I see, so it’s for the participants”

CM: “So the budget it’s covering the personal months of the facility researchers, covering the costs for users to go to a facility (in the case of FIXLAB and ARCHLAB) or for a facility to go to the user (in the case of MOLAB).”

FU: “I was also curious about user feedback and whether that inspired you to change the ways in which you offer TNA.”

CM: “Well, yes. Now in IPERION, we have a user questionnaire. We typically ask users about several aspects. One of them is organisation in general, another one is the quality of the helpdesk. Also, there is the quality of the data and how scientifically relevant they are, and lastly, data management. The questionnaire was important for us, as an example it made us realise how important data management is to the user. One of the things we do differently now is the way of giving back research data to the user. We no longer just provide a folder with files, but we document measurements and created software where all points of measurement are now collected and visualised. So, all in all it’s more clearly organised. So, the user receives this package with information, which leads to more satisfied responses.”

[40:00]

FU: “So, a very specific example. Users thought that the data they received back could have been a bit more well-structured. You took that feedback and restructured the way you organised the users’ data before you hand them over.”



CM: “Exactly, and it made us realise how important it is to collaborate with users. We understand our own data organisation as IPERION-CH, but for a project user it might not have been so straight-forward. So, we tried to improve in that respect. Also, we learned that it is critical - while it sounds simple - to pay close attention to the practical organisation of the date of arrival of the user and the date the experiments will be conducted.”

FU: “That brings us to the next question of specific challenges and finding solutions to certain problems. So finding dates has been an important aspect.”

CM: “Yes, exactly, that is very important. There is the planning of the laboratory where there are always many things going on. The user at the same time also has his restrictions. In this field. I am a scientist and I went as a user to large scale facilities. The laboratory then assigned a specific week to the researcher during which access is granted. What we try to do, is to give the user more freedom as -in this field- the user often also has his restraints, maybe due to an exhibition or restauration work, so we try to give them more priority. All together it is not easy and you can probably imagine that, as we are organising five laboratories in Europe, people arriving on the same dates... that requires quite some organisation, and we are still improving.”

FU: “Yes, I can imagine that when there are different parties involved, all with their own agendas, that it can be hard to align all plans and facilitate everyone.”

CM: “...and also we are trying to assign one unique contact person who interacts with the user group. To avoid each laboratory speaking individually with a user group. The contact person shares the feedback with all other laboratories.”

FU: “And is that a decision you made along the way, or has this been the situation from the start?”

CM: “Well. as for MOLAB at the beginning (Eu\_ARTECH), there was only one laboratory. Through CHARISMA and IPERION-CH that number increased over time, and it will continue to increase. So, we learn along the way and realise how important it is for the



user to have the impression of an integrated structure. That is why we decided to go with one responsible contact person per user group along the way. Learning as you go is crucial”

FU: “So, when you are becoming an ERIC, are there other things you are considering such as, like you already mentioned, giving people the possibility to send in their material for remote analysis. are there other new things you are considering?”

CM: “We are trying to integrate FIXLAB within FIXLAB itself, but also we’re trying to find a way to integrate all four platforms. Then, there is a unique point of entry and ideally the user could use digital data, archival data, non-invasive measurements and measurements on a sample in the synchrotron. That will not be easy, but we think it’s important for the field and we think it will be well-received by the community, so integration among the four platforms is our goal within ERIHS-PP.”

FU: “So even now, there are already interdisciplinary groups, so there is already quite some diversity in research, but combining the tree existing LABS and DIGILAB, that would allow for even more ways to combine methods using different kinds of installations.”

CM: “Yes, that is very important, and also within E-RIHS we want to enlarge the community. Now, it might be a little bit too much aimed at musea, but we want more diverse kinds of heritage to be represented, such as buildings and archaeological sites. We already have some experience with that in IPERION, but would like to open up even more. So we also want to focus on palaeontology, dating, building and archaeological sites instead of mainly physical smaller items. So in the future, we expect the user community will be even bigger and more varied than it is now.”

FU: “And I can imagine that really helps to push the boundaries of research. When palaeontologists start collaborating with archaeologists, that opens up entirely new alleys of research.”

CM: “Exactly.”



FU: “And as a last question. Are there specific things in TNA you particularly enjoyed within IPERION?”

CM: “I think the programme in its entirety is very important to the field. When I put myself in the shoes of a user, also being a chemist myself, I would love to go to KIK/IRPA and see a cross-section of a painting I would be studying, and to have the possibility to expand my knowledge and feeling for research methods... I think it's very important for the fostering of innovation in cultural heritage”

FU: “And are there benefits you did not expect, but found to be very valuable in practice?”

CM: “Yes, this happened quite often. For instance, with the MOLAB, we did not expect that the kind of research we facilitate would be important for a conservator in a restoration process, but we discovered that during our work. So, restaurators (sic) required access quite often while setting up the best procedures for - for instance - the cleaning of a painting. With IPERION, we were requested to come to the Van Gogh Museum and were asked whether it would be a good idea to remove the varnish over a painting with flowers by Van Gogh. We discovered new applications of our instrument we didn't think of before. There are a lot of new ideas coming from users which are of great value to us.”

FU: “I see, I think that's also a nice positive note to end the interview on. Thank you very much for your time!”





#### 8.1.4 EHRI - Giles Bennett

**Date: 20<sup>th</sup> of February 2018**

**Interviewer: Frank Uiterwaal**

**Interviewee: Giles Bennett on behalf of EHRI**

*The fourth interview on Transnational Access as a management challenge was conducted with Giles Bennett on behalf of EHRI. Giles has coordinated TNA under the FP7 and H2020 funding programme since 2011.*

**FU: Frank Uiterwaal**

**GB: Giles Bennett**

**[0:00]**

FU: “So did you have any questions in advance?”

GB: “I don’t have any questions upfront. Just some individual points.”

FU: “Okay, perfect. Then, we can go over the questions top to bottom. Since every discipline is unique, and therewith every RI, please feel free to elaborate and steer away from the standard questions if deemed necessary. So, how would EHRI define transnational access?”

GB: “Well, obviously when the European Commission wrote the transnational access provisions as they are in the grant agreement, they were trying to write it broadly to capture as many disciplines as possible. Already in the first phase of EHRI, we were already wondering: “how to actually implement this in history, and more generally, the



humanities field?” In EHRI, we have accommodated researchers from very different fields in the Humanities in transnational access fellowships. In our fellowship programmes people go for a shorter or longer stay to conduct research somewhere else. We decided to leave the terminology of “transnational access” and users behind and go with the term EHRI fellowships, because it felt more intuitive, for ourselves, and importantly for our audience. And I think EHRI fellowships became a sort of brand. People know they can get an EHRI fellowship to go to x, y or z. I think that form of branding in EHRI has been successful, as we used categories already existing in the field. We also decided not to go with multi-user stays, which is possible technically, in the light of the grant agreement. The main reasons we are not promoting them are technical issues. The requirements regarding multi-user stays are quite complex in the grant agreement. When you read: “the main researcher has to fulfil this and that” and we decided that this was quite a bit of bother and quite a bit of work for us. The other problem was that collaborative projects in the field of history are quite rare, compared to other disciplines, so not many people would apply. The other thing is, if we allow - especially in the second phase, but also in the first phase - a group of three or four people to go to one place to conduct one research project... In EHRI we are mainly talking about access to archival matter.

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GB: “There are a lot of collaborative projects when you look for them in history there are large projects, and what they generally do is - when there is a source in an archive, interesting to a whole group of researchers; and if they have money to send only 1 researcher - one person goes and covers the research for the whole project. If we had opened up this avenue of multi-user fellowship more, that would mean a significant resource investment in one project, which means that less other people could have gone to the same institution. We didn’t want that. We felt that the framework as described by the European Commission worked best for short-term research stays. There are many projects which could profit from a multi-week instead of a multi-month stay at a host institution. They are often archives where you need an initial investigation to see what kind of material is available. For instance, there would be one very important collection which is limited, but a researcher would really need to see it, and it could be done in 2 or 3 weeks, that would be enough, but the researcher really needs to see the collection for the topic of



his or her research. So, from that perspective, we thought it would make sense to offer short-term fellowships and we decided that we want more fellows, rather than less fellows with longer stays. This is our format for long stays. If you add all the weeks of transnational access we accommodated, and if there was a multi-user project which would need 10 weeks, an institution's offer would be depleted, which is why we thought having more fellows was preferable over a multi-user project with multiple participants. We decided this was more appropriate for the disciplines we work in”

FU: “I see, so to maximise the value of transnational access periods is to not have multi-user projects, but shorter fellowships for more fellows rather than big multi-user projects.”

GB: “Yes, we wanted to spread the resources instead of concentrating them on a few projects we could support in a multi-user fashion. And we thought having multi-user projects would make the application procedure very difficult and the administrative process would also be more complicated with multi-user projects and we thought that was not worth the trouble, so we also had these imminent issues why we did not follow that path.

So that is the basic way we define Transnational Access; we call it EHRI fellowships and we include diverse fields, mainly history, but also other humanities- or other disciplines with a Holocaust focused topic. And there it's important that -in the first and the second phase of EHRI- we define the Holocaust as the mass-murder of the European Jews by Nazi Germany and other axis nations, which can also be during its aftermath or antecedents. So, we don't include research on the Rwandan genocide for instance. That is the only firm prerequisite, that the research is focused around the topic of the Holocaust, and then you can visit one of EHRI's partner institutes in the transnational access programme.”

[10:00]

FU: “Ah, I see. And how would you define the main objectives behind EHRI's TNA programme?”

GB: “One of the key reasons behind the existence of EHRI as a project is that Holocaust documentation has to do with the archival legacy of the event being particularly



fragmented. So, of the archival material. not only was a lot of it destroyed, a lot of it is also dispersed. Material that belonged together is in different places and you might find sources where you don't necessarily expect them. So, to work on Poland - one of the central countries in the Holocaust - for some questions on the Holocaust in Poland you might not only need to visit Poland and Germany, but also to London where the Polish government in exile archive is, or also to Stanford in the United States where important original collections are held. You might need to visit Moscow to see Red Army collections on the liberation of Nazi camps in occupied Poland, or Western European countries where there might have been a trial of someone involved. Not to mention Israel where many survivors went. Some of these are very unexpected. One of my favourite examples, which I introduced to EHRI and is now used by many of my colleagues, is about a collection of gestapo files on occupied Paris about the expropriation of Jewish property in Paris by the Gestapo, and the documents are in German and in French. Somehow, we don't know exactly why, after the War these documents ended up in Warsaw with the Jewish Historical Institute, which, of course, described these documents in Polish so to learn more about the expropriation of Jewish property in Paris, you need to go to Warsaw and use a Polish language finding aid to access German and French documents. Also, if you want to find French Rabbinical libraries of the interwar period - not exactly a Holocaust topic but a similar problem - you need to go to Belarus because the Soviet authorities found the robbed libraries of these people and decided that as the library in Minsk was destroyed, they gave it to them. So quite a bit of Rabbinical literature today is in Belarus. So, in many ways you need to travel more than with other research topics and it's a very international as well as transnational topic, so there is a lot of need for access to archives. The majority is not digitised and protected by data protection, making digital access very difficult. At the institute we do have files, especially medical files, which are hard to access under data protection rules, of people who are still very much alive. So, I don't see how you can access them from a distance. So, all of these examples show that there is a particular need in the Holocaust research community for physical access to archives in many different countries, even for topics when you wouldn't expect it, someone conducting research on the situation in Poland - it could be the case that this person needs to go to Romania. It could just as well be very necessary."

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FU: “Then, to briefly summarise... the objective of the programme would be that transnational access would be a way to resolve the international fragmentation of archival sources to restore the complete picture of the events which transpired during the Holocaust”.

GB: “If you want to put it that way, you could put it that way, yes.”

FU: “Okay, and concerning the main target groups for the TNA programme. You already mentioned that you worked with several different disciplines among which Holocaust studies and history.”

GB: “..yes, even though I think Holocaust is not a separate methodology from other humanities disciplines. I would say that the majority of our applicants and fellows are from the field of history. However, there are many other related fields in the humanities. We’ve had musicologists, we had sociologists, we had historians of medicine who have a similar method, but they don’t necessarily mix with more generic historians. We have had art historians, theatre studies ... I would say we target mainly people with a humanities ‘toolbox’ though, working on a Holocaust topic. Then there is also the level of academic attainment. We have kept a very open mind in EHRI. We made the conscious decision not make it too stringent or too strict. We said that everyone can apply, but that excludes people writing personal stories on their individual family, usually. Maybe though, someone is writing a book which shows general patterns which might fit with EHRI, but projects on a personal level might not fit the mould. However, anyone with an academic degree can apply, which could also be a bachelor. However, overall, the level of funding and other aspects mean that our fellowships are mostly geared towards PhD students. However, we also had professors and faculty going on EHRI fellowships. We intentionally did not set too high a barrier. I also have to mention that in EHRI 2 we tried to branch out to three other communities, particularly with fellowships at two institutions, archivists, curators and researchers in the digital humanities field. First of all the archivists. We did perceive that there is a need for archivists to go on a fellowship somewhere. To go to a different archive to learn how material is catalogued in other places. How archival practices work. There is this clear need, but in practice we have found it hard to implement because of the



professional culture in the field. So, two institutions in our list of institutions, Yad Vashem and USHMM, initially opened their slots mostly or exclusively to archivists and USHMM also to curators, people preparing exhibitions mostly. It was not so easy having archivists travel, which is mainly due to the professional culture. I know of an applicant for instance who gladly would have gone and I am confident he would have gotten the funding...”

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GB: “...but his employer said: “We have never done fellowships for our archivists and it would mean a big salary cut at home, even though he would be away for work. The archive could also fund them to go but not on someone else’s money. The other problem is: “Who do you advertise to?” Archives can be a bit hierarchical if they are very large, so if you advertise to the head, it does not necessarily reach the right people. If you do reach the right people they would need clearance from above, so how do you reach both of these? It turned out to be more tricky than we were hoping for. We did have some fellowships, but not too the extent we were hoping for. I would say it was a success, but we did find it much harder to find appropriate candidates than presumed. We did find some curators to go to Washington and for other institutions open to these applicants, but also these people were a bit harder to reach, but I don’t necessarily see the same institutional hindrances. The archival world also has a different way of communicating and news travels differently than in the research world, there is a different communication culture at work and entering into that conversation was harder than expected. The third group: we had a special fellowship at King’s College London (KCL) digital humanities department, where places were offered to people who wanted to use digital humanities methodologies and needed advice on how to do that. This was quite successful, but the tricky thing was that KCL preferred not to have absolute beginners over, people who have no idea at all. At the other end there are the people who already know how to do complex calculations and programming, who do not need the fellowship either. So, the fellowship mostly aimed at people the middle of the spectrum, of which there are not so many. People who have a little bit of an idea of how things work, so they could benefit from a short stay of two or three weeks, but at the same time are not advanced enough to reconnoitre this information themselves. So these fellowships reached a very clear segment of people interested in this



kind of research. So those are the three specialised groups we had in the second phase of the project.”

FU: “Very interesting, also the width of people which could apply: researchers studying the Holocaust, but also professionals looking into archival practices or how to curate Holocaust source material...”

GB: “Yes, so I think potentially it would be great if more archivists would go on fellowships. Another specificity of the field of Holocaust studies, namely, is that a lot of collections exist in copy in multiple locations. So, copies have been made, which are curated in multiple locations in different ways. Then, there are also the big aggregators, big archives, who go to local institutions to copy material and create copy collections in their own location.

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GB: “...this is mostly - but not only - USHMM and Yad Vashem. And every institution has its own archival culture and way of doing things. In EHRI, there have been cases - not only through fellowships - there were cases where institutes were able to exchange working practices and cataloguing methods, which was seen as very useful. I think it would make a lot of sense to enable archivists to go on fellowships more often. Because as archivists are employed they often stay in the same place and might go to national meetings... but if they would be able to travel internationally, even just for two and three weeks, and work hands-on and communicate... both sides could learn so much which could interconnect the archival world much more. So while this was quite challenging, as this was happening through transnational access or otherwise, it has been very fruitful. ”

FU: “I see, so that’s something very worthwhile to keep trying then.”

GB: “Yes, and I think we should keep working on the format. Is the workshop the right way? Or do we have to advertise the EHRI fellowships in a more targeted way to archivists... that is something we still have to think about for the future. As a rule, for archives visits 20 minute conference presentations have been very much worth their while.”



FU: “Okay. And thinking in terms of services. I think we covered some of them already, apart from access to archival collections of course would be important, but apart from for instance the access to knowledge on digital methods in the case of KCL or conservation practices in USHMM, which others come to mind?”

GB: “Of course fellows have access to services provided by EHRI in general; everybody has access to the portal. I would say that if we exclude the special or specific fellowships mentioned above, the typical institution has a research profile and an archive. The fellow travels to that location and get to engage with local experts, both on the collection, as well as on the research topic itself. Many of the institutions offering transnational access in EHRI employ research staff as well, who can give advice from that standpoint as well, and then we were also careful to allow EHRI fellows to use the opportunity of being in, let’s say Bucharest... There is a lot of material in the Elie Wiesel Institute, but there are also other institutions in Bucharest. So, we made it clear that people were also allowed to travel for a few days to other institutions to access materials at other archives, libraries or other collection holding institutions. So, we have a formal limit there - obviously people should mainly work at the institution they are visiting - but it would be crazy if people would also need to go to a neighbouring institution, but wouldn’t be allowed to. So that was something we explicitly put in there.”

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GB: “Then, also, they get access to what fellowships normally provide, such as a local computer, a printer and whatever someone would need in that regard. And some institutions also offer access to digital resources as well. For instance, here in Munich we have some local databases which could only be offered here on site, and we also offer access to the Shoa Foundation video testimonies so people could consult those datasets as well. So that’s our unique collection profile.”

FU: “And are there also EHRI fellows who visited the portal first to see where the material they needed was located, but...”





GB: “I have no way of statistically proving that, but the short answer is “yes”. I know from advising fellows that they do need the portal and I know many former EHRI fellows who are registered there and even teach it to students. So, I am confident that many, or maybe even most fellows use the portal in different ways.”

FU: “I see, it’s also a question we could get back on later when we look into the relationship between virtual and physical access. But before we go to that question, could you explain how fellows apply and how that procedure works?”

GB: “Would you like to know, how that was done in EHRI-1 or EHRI-2?”

FU: “Both would be very interesting, and it would be useful to learn how the programme was adjusted.”

GB: “So, a lot of things stayed the same, but a lot also changed. In EHRI-1 we had a much smaller scope in the sense that we only had 5 host institutions offering transnational access. At that time, it was decided that we offer 1-month-fellowships and most institutions offered two of those per year. Potential users could apply and when an application was successful, the fellow could visit for four weeks. I think currently it is fifteen institutions offering access. So, we broadened our offers. We have our target audience and we made it more flexible as people can apply to go to more than one institution now and can say “I need more or less time than four weeks.” So, as it stands, people can apply for more institutions and, with a convincing application, some fellows even went to three institutions. The maximum duration of a fellowship is six weeks though. That’s not a formal limit, but our call mentions it as a maximum. Applying for one institution however is also still very common. So, in that sense, in EHRI-2, our offer became much broader and there are far more weeks in the budget to distribute, currently there are 400.”

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FU: “That’s very impressive. And - I’m curious - as EHRI grew over time. To what extent was the inclusion of more host institutions demand-driven? Or did the amount of hosts grew organically as EHRI became larger and larger?”



GB: “I think it would be more like the second than the first. Of course, we had people ask “Why can’t I go on an EHRI fellowship to x or y?” but that happened while the consortium for the second phase was already taking shape. It was quite clear that certain institutions, which joined the consortium for many reasons, were also very suitable for EHRI fellowship. So, the growth in hosting institutions went hand-in-hand with the general expansion of the consortium. Whereas some of our partners, who are smaller and less well-established say: “we are sorry, we can’t handle fellowships now, but in the future, we would be very interested in doing that.” Some of these institutions, which are mainly in central and eastern Europe, are somewhat underdeveloped, their finding aids are not as helpful and the staff is not available, but for the future they do have the ambition to open up if funding would be available. There were also some institutions which started advertising transnational access, of which I was a bit unsure how many fellows they would attract, but now that they opened up, for some of them we do not even have enough resources available.

FU: “I can also imagine that institutions opening up and being on the list led to an increased demand.”

GB: “Yes, definitely. And sometimes there were successful applicants and I brought under their attention that we have new partners who might be relevant to the fellowships’ topic of research, and people had a successful stay there. And the nice thing which these short-term stays is that we can think outside the box a little bit. As an example, if there was a fellow looking into photographs at the NIOD, for a parallel case or a test case and people make use of the fellowship, which is exactly what it was designed for. So, I think, potentially, we could easily grow and include more locations. It’s however also important to not confuse the number of applicants with the value of research. We have some partner institutions which do not have a very high number of researchers, but qualitatively receive very good entries. So, the fact that they are not overrun does not mean that they are not worthwhile, sometimes they are just very specialised.”

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GB: “Coming back to the application procedure, we try to keep that very simple. There is an application form with very basic information. People send in a CV. We do say in the call that they shouldn’t exceed a maximum number of pages. They have a short, five page sketch of what they want to do and we need one letter of recommendation, and we also would like a second name of a person we could contact if necessary. That second recommender was an issue only once, but then it made it easier for us to include a fellow, but it rarely plays a role. Some people have no established scholars as recommenders, but only local scholars, but that can be the case. So, we have a very basic application form, which you can see on our web page, which means establishing information is now easier though standardised fields. There is a free form CV - maximum two pages though - and a four to five page sketch on what you want to do and why you want to visit an EHRI institution or institutions, a letter of recommendation and designated second recommender. In EHRI-1 we had three calls for three calendar years. At the end we could use the extra weeks we had left for another round. In EHRI-2, we decided to organise an open call. People were able to apply at any time, but there were firm cut-off dates for applications and all people applying before the first cut-off date were assessed together. That also created an element of competition. Otherwise the people applying early in the project would have an advantage and very good people coming later in the project would not be able to compete for weeks as they would already be spent. That’s how assessment with cut-off dates on a competitive basis helped. It also made it easier to handle the incoming applications. The new procedure was inspired by the natural sciences procedures for FP7 and H2020 transnational access projects, but they are in some aspects also very different. There, access was sometimes expressed in minutes of access to a specific machine.”

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GB: “...and in the natural sciences, there are sometimes also 75 page project proposals for what is only a chapter in a dissertation project, so it’s a little bit different there. We decided to go with our own approach, which is more akin to the existing fellowship applications in history and related fields and it suited us quite well, we are quite happy with it.

When people applied, their submissions were sent to me. Standardisation of the submissions is done through the form. Then, the staff at the Institut für Zeitgeschichte (IfZ)



assessed whether the application was complete, whether the study was in principle feasible, whether the topic related to Holocaust studies, or a comparison where for instance the Armenian genocide was compared to the Holocaust, that was also not a problem. So after the cut-off date the applications were assembled and evaluated by the transnational access work package members, colleagues at NIOD, Memorial de la Shoah and Yad Vashem... who verify every step along the way. After that, we had an expert panel. We decided that the panel of experts should consist of experts from the field and that they should not be on the EHRI payroll. In the first phase of EHRI we asked people we were friendly enough with whether they wanted to help us. We easily found people to do that, but of course all members of the expert panel were quite busy as well, which caused some delays. So, in EHRI-2 we budgeted money from the beginning for the external judges. The budget is with IfZ as work package leader and we gave the reviewers a contract with IfZ specifically for that purpose. That made some things a bit more difficult as well, but that's our standard procedure. The panel has set dates and have to work quite quickly, but these people had very busy academic and private lives.”

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GB: “So with five people there was often one who needed extra time, so maybe there is still room for improvement there. Also, it's increasingly difficult to find people who are not part of the EHRI consortium already. With EHRI we are reaching a point where in some countries all people working with the Holocaust are also already connected with EHRI, so we might have to rethink the policy of completely externalising the assessments.”

FU: “I can also imagine that if someone from the expert panel, being involved as a reviewer, is already in some way involved in the Holocaust research field. And that, then, it might also be a matter of time before this person also becomes more internally involved in EHRI because of their organisation joining the consortium.”

GB: “I mean, obviously all reviewers know EHRI. The thing is that they are not employed by a partner in a consortium. So, we also have some people who used to work for these institutions but no longer do. We are asking people to do this on the side, even if we pay them for it. Sometimes life is just too busy. So, in that sense, maybe we have to rethink



this a little in the future. We are trying to streamline this process more and we had advice in the first phase of EHRI. It was a partner in Yad Vashem who advised us to use a standardised Word table and they give each application a mark. For instance, they would read the application of John Doe - to use a neutral name - and say “I think this proposal for that research in Paris is: highly recommended, or moderately recommended or not recommended, or I abstain, because I have a conflict of interest, or I don’t know about this area of research and cannot rate this project, or any other abstention”. Then we translate these marks into numbers and we say highly recommended = + 2, moderately recommended = + 1 not recommended = - 2. It’s interesting that very, very few even successful projects, get universal recommendation from all the reviewers. We have projects which get raving positive reviews, but one of the reviewers thinks it isn’t good at all. And we encourage reviewers to make comments. So, it’s very interesting and we do encourage the reviewers to make comments. So, for specific fellowships, the ones limited to archivists and so on, we ask: “is this type of research applicable for this attended institution. Is this an archivists project or a covert research project?” We ask that of the reviewers as a neutral sounding board. And sometimes it’s hard, because there are mix ups. Projects can initially be rated highly as a project itself, but do not apply as they are not an archivists’ topic.”

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GB: “But reviewers comments allow us to get back to them and ask them about it if this is the case that two projects are rated more or less the same. So, when we’ve added up the points we divide them by the number of judges, excluding the abstentions. Then, a clear picture emerges of which proposals are in contention, and it really depends, we have small institutions which might not receive so much applicants while their project is still of value. For the more popular institutions, it could be the case that we get four or five very good proposals, so a highly recommended proposal could still not make it as there are so many people competing. Then, other factors also play a role. For instance, we verify whether someone has had a fellowship before. Someone could go successfully a second time, but usually we then give preference to someone who is going for a first time if his or her proposal also was rated well and the need to go was successfully demonstrated. All these factors are taken into account and in Munich we prepare a total list. Then it gets quite



complicated as we try to distribute a third of the weeks to each of the institutions per round and some institutions spend them quicker than others. Some proposals are highly rated, but not highly enough to go to one of the places and we have to say, this person goes not to A but to B. There were even some cases where our recommendation was that the person shouldn't go to A but needs to go to B instead because there is much more material in B the applicant is not aware of. Based on the recommendations of the panel of experts we prepare an overall proposal which is handed over to the work package and we ask whether they agree, and once we agreed on that, we contact the potential host institutions for a brief check-up. We just verify whether the person was formally forbidden from entering the facility, so it's no longer about whether the partner likes the project or not. The partner has a short period of time to answer and then we contact the fellow and ask if he or she accepts and we provide a contact person at the host institution and then the two of them can find a suitable date for the stay."

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GB: "Sometimes, a family emergency comes up and someone has to delay the fellowship by half a year, which is usually not a problem. Lastly, there are the administrative question for the institutions, timing etc, and they come back to us, so that's basically how that works. At the end we ask fellows to write a short report. Sometimes we don't receive it, but that's just the way it is. So, that's how the procedure works. At the end of the first phase of EHRI we had a group Skype with almost all former fellows and we had a sizeable group for the user evaluation. And maybe PARTHENOS also has feedback for us. as you have a view how other projects did Transnational Access."

FU: "Yes, that sounds good. In the end, of course that's what we are aiming for in PARTHENOS, to reflect and share best practices and experience"

GB: "So I think that outlines the whole procedure. Lastly, it's important to understand that there are some differences between the host institutions as well. As some institutions provide a room and housing. Our fellows in Munich however have the responsibility to look for housing themselves, but we will support them and provide them with contacts, and facilitate it, but ultimately, it's the fellows' responsibility. So, these things differ. Some



people receive vouchers. Other participants receive a lump sum, it depends on the established practices of the host institution. It's more complex than it now sounds."

FU: "I see, it's all very clear and understandable."

GB: "And of course, the rates are different per country of course. I don't want to say that Bucharest is cheap, but it is quite different from London."

FU: "For the application procedure that is all very complete. So, we can move on to the question about the relationship between transnational access and virtual and physical access and fellowships. We already spoke briefly about the portal and whether people use that first as a form of virtual access and then visit through a fellowship..."

GB: "The thing is: the EHRI portal offers collection descriptions, so not digital access to complete material. So if you define virtual access as seeing the whole collection via..."

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GB: "...scan representations, you would be out of luck. That is not what the portal does. If you would say access to existing or new collection descriptions, it does provide that. I advise many fellows working in many different places, and I know that quite a few archives have local databases and I know what's in the EHRI portal. Sometimes I can recommend people to go to the EHRI portal, as it's focused on Holocaust sources specifically. We have fellows who use the portal that way, during and also after the fellowships. So, that, in short, would be the most important interconnection, I would say."

FU: "Alright, then, the question about support from the European Commission to the management of EHRI in terms of guidance and finance. Did you in some cases interact? ...and I can also imagine that after EHRI-1, now in EHRI-2 you are more familiar with all definitions and how they are used and how to include all requirements a laid out by the commission."



GB: “Yes, the second time around, it was a lot easier. We understood it a lot better and included more user needs.”

FU: “Regarding user needs. What were specific things EHRI did based on user needs? Was the programme in any way adjusted to accommodate those needs?”

GB: “By seeing how fellowships worked in EHRI-1 and talking to fellows, we learned that the standard time of a month was not ideal and that fellows wanted to visit more institutions than 1.”

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GB: “That became apparent in practice. Regarding the future... our most recent fellows seem quite happy in principle. It would of course depend on the exact future of EHRI and the funding schemes, which EHRI partners will be ready to continue and to offer fellowships or begin doing so. So, I think, the question of participating institutions is in some ways particularly important.”

FU: “I see, so in terms of participating institutions, is that something EHRI changed based on the feedback of users as well?”

GB: “Yes, I think when partners joined the EHRI-2 consortium, quite a few of them would be interested to open up their facilities for transnational access and indeed some of them had quite some applicants quickly, so it was obvious that they would be interesting. And as I said, some new institutions are interested, but indicated that they are just not ready at this point in time. I think of some smaller partners who could not offer it yet.”

FU: “I see, and where there also difficulties you took care of along the way in the transnational access programme?”

GB: “There were certain administrative things, especially in EHRI-1, which were challenging. We had to learn the functioning of transnational access and how the concept applied to our research field, from scratch, and in the beginning we didn't have a lot of help





and didn't know who to speak to. So, there were a lot of questions which were never asked before in other fields of research. So, I think that was the hardest thing.”

FU: “Do you have any examples of how the framework needed to be adjusted towards humanities' needs?”

GB: “An example of something that was a bit difficult is the ‘third countries specification’ in the grant agreement. Holocaust history is mostly about European history, which is taught and researched in many parts of the world. The Holocaust indeed is a global topic of interest. So, a lot of important research on the Holocaust in Italy (for example) is written in Canada, or the United States or Australia. So, in those countries there is a need to come to European institutions to conduct research and to spend the money given by the European Commission to them to conduct this research. But, even if it's in Israel or the United States where we have a third country partner in the United States Holocaust Memorial Museum, which is administratively a bit more difficult for many reasons. Even if there is research on European history... so I would argue, then, of course also in EHRI-1 and in the beginning of EHRI-2 Ukraine was not an associated state yet. Now it is fortunately, and we're very happy about that, and we receive a lot of applications from Ukraine where there is a great need and where Holocaust studies are terribly underfunded and don't receive a lot of institutionalised support”

[75:00]

GB: “That is of course a bigger problem, since even countries where you expect everything is fine, there are some issues when you look at the details. But there are places where Holocaust research is really under supported. Administratively supporting some of these projects can give us a bit of a headache because there are limits in the grant agreement that we need to deal with. Even though we could argue that it is in the interest of the European Research Area for these to individual projects to occur.”

FU: “So, the challenge would be that the interest in the Holocaust field is bigger than the Europe Union itself.”



GB: “Ukraine is an example, but - and this is a complex statement - about 1.5 million Holocaust victims died in the current borders of Ukraine, so it is by no means an unimportant country to Holocaust studies at all; it is a very important country. And there are many issues which are difficult in regard to Holocaust studies and contemporary Ukrainian nation building, so I think it is important to support Holocaust research to give a more complete, realistic picture of the past, that would be an example. Also, in more established countries, or countries outside of Europe where there are countries of refuge or where Holocaust survivors emigrated to, there are often important personal collections. Sometimes we face formal restrictions on more fully engaging with people who work in these places.”

FU: “That is very clear, i think that is a very interesting perspective, how the history of the Holocaust often crosses European boundaries and the administrative challenges that leads to when you want to include the full historical picture. Then the last two questions, the first one being: what did you particularly enjoy about being a host in the EHRI transnational access programme.”

GB: “We really reach a broader audience. We had a fellow from Tunisia in Munich who I don’t think we could have reached otherwise. Tunisia is an Associated State, so that was not a problem, and he conducted research with us and I don’t know if we would have reached him with our standard fellowship offers for many different reasons. So it’s a chance to reach more people, also in an earlier level of academic attainment and often later on, we meet again. In that perspective it’s been very fruitful.”

FU: “And what exactly do you mean by that you meet again; in a later phase of academic attainment?”

GB: “There are EHRI fellows who applied in a later stage for funding under a different scheme or who participated later in EHRI - or indeed, other - conferences. So, it did broaden the network and help meeting new people with different approaches.”

[80:00]



FU: “That’s fantastic to hear, also with EHRI’s slogan “a digital infrastructure, a human network” in mind.”

GB: “Yes, there are definitely connections that came about which I did not see happening without the EHRI fellowships.”

FU: “And are there specific things in transnational access you would do differently in the future? Even though that would largely depend on the future structure of EHRI of course.”

GB: “That is true. It would largely depend on that, but I think the current format is a great place to start.

FU: “Okay, that is a nice note to end on. Thank you very much!”



### 8.1.5 CLARIN ERIC - Steven Krauwer

**Date:** 7<sup>th</sup> of December 2017

**Interviewer:** Frank Uiterwaal

**Interviewee:** Steven Krauwer on behalf of CLARIN ERIC

*The fifth interview on Transnational Access as a management challenge was conducted with Steven Krauwer on behalf of CLARIN. Steven was responsible for CLARIN between 2008 and 2015.*

**FU:** Frank Uiterwaal

**SK:** Steven Krauwer

FU: "Okay, so if you don't have any questions in advance, we can start with the first one: how does CLARIN define Transnational Access?"

SK: "Well, since it is called 'Transnational Access', it has to be transnational, and for us it is access to - not really to facilities and the bits and pieces of the actual infrastructure, but rather - access to knowledge and expertise across borders. Because that's our problem; access to facilities for us is never a problem. As long as you have a computer, or a mobile phone, you can get it anywhere. So, I think it's expertise which is the important factor, because I think that is the main obstacle which needs to be overcome to persuade Humanities scholars to go digital."

FU: "I see, so for the people who might be less familiar with CLARIN, when you say that facilities and access to them is not a problem online, what do you mean by facilities in terms of what CLARIN offers and in what way is that accessible online in the same way as on-site?"



SK: “Well, basically, CLARIN is a distributed data infrastructure. Our main product is data, and it’s all language data, so it could be text data, speech data, historical documents, video or whatever you can think of, but language is always the focus. In our federation, which consists of I think at this moment twenty or thirty digital archives or collections all over Europe, we give people seamless access to all these data collections from behind the desk. That is - I wouldn’t say that is trivial, but it is - not very special, as it is what all the data infrastructures do. And in addition to data, we give people access to all sorts of tools and services to manipulate the data; so, to find the data, to analyse data, to annotate data. So, everything is digital. And that means that people don’t have to move around in the physical space, unless they don’t need access to facilities, but if they want to have access to specific expertise in order to bridge the gap between their technical knowledge and the knowledge required to use the data and to use the tools and services we are offering.”

FU: “So, then access mainly means having access to experts who you can ask questions regarding how to use the data sets CLARIN offers?”

SK: Yes, and how to use the data sets and the tools and instruments to work with them. I think in general the big problem is to translate a Humanities research question - or to decompose it I would rather say - into bits and pieces where you can use the digital facilities can help you in finding your answers. That is very difficult if you’re brought up in an old-fashioned standard humanities tradition, then you have a different way of asking research question and a different way of looking at potential solutions, and your horizon might still be a bit narrow in the sense that you would never think of adopting digital methods in order to make your life easier. I think that’s the most important characteristic. Of course, you can say that even knowledge can be accessed online - you and I are talking now - but I know from my own experience that if you have really hard problems to discuss, the only thing that works is a face-to-face meeting....”

[5:00]

SK: “Just sit together for, maybe a couple of hours, couple of days, get frustrated, suddenly do some brainstorming and arrive at the solution. It’s also not only a problem that



the humanities scholar does not know how to translate his question to digital questions. It's also a problem that the technicians sometimes have a very hard time understanding the problems of the humanities researchers. Many technicians are technology-driven and they also have to learn how to talk to people who are not interested in the digital things, but want to get an answer to research questions. So, it's about finding ways to talk to each other, using the right language. I remember that some twenty or thirty years ago at our institute for linguistics, we started a computational linguistics course. There we formulated the goal, not to transform our poor language scholars into programmers or technicians. That would never happen except for some special cases. But we tried to teach them how to formulate their problems in such a way that technicians would understand them. So it's about developing a common language between technicians and researchers, because that's what you need."

FU: "So, that would mean that Transnational Access is primarily virtual. In some cases, experts need to be consulted on-site, because that leads to a practical and fruitful way of collaborating in the same room and working on problems together. That is of course quite different from the original definition of the European Commission definition, which involves researchers travelling to use facilities or archival material or typical other on-site components of an RI for a research project. The next question usually is about the objectives of the TNA programme, but maybe it's good to start with going over the TNA programme CLARIN had in its project phase - so before it became an ERIC - and how that was explained to the European Commission and whether CLARIN's definition sufficed in the eyes of the European Commission as well."

SK: "Well, first of all, Transnational Access as a concept as such did not play a role in CLARIN. It is a concept which was invented by the EC in the context of all the big Infrastructure facilities where it is important for people to get capacity on specific installation which are not based in their home country. That was one of the big problems: if someone has a wonderful particle accelerator in some country, it was by no means obvious for people from other countries would get access, since capacity was limited and capacity was expensive. I think that is one of the reasons why the Commission introduced this concept. By forcing organisations or owners of infrastructures to allow people from other countries to work in their infrastructures, they created better access to facilities for



people from the poorer countries who could not afford such installations, so it guarantees capacity for them as well. The second thing is that if you want to conduct an experiment in such a facility you really have to go there and you might need to spend six weeks or six months to do the practical work. That is the history of the concept of Transnational Access.”

[10:00]

SK: “And of course for virtual or electronic facilities that have “unlimited capacity”, defined here as unlimited for practical reasons, as in most cases there are no constraints, so the idea of dividing capacity between owners and non-owners of facilities no longer plays a role for our infrastructure. Similarly, for the physical access it is not a problem either, as normally you don’t have to go to an archive to have access to its digital collection. That’s the history. For the original CLARIN project, the whole concept did not exist. I think at that time the EC had not invented it yet for the type of projects we had. Later on, during the execution of our first project, we submitted a proposal to a call for an i3 project. There, TNA was included as a compulsory component and they indicated a percentage of the total funding that needed to be allocated there. Then, we realised we had to do something in that respect. We thought it would not make sense to have people pay for access they could also have digital. So, we made an analysis and we came to the conclusion that the big obstacle is not limited capacity or physical access, but that we needed to address a knowledge gap or an expertise gap. That’s what we entered in our proposal and the way we phrased it was as follows: in the project we set aside, maybe half a million, and that money would be used to fund expert support to researchers in the Humanities. If a researcher was involved in a project and he or she thought there was potential in using digital facilities, archives or tools or both, such a person could apply for ‘human expert capacity’ and ask for 2 or 3 person months from an institute or organisation in the project where the expertise was present and the researcher could ‘use’ the person to help him or her solve technical problems and to visit the expert. Or it could be the other way around: the expert could come to the institute of the researcher and teach a small course or class in a specific topic that would be relevant to the research. So that was the idea. A pool of person months where people could apply.



That idea was completely rejected by the Commission. Already when we discussed it with project officers, but we used it anyway. The commission said: “we can’t accept that you set aside such an amount to allocate to institutes you cannot mention beforehand in the proposal, because we don’t want projects to hand out money to parties which are not involved as partners.” That was the idea. Our argument was that that was a bit nonsensical, because we had - then - twenty or thirty institutions and it was by no means predictable which of those institutions had the expertise available which would be requested in the future.”

[15:00]

SK: “Our plan was to send out an open call for applications to the whole research community and we would not know what topics would be of interest at that point in the future. If we would distribute the PM’s over all thirty partners, most of it would be left unspent and some partners might have problems to accommodate all requests they would receive. So that was what the EC didn’t want. After that we gave up proposing for i3 calls, since it felt pointless. The EC was going to reject it. Not because we would write a bad proposal, but simply because the Commission could not accept that times had changed and that physical access to physical installations was not the only problem in Transnational Access. So, that was the idea and that was our problem. So, as I said, even now we don’t have the concept of Transnational Access as such, but we have a few instruments to help people to move around to places where they could find the expertise they did not find at home.”

FU: “So summarising, when CLARIN as an RI was born, the concept of Transnational Access wasn’t there yet, but during the project and around the i3 proposal, the European Commission came to the conclusion that Transnational Access was something they wanted to include, which was then new to CLARIN, and also the definition did not fit well with how CLARIN worked with digital data and without physical installations worked. But, on the other hand, there were different ways of access which CLARIN thinks are still useful for researchers to travel from one institute to the other, to allow for an exchange of ideas and research questions and knowledge to be enabled.”





SK: “Yes, one small correction though. I am not sure whether the concept of Transnational Access existed, but it was not part of the call for the preparatory phase project at that time. Then, everything that had to do with real access to the facilities and also training was not supposed to be part of preparatory phase projects. I remember discussions with our project officer. We said that we wanted in one of the work packages in the preparatory phase we want to include training activities to train users to use our facilities, also to get some sort of feedback on how things work. That was not considered acceptable, as the preparatory phase was supposed to be about the creation of an infrastructure, and not about training. I think it would make sense to include it though, as we - as an RI - need space to experiment with ways of organising yourself as an RI. That is the same as we had in mind for our training in the preparatory phase. If you’re creating an ERIC or an Infrastructure, you set things up, and you want to see how it works, we want to know how people work with it, and adjust it if necessary. Also, because - contrary to many of the big physical installations - we are also building and designing the infrastructure while it is already operational.”

[20:00]

I use to tell that to the commission as well. I made an enormous effort to explain. Some people understood and others didn’t. I think that if you’re building an infrastructure of the type of CLARIN, DARIAH, maybe also EHRI so a distributed infrastructure spread over many different countries, it’s not like building one big factory you want to start using once everything is there. It’s like building a village which you populate with houses, with shops, with schools, with all sorts of things. And the village can be operational before every piece of land was used to build something. It’s an evolving thing. So, we always maintained that our operational phase and the construction phase started on the same day, as since the start we have services which are operational. Of course, it was different from country to country and different from discipline to discipline... it’s the same with EHRI. It’s already operational and can be populated with more and more institutions and data and knowledge... So, I think it’s wrong to make that separation. The commission likes to do it, since they are driven by this old picture of physical installations. Everything in the commission’s thinking about infrastructures is based on that and it’s hard to show them that not everything applies in the same way to data infrastructures. So, a few messages I



find important, to the Commission, to ESFRI and to some extent national funding bodies as well. Our Polish friends have just received generous funding, but in the beginning it was forbidden to them to spend the budget on anything else than people, hardware and people that made software. That is all. Then we said: “If you’re part of CLARIN you need to invest in training activities, participate in committees, agree on standards etc.” They said: “Okay, we would love to do it, but our funders just don’t provide the financial means for that.” So, I really hope that other interviewees said similar things. I spend a lot of time thinking on it and being frustrated about it, but I hope we will form a clear message to the funding bodies that they need to rethink the concept of facilitating access.”

FU: “I think that could be very useful input for the deliverable as well, since we find that every Research Infrastructure is unique, since each offers a different set of facilities, data, tools and a opens them up in its own ways. So what could be interesting is to see whether we could move towards a concept of Transnational Access which is more all-encompassing, rather than that it fits a specific kind of RI and a specific kind of science.”

[25:00]

SK: “Yes I agree, however, of course we certainly wouldn’t want to abolish the other part, as access to physical facilities is very good as it is, and we wouldn’t want to take that away, but the concept should be broadened and based more on careful analysis of what other forms of access are and what potential obstacles are.”

FU: “Then, maybe it’s good to interpret Transnational Access the way you defined it earlier in the interview, so: “everything CLARIN does in terms of sharing knowledge and expertise”, also for instance through its mobility grants, so we can take the definition a bit broader than the European Commission one to see how CLARIN could relate to a broader concept. So, the main target groups for Transnational Access, for instance for the mobility grants, who would that be?”

SK: “Before we go over the mobility grants I would like to give a slightly broader perspective, because the mobility grants are part of a larger structure. What we have said from the beginning of CLARIN is: it doesn’t make sense that we have just a technical



infrastructure, consisting of data collections, tool and facilities. In parallel we need a knowledge sharing infrastructure as we called it. We think that, if there's a continuous flow of information exchange, of expertise and knowledge, it's only then that you can make optimal use of the infrastructure you have, because as we discussed there are obstacles for people to 'acquire' the necessary skills to use the research infrastructure. Also, the exchange of knowledge is also necessary for people to build on each other's results. If you do brilliant things and I do brilliant things and we don't tell each other about it... well... what you get are lots of silo's of brilliant knowledge, but what you want to achieve is that the whole community can build on that. So, we think a knowledge sharing infrastructure is extremely important. And if you look at this infrastructure, we have different target audiences. The knowledge sharing infrastructure targets both researchers - let's say 'ignorant researchers' who want to learn how to use the infrastructure, or who might need to be persuaded to use it - and educators - because we also think that all these activities, making people familiar with research infrastructures, should already start at an early stage, in the education stage, so at the latest in the university curriculum. In the past, it was normal to have courses on how to use the library and similarly, now there need to be courses on how to use research infrastructures that are around. Also, it targets the people operating infrastructures. For instance, when Slovenia joined CLARIN as a country, they really needed to get some support in order to learn from experts in existing CLARIN centres how to set up a CLARIN centre: on how work with your data, work with standards etc. So, horizontal exchange between people who are operating the technical infrastructures. We also train people who manage an RI, both at a national level, as well as at a micro-level, because every country has a national consortium that has some sort of governance and managers and we help them how to set up an infrastructure."

[30:00]

SK: "At a more micro-level we have heads of data archives, university libraries etc. who want to learn how to run a CLARIN centre. So, we are targeting different audiences and that applies to all our instruments. And we have identified a number of instruments we use, like... well... it's a broad variety, but we have workshops, tutorials, online courses, best practice documents and we have the mobility grants as one of the many instruments. We set aside a modest amount of financial means for the mobility grants, which are intended



for two types of exchanges. One: between technical experts across borders, mainly involved in the technical operations of CLARIN centres. They can visit each other and discuss problems of common interest, exchange knowledge or install software packages which have been successful in one place. The other one is between technical experts, let's say: programmers, and researchers in the humanities who have specific research problems. So that comes very close to what I had in mind for this 'pseudo-transnational access'."

FU: "I see, that is very specific, so researchers, educators, not only people involved with the linguistic science itself, but also those managing the infrastructures, operating the infrastructures... so knowledge on that is also included."

SK: "It's also very important to realise many people think that CLARIN is only for the linguists, but that is by no means true. It is true that if you look at the creators of CLARIN that these people are mostly involved in linguistics on way or the other. Language is everywhere however. If you look at the many disciplines, language is in history, it's in social sciences, it's in political sciences, it's in philosophy. It's everywhere. Most disciplines use language, even if only to 'encode' their knowledge and information. Even in physics, many things are written down in language. So, we see our potential user group as much broader than just linguists. That's why we also call ourselves an infrastructure for the humanities and social sciences."

FU: "So, as an interdisciplinary language-focussed layer on top of that"

SK: "Yes, exactly. So that also means that our educational activities and knowledge sharing activities are not only targeting linguists, but also, people outside our small tiny area of linguistics. So even you can be one of our customers!"

FU: "Okay, maybe in some way I already am, since we are having this interview focussing on operating and managing infrastructures, right?"

SK: "Absolutely, we are already doing that. When EHRI started we agreed that we should try to collaborate. Also, in EHRI, there is a lot of physical material, but also many



language-related sources. I don't know whether this still holds true, but over the years, whenever Laurent Romary would give a lecture on DARIAH, almost all of his examples which showed how useful DARIAH was came from Holocaust studies and were all about language. Maybe also because Laurent is a language man. But then you see how important language is. That just as an example that we are not a self-contained community, but that our ambition is much broader."

[35:00]

SK: "I must confess though that it is hard to reach other people. For us it is easy to reach linguists, since we are already a community. If you want to reach historians, where do you find them? We see linguists around every corner, but historians... are you a historian?"

FU: "Ha ha, yes, I am! So, we are now also broadening the disciplinary spectrum of people benefiting from CLARIN then! So,... that in terms of target groups. You also briefly touched upon services. You already mentioned "workshops, tutorials, online courses, best practice documents..." and you said that mobility grants are one of those services. Are there also specific services you think of in terms of mobility? So, if someone would apply for a mobility grant, that would have to do with consulting experts on site working together and collaborating on specific issues or problems together. Are there any other specific activities conducted under a mobility grant?"

SK: "At the moment, there aren't. That is also because our mobility grants are by necessity - because of our financial situation - quite small. They are up to 1.000 euros for a stay of a maximum of one week at an institute in another country. So, it's a small instrument. You used the term "services"; I would rather use the term "instruments". What we've seen is that people sometimes send emails asking "Can I also have funding for a longer stay? Let's say, a month?" And we would love to do that, but we simply don't have the means, as it becomes very expensive. I would be interested to see some sort of programme, maybe from the European Commission where they support such longer stays, where people sit together and work together on an article or do something deep and interesting. This is also something that would be interesting from the PARTHENOS point of view. Because I'm sure that if you have funding for that, and we don't have it, but if we could create funding



for these kinds of activities, I'm sure a lot of people would be interested in using them. Especially I would hope that especially people spending time, not close to their discipline, but part of another discipline, because I find that transdisciplinary exchange might be as interesting as transnational. Trans-discipline might be even more interesting because that's where innovation comes from. I think that's also something we should mention in our deliverable. That's difficult, making people from one discipline talk to people from other disciplines. That's very hard. I know in PARTHENOS there are some interesting cross-disciplinary connections, for instance archaeologists talking to physical RIs about dating of objects are very interesting, also in conservation are cross-disciplinary conversations.”

FU: “That's certainly one thing I would like to discuss in a later workshop when collecting input for the deliverable. As of course there are more RIs which consider themselves interdisciplinary.”

[40:00]

SK: “Yes, I think that would be very interesting, for everybody. Also, for me, I would like to see how these cross-discipline connections work, where they came from and what started them. Because it's interesting to see how to build such a bridge between disciplines, also what the obstacles are in working interdisciplinary. Maybe people from museums struggle with chemists, as they speak a different language. It's a very interesting thing PARTHENOS should take up because we are in the unique position to do it, as the project is very broad and open. So that was one thing about longer stays. Another thing which is worth mentioning is: if you give people money for longer stays, also for shorter stays, you have to take into account that if people work in another place, the host also has to make an effort to accommodate that. Freeing up time from the staff to support the guest. If you have a funding scheme for people to move around for a longer stay, there should be funding for the hosting institutions to cover the costs as well. If there is a fellow working on an institute, the personnel cannot just spend two weeks on something else. It would be good if the hosting institution also received funds to make their personnel available for Transnational Access. That would also be the most honest towards the funders. It would be very good if the hosting institution would receive some funds to 'make' people available without having to 'steal' funds away from other projects.”



FU: “I see. And within CLARIN if someone would like to stay over at one of the institutes and would apply for the mobility grant. Could you tell something about how the application procedure for that would work?”

SK: “Yes, the procedure is quite simple. Basically, people can receive funding only for travelling, accommodation and meals. Up to a limit, we pay 100 euros a day maximum and the total cannot be more than 1.000 euros. So, we don't pay a salary and we don't pay the hosting institutions. So, if people apply they have to complete a form. In it, they have to explain who they are and what they want to do or achieve during their visit and they have to send us a confirmation that the superior of the one who is applying agrees with the application - because we don't want a student to apply without his professor knowing - and we want a confirmation from the hosting institution stating that they will accept the guest for this period. And as soon as we have the application and the confirmations we evaluate the proposal. At this moment there is no need to compare the proposals, as we have more funding available than we receive applications for, so we can just review all applications on their own merit and give a green light when the proposal is good enough. If we would receive more proposals than we could accommodate, we would have to introduce some sort of peer review to make a fair selection of proposals, but that hasn't been the case so far.”

[45:00]

FU: “I see, and apart from there being no peer reviews, has there been also been external committee reviewing applications?”

SK: “No, basically it's the CLARIN office and the board of directors doing that. As soon as we would have to reject good proposals because there are better ones, we would have to something like that. But as long as we have to reject proposals because they are not good enough... Sometimes we receive proposals such as: “I want to go to a place to attend an interesting workshop, or a conference....” we don't do that. What we want is one-on-one contact. It's not for travelling to events.”



FU: “So that would be the definition than, that a mobility grant is intended for someone visiting an expert in a one-on-one setting, not someone attending a workshop.”

SK: “Yes, that’s correct!”

FU: “So, I think the next two questions. we have been over them quite a bit. One is: “What is the relationship between transnational access, virtual and physical access and fellowships”. That was an important part of the conversation already...”

SK: “...can I get back to another element in our knowledge sharing infrastructure? I didn’t mention yet. It is just as important as the mobility grants. We have the concept of knowledge centres. Certain institutions or consortia can be recognised as a so called CLARIN K-centre -for knowledge centre- and these centres have specific expertise in a specific area and are willing to offer support, without being paid, to researchers who need that. In a way it is connected to the mobility grants because people apply for a grant to visit the K-centres, but it can also be done virtually. At this moment, we have 9 or 10 applications of institutions who want to be recognised as a knowledge centre. They are a very important ingredient of our knowledge sharing infrastructure. That is something i wanted to mention as I will come back to that when we talk about the role of the European Commission. The knowledge centres. some are dedicated to a specific language, for instance Swedish or Danish. We also have them for specific technologies and I hope we will soon have one for OCR. They can be very different in nature and in scope.”

FU: “Then, that might be a bit similar to the idea of hosting institutions in an RI, who as an institution also have a specific kind of knowledge to offer.”

SK: “Yes, that’s right. And there are some requirements, for instance, they have to be able to offer the knowledge in English to play a role on an international level, and their response time has to be within two working days. So, there is a number of requirements.”

[50:00]

FU: “And in terms of support. Is there something the knowledge centres receive out of CLARIN for offering their knowledge?”





SK: “No, unfortunately, right now it is just the honour and the glory. We would like to be able to compensate them, but it is a bit difficult to do, as we don’t have enough money to do such a thing, but if we could have money from the commission to give the K-centres person months to do the work, that would be wonderful. Again, the K-centres will have to do some work, which will take them time. Now they are donating their own time to CLARIN and the community, but it would be good if we could give them something in return apart from the glory.”

FU: “So, there are the mobility grant as a service, but also, at the ‘receiving end’, there are the K-centres who offer their support. Now, the question about the EU and the support they offered in terms of guidance and finance. How did you experience that with CLARIN?”

SK: “I think, when we first started, when we were on the ESFRI roadmap, we had real funding from the commission, I think we had 4 million, to start the whole endeavour. That was very good and also generous and the project was successful. It ended in 2012, it ran 2008 to 2011 and in 2012 we had our ERIC. Once the project was over, we had no more funding from the European Commission. During the project, we had the application which was rejected for a number of reasons. There was the way we interpreted transnational access, but according to the Commission there were also some other flaws. So, we didn’t get any money from them and are not receiving money from the commission. Except for two years ago, we were allowed to apply for funding in the context of the special funding round for ESFRI projects. ESFRI had identified a number of successful projects. We were one of them, but it was observed by ESFRI and by the commission that we should strengthen ourselves and they allocated funding for that in order to make CLARIN stronger. In 2016 and 2017 we had a two-year project for that. It just ended and that was very good funding in order to make our infrastructure stronger. We did lots of different things then, but as of the 1st of January we are on our own and even though we are participating in various EU projects as an ERIC, our participation there does not provide funding for our, let’s say, normal operational activities. What we do for the projects are things we would not have done otherwise, so we cannot use that to support our normal operation activities.”



[55:00]

FU: “So the mobility grants would not be included in that, neither a form of funding the CLARIN K-Centres.”

SK: “No, that would not have a natural place in that. That of course also applies to PARTHENOS: we get funding from the project, but cannot use it to support transnational access or K-centres in CLARIN. So, what I see is that there is no direct funding for CLARIN from the commission and there is additional funding in some projects which is useful work which we benefit from, but not to support our operations and I think it would be very interesting to identify areas of general interest - and I think of knowledge sharing, transnational access - were the commission would allow RIs or consortia to have funding to support knowledge sharing activities in the broader sense. Let’s say work package 7 in PARTHENOS. That would be very useful to have. Maybe these opportunities do exist, I did not look into the full list of programmes recently, but I am not aware of such schemes. The interesting thing is that the commission always said: “we don’t want to pay for the **operation** of infrastructures (as opposed to design and preparation), that’s up to the partner countries”. But I think that if you can identify tasks of general interest, it would make sense for the Commission to be prepared to fund those.””

FU: “Also because, as you say, it is expected that the countries keep the ERICs up and running. However, on the other hand, to have a pan-European infrastructure running, there has to be an integrating force which ties everything together. If you want to prevent countries becoming their own entities and you want a ‘layer’ on top that which integrates everything, I think the European Commission could very well play a role in enabling that.”

SK: “Also, I always say to the Commission that these infrastructures have an added European value, as they are trans-European. But that added European value comes at an added European cost.”

FU: “Very clear. I was also wondering, after a mobility period, do you receive any form of feedback from people who have been on such an exchange?”



SK: “Yes, we used to ask for a report, but reports tend to end up in drawers. We are now asking people to write a blog on our website about their experiences, in order to -firstly- have them share their findings with the field -not just the board of directors- and, secondly, to promote the concept of the mobility grants and to show to others that it makes sense to apply for them and we hope it will work.”

[60:00]

FU: “So in our previous call, we had a look at the survey we do with transnational access project users. The CLARIN mobility experiences will be quite different, but still, it would be interesting to see if we could include the experiences of mobility grant users. I am not yet sure how to do that, but that would be interesting to look into. So, the question whether there were any difficulties with programmes was discussed earlier in the interview. Still it would be interesting to learn what people particularly appreciated about being a host in a transnational programme. Where there also unexpected benefits, apart from the positive experience of people sitting side-to-side to work on a problem? Something you experienced when you had an expert on site and collaborated?”

SK: “Personally I would not be able to tell you, as I wasn’t directly involved myself. People who came over saw mostly our technical experts. I don’t know, but it would be interesting to learn whether there was a form of spin-off. I know that once a CLARIN centre applied for and received a grant, this was often repeated by people from the same centre. There are a few very active ones and some never sent in anything at all, so I think people would have to cross a threshold to learn that it is valuable. I have not seen any specific side-effects, but I can ask my colleagues whether they had particular observations.”

FU: “That would be interesting, also in terms of this threshold, it would be interesting to see a form of proof that investing in these experiences is considered worthwhile and encouraging. I can also relate to the story you told earlier about people working on a location together, which is often more useful than sitting distant from one another. So, I can understand that point very well.”



SK: “Yes, that has to remain, the face-to-face visits are a necessity. Not for everything. We can have this call remote for instance, but sometimes you absolutely have to do it. One thing you do when you sit alongside each other is to be silent for a moment and digest what has been said. That is harder in a video meeting, as you start wondering whether a microphone isn’t working. The dynamics are different in face-to-face meetings.”

FU: “I think those were most of the questions. Usually at the end, I ask what an RI would do differently when organising a transnational access project. The mobility grant is quite different and offered on an ongoing basis. Are there any expected changes in the way it is offered?”

[65:00]

SK: “Not on a short-term. Something I have been daydreaming about but what was never formally discussed is to offer financial support as reward to hosting centres for spending their time. That would also require a new source of funding. We cannot do that with what we have now.”

FU: “Yes, and I think the point you made was very logical. People can - how to say this - explain what they spend their time on and that the financial means are in place to justify that.”

SK: “It also requires a change of tradition. Since we cannot reward people for their support... Maybe I mentioned this to you at DH Benelux in Utrecht. My proposal is that in future digital humanities conferences there should be presentations done by pairs with a real humanities research question presented by a humanities scholar and a technical person who helped to solve the research question. So these would be twin talks and each presents how it worked from their perspective in order to, firstly, show other people how this interaction could work and what you can achieve when you really sit together as a technician and a humanist researcher and also what is difficult and, second, when these people give a twin talk it is no longer the case that the humanist researcher gets all the credit for the paper and that the technician is just mentioned in a footnote as someone who contributed. It would be really co-authored. I am trying to promote that idea for the next



digital humanities conference, but I am not in charge of course. I would always go to these talks and would like to learn how that interaction would work. That would be a good immaterial reward for people who gave support to a humanities researcher.”

FU: “Okay, those were all the questions. Many thanks for your time!”



## 8.2 Round Table abstract

### **Holding the Ladder : how can Research Infrastructures assist in Continual Professional Development?**

#### **Authors:**

**Vicky Garnett (Trinity College Dublin)**

**Frank Uiterwaal (NIOD Institute for War, Holocaust and Genocide Studies)**

#### **Introduction**

With the interdisciplinary realm of the digital humanities rapidly evolving, scholars are constantly exploring new research methods and technologies. At the same time, they also find themselves working in and through different kinds of institutions: universities, research centres, cultural heritage institutions, and other organisations that have a research mission. While these two intersecting planes of variation potentially allow for innovative research, it also means that more kinds of institutions, not just universities, need to play at least a supportive – and ideally an enabling – role for this new research and these new researchers.

One of these new players in the field of researcher development is the research infrastructure. In Europe in particular, initiatives like CLARIN ERIC<sup>99</sup>, DARIAH<sup>100</sup>, E-RIHS<sup>101</sup> and others have developed not only new paradigms for the fostering of research, but also new career paths, and new research approaches. What is interesting about Research Infrastructures is not only the different approach from traditional training sites (like universities or summer schools) that they adopt toward what Rockwell and Sinclair

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<sup>99</sup> Common Language Resources and Technology Infrastructure <https://www.clarin.eu/>

<sup>100</sup> Digital Research Infrastructure for Arts and Humanities, <https://www.dariah.eu/>

<sup>101</sup> European Research Infrastructure for Heritage Science <http://www.e-rihs.eu/>



call ‘acculturation’<sup>102</sup>, but also the more open array of possible interventions they can offer: from online modules to summer schools to expert seminars to longer research fellowships through Transnational Access programmes.

This round table discussion will look into practical experiences, and focus on the question of how academic institutions and Research Infrastructures can optimally complement each other in the education and continuous professional development of scholars in the humanities. To make sure that ideas will relate to real-life experience, making them practically applicable, we focus on two means of knowledge exchange; training and informing curricula for education, and Transnational Access fellowships provided by Research Infrastructures. The round table session will take a combined presentation / discussion session approach, in which four panellists with different perspectives on how skills and opportunities can be built will share their own experiences, allowing ample opportunity for discussion between panellists and the audience around each case.

### **Aims**

The aims of this round table will be to identify issues and opportunities for universities, Research Infrastructures and other players in the changing humanities research ecosystem to support researchers throughout their career. What barriers lie in a researcher’s path, and how can Research Infrastructures adjust to meet their needs that we might not yet be aware of? Through interactive discussion with round table attendees, the outcomes will inform the ongoing work within the Horizon 2020 project PARTHENOS. As the aim of this project is to find answers to common challenges in humanities research, participants’ observations and suggestions are of great value in better understanding and finding ways to solve issues around training, Transnational Access and Continual Professional Development that researchers are struggling with.

### **Two Complementary Perspectives**

Europe has a growing number of Masters and PhD programmes in the Digital Humanities. These are not the only places to build Digital Humanities skills and competencies,

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<sup>102</sup> Rockwell, G. & Sinclair, S (2012) *Acculturation and the Digital Humanities Community* In Brett D. Hirsch et al. “Digital Humanities Pedagogy: Practices, Principles and Politics” p177-211., Open Book Publishers, London.



however, as Research Infrastructures and other kinds of organisations are also providing a plethora of opportunities for short courses, webinars, online work, etc. Through its desk research, the PARTHENOS project found that training around Research Infrastructures is somewhat varied on both an intra- and international level, however. Many Research Infrastructures provide training on the tools or services that they produce, and this is useful for researchers who wish to upskill, but few provide training on the less tangible benefits Research Infrastructures can offer, such as networking, data management, or collaborative opportunities.

Through Transnational Access, researchers also develop skills, but in project-centred way that allows them to integrate their own research questions into the methods they are assimilating. These periods of designated research time, are often considered a great source of inspiration by Transnational Access users. However, some researchers might not (yet) find their way to RIs for reasons we are not always aware of, or might not realise what the terminology of Transnational Access implies.

Across these two complementary perspectives, this round table session will discuss to what extent RIs currently have a role in Continual Professional Development, and identify new ways in which that role can be expanded, as well as offering participants an opportunity to learn about ways in which Transnational Access could help their research and how to access it.

### **The Roundtable Panel**

The panel will be co-chaired by Frank Uiterwaal (NIOD Institute for War, Holocaust and Genocide Studies), and Vicky Garnett (Centre for Digital Humanities at Trinity College Dublin). Our speakers for this roundtable will be Anna Ullrich (Transnational Access coordinator for EHRI<sup>103</sup>, Institut für Zeitgeschichte München); Dr. Karolina Badzmierowska (a graduate from the Trinity College Dublin 'Digital Arts and Humanities' PhD programme, now working with CLARIN ERIC); Dr. Kristen Schuster (a course-provider at King's College London); and Dr. Simon Hengchen (former CENDARI<sup>104</sup> Transnational Access fellow, now working at the Helsinki Centre for Digital Humanities). Each has experience of

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<sup>103</sup> European Holocaust Research Infrastructure (EHRI), <https://www.ehri-project.eu/>

<sup>104</sup> Collaborative European Digital Archive Infrastructure (CENDARI) <http://www.cendari.eu/>





either course provision, training, or Transnational Access programmes from a Research Infrastructure perspective. Each of their brief presentations will provide a launching point for discussion within the room, allowing participants in the roundtable audience to bring their own stories and experiences to the group. Finally, Steven Krauwer from CLARIN ERIC will provide a summary of the discussion and conclusion to the event.

This roundtable will welcome any level of researcher, at any stage in their career, working within digital humanities or affiliated fields who may want to build their own skills, or be able to advise others looking to build their own. Participants who have either already held a Transnational Access Fellowship in a European Research Infrastructure, who provide courses in Digital Humanities, or who work in Cultural Heritage Institutions are warmly welcome to come and share their experiences. However, we particularly encourage those who have not yet engaged with Research Infrastructures in order to gain as wide a perspective as possible on the issues we want to investigate, and to introduce them to the ways in which Research Infrastructures can benefit them. Equally, we are eager to learn how Transnational Access and Higher Education can best accommodate additional research needs that RIs might not be aware of.



## 8.3 Export of Data User Survey

The Transnational Access user survey was filled out by 76 former project users within the following Research Infrastructures: CENDARI, ARIADNE, IPERION-CH and EHRI. To warrant the anonymity of the respondents, the answers in each column have been ordered alphabetically. Hence, a row no longer represents the answers as given by one respondent, but all rows under one column are the collection of answers as given to one question.

### Columns A – E

Row	A – Time-stamp	B – My Transnational Access project was conducted under the following Research Infrastructure:	C - Getting in touch - How did you hear about the TNA project of the Research Infrastructure you visited (more than one answer may apply)?	D - Getting in touch - On a scale of 1 (appalling) - 10 (perfect); How do you regard the amount of information which was available to you as you were first looking into the Research Infrastructure?	E - Getting in touch - Did you find any information to be lacking in the material communicated about the TNA program?
<u>2.</u>	11-6-2017 17:59:19	ARIADNE	A different website	4	No
<u>3.</u>	11-6-2017 18:20:37	ARIADNE	A different website	4	No
<u>4.</u>	11-6-2017 20:08:49	ARIADNE	A different website	5	Yes
<u>5.</u>	11-6-2017 20:39:27	ARIADNE	A different website, Social Media	5	Yes
<u>6.</u>	11-6-2017 21:44:50	ARIADNE	A researcher from ISTI-CNR told me about it.	6	Yes
<u>7.</u>	11-7-2017 7:37:59	ARIADNE	Classroom / Course	6	Yes
<u>8.</u>	11-7-2017 12:01:44	ARIADNE	Classroom / Course, Peer / Colleague, The Research Infrastructure's website	6	No
<u>9.</u>	11-7-2017 13:10:58	ARIADNE	Classroom / Course, The Research Infrastructure's website	7	No
<u>10.</u>	11-7-2017 20:00:59	ARIADNE	Classroom / Course, The Research Infrastructure's website	7	No



<b>11.</b>	11-8-2017 3:14:02	ARIADNE	conference	7	No
<b>12.</b>	11-10-2017 10:39:15	ARIADNE	<a href="https://www.hsozkult.de">https://www.hsozkult.de</a>	7	Yes
<b>13.</b>	11-10-2017 20:23:30	ARIADNE	I was involved in the project	7	No
<b>14.</b>	11-15-2017 18:55:20	ARIADNE	Internet web search	7	No
<b>15.</b>	11-29-2017 18:24:42	ARIADNE	Newsletter	7	No
<b>16.</b>	12-1-2017 11:01:06	ARIADNE	Newsletter	7	No
<b>17.</b>	1-10-2018 18:11:26	ARIADNE	Newsletter, Social Media	7	No
<b>18.</b>	1-11-2018 11:51:54	ARIADNE	Peer / Colleague	8	Yes
<b>19.</b>	1-16-2018 14:13:29	CENDARI	Peer / Colleague	8	No
<b>20.</b>	1-16-2018 14:30:35	CENDARI	Peer / Colleague	8	No
<b>21.</b>	1-16-2018 14:32:07	CENDARI	Peer / Colleague	8	No
<b>22.</b>	1-16-2018 14:35:06	CENDARI	Peer / Colleague	8	Yes
<b>23.</b>	1-16-2018 18:37:13	CENDARI	Peer / Colleague	8	No
<b>24.</b>	1-17-2018 8:53:02	CENDARI	Peer / Colleague	8	No
<b>25.</b>	1-17-2018 11:47:52	CENDARI	Peer / Colleague	8	No
<b>26.</b>	1-17-2018 12:39:39	CENDARI	Peer / Colleague	8	No
<b>27.</b>	1-18-2018 8:47:56	CENDARI	Peer / Colleague	8	No
<b>28.</b>	1-18-2018 10:34:00	CENDARI	Peer / Colleague	8	Yes
<b>29.</b>	1-18-2018 22:31:47	CENDARI	Peer / Colleague	8	No



<b>30.</b>	1-19-2018 7:09:16	CENDARI	Peer / Colleague	8	No
<b>31.</b>	1-19-2018 11:34:06	CENDARI	Peer / Colleague	8	No
<b>32.</b>	1-19-2018 14:57:52	CENDARI	Peer / Colleague	8	No
<b>33.</b>	1-19-2018 21:36:06	CENDARI	Peer / Colleague	8	No
<b>34.</b>	1-24-2018 11:35:55	CENDARI	Peer / Colleague	8	No
<b>35.</b>	1-25-2018 18:46:32	CENDARI	Peer / Colleague	8	
<b>36.</b>	4-24-2018 11:27:54	EHRI	Peer / Colleague	8	No
<b>37.</b>	4-24-2018 11:38:19	EHRI	Peer / Colleague	8	No
<b>38.</b>	4-24-2018 11:42:26	EHRI	Peer / Colleague	9	No
<b>39.</b>	4-24-2018 11:43:21	EHRI	Peer / Colleague	9	No
<b>40.</b>	4-24-2018 11:59:54	EHRI	Peer / Colleague	9	Yes
<b>41.</b>	4-24-2018 12:06:15	EHRI	Peer / Colleague	9	No
<b>42.</b>	4-24-2018 15:24:13	EHRI	Peer / Colleague	9	No
<b>43.</b>	4-24-2018 19:01:13	EHRI	Peer / Colleague	9	Yes
<b>44.</b>	4-24-2018 23:32:03	EHRI	Peer / Colleague	9	Yes
<b>45.</b>	4-25-2018 13:06:20	EHRI	Peer / Colleague	9	No
<b>46.</b>	4-25-2018 17:55:42	EHRI	Peer / Colleague	9	No
<b>47.</b>	4-25-2018 19:42:24	EHRI	Peer / Colleague	9	No
<b>48.</b>	4-26-2018 0:42:50	EHRI	Peer / Colleague, A different website	9	No



<b>49.</b>	4-26-2018 1:32:29	EHRI	Peer / Colleague, A different website, Social Media	9	Yes
<b>50.</b>	4-26-2018 8:37:59	EHRI	Peer / Colleague, Flyer, The Research Infrastructure's website	9	
<b>51.</b>	4-26-2018 8:43:49	EHRI	Peer / Colleague, Flyer, The Research Infrastructure's website, Newsletter	9	No
<b>52.</b>	4-26-2018 9:52:27	IPERION-CH	Peer / Colleague, IAEA RER meetings	9	No
<b>53.</b>	4-26-2018 10:33:01	IPERION-CH	Peer / Colleague, Newsletter	9	No
<b>54.</b>	4-26-2018 11:51:40	IPERION-CH	Peer / Colleague, Social Media	9	No
<b>55.</b>	4-26-2018 13:15:56	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	9	No
<b>56.</b>	4-26-2018 16:01:47	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	9	No
<b>57.</b>	4-27-2018 8:34:58	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	9	No
<b>58.</b>	4-27-2018 15:22:50	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	9	No
<b>59.</b>	4-28-2018 0:57:58	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	10	No
<b>60.</b>	4-29-2018 12:00:10	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	10	No
<b>61.</b>	4-30-2018 10:28:44	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	10	No
<b>62.</b>	4-30-2018 11:10:24	IPERION-CH	Peer / Colleague, The Research Infrastructure's website	10	No
<b>63.</b>	5-1-2018 12:23:46	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, Newsletter	10	No
<b>64.</b>	5-1-2018 13:39:00	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, Newsletter, Conferences	10	Yes
<b>65.</b>	5-2-2018 9:31:37	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, Social Media	10	No



<b>66.</b>	5-2-2018 16:02:10	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, Social Media	10	No
<b>67.</b>	5-2-2018 16:23:03	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, Social Media	10	No
<b>68.</b>	5-2-2018 17:44:55	IPERION-CH	Peer / Colleague, The Research Infrastructure's website, YOCOCU (2016)	10	No
<b>69.</b>	5-2-2018 19:38:08	IPERION-CH	Social Media	10	No
<b>70.</b>	5-2-2018 23:04:20	IPERION-CH	Social Media	10	No
<b>71.</b>	5-3-2018 10:54:10	IPERION-CH	Social Media	10	No
<b>72.</b>	5-3-2018 16:06:02	IPERION-CH	The Research Infrastructure's website	10	No
<b>73.</b>	5-4-2018 18:37:49	IPERION-CH	The Research Infrastructure's website	10	No
<b>74.</b>	5-7-2018 8:52:42	IPERION-CH	The Research Infrastructure's website	10	Yes
<b>75.</b>	5-22-2018 17:16:15	IPERION-CH	The Research Infrastructure's website	10	No
<b>76.</b>	5-22-2018 19:52:14	IPERION-CH	The Research Infrastructure's website, Social Media	10	No
<b>77.</b>	5-23-2018 12:29:47	IPERION-CH	through my tcd e-mail		No
<b>_</b>	5-29-2018 1:44:03				No



Column F – I

Row	F - Getting in touch - What kind of information was missing?	G - Getting in touch - Did you use other means to gather the information which you found to be lacking, e.g. by getting in touch with people working for the Research Infrastructure?	H - Getting in touch - Which medium did you use to get in touch with the Research Infrastructure?	I - Getting in touch - Was your inquiry successful?
2.	about the financial side of the fellowship	No	Email	Yes
3.	Clear information about fees, bursaries etc.	No	Email	Yes
4.	Details of travel booking and reimbursement	No	Email	Yes
5.	Fellowship was offered for a period of 4 - 6 weeks; not clear whether it could be undertaken for less time	Yes	Email	Yes
6.	Information about CENDARI itself and what was I supposed to do in my visit. That information was given to me, little by little, from the local university. It wasn't clear in the beginning. Somehow, we also finally shaped some activities together there.	Yes	Email	Yes
7.	It was not clear what the aims and use of the project and the meetings were	Yes	Email	Yes
8.	Precise form of payment and the amount of payment	Yes	Email	Yes
9.	Specific information regarding the funding (e.g. reimbursement policy)	Yes	Email	Yes
10.	The crucial details on the reimbursment policy	Yes	Email	Yes
11.	The date/period in which the project was accepted/rejected	Yes	Email	Yes
12.	The full range of possible analysis infrastructure available.	Yes	Email	Yes
13.		Yes	Email and Skype	Yes
14.		Yes		
15.		Yes		
16.				
17.				
18.				
19.				
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21.				
22.				
23.				
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25.				
26.				
27.				
28.				
29.				
30.				



Column J-L

Row	J - Getting in touch - Do you have any suggestions or recommendations which could improve the way in which RI's reach out to (potential) future fellows?	K - Getting in touch - Taking everything into account, how do you reflect on your first moment of getting to know the RI? On a scale of 1 (appalling) - 10 (perfect);	L - Getting in touch - Do you have additional comments or recommendations regarding the work of your RI and getting in touch with it?
2.	-	5	-
3.	A more detailed list of the available services	5	-
4.	A more important diffusion of information about this event	5	Everything was well organized and we got all the necessary information
5.	As I am not an european resident I don't know much about the dissemination of the RI.	6	It would be good to have a repository with the projects and other activities by the cendari fellows
6.	Better describe facilities conditions for analyses to help better fill the application form	6	Keep more updated website, especially concerning opportunities for students
7.	Contact the secretaries of the schools of archaeology to pass on the information	6	My fellowship at the Trinity Long Room Hub was a wonderful experience. I found the environment stimulating and it made me think about my research in new and different ways.
8.	I am afraid I think the foundations of the project are quite problematic, also hindering reach out, because people simply do not see the relevance and potential usefulness.	7	No
9.	I like to plan practicalities (living arrangements, etc) a long way in advance, so providing that information sooner would have been helpful.	7	No
10.	I think that actual sistem is ok	7	no
11.	I was actually really satisfied with the research conditions that I could fully complete with the excellent libraries of the University library and the Bavarian State Library	7	no
12.	Info was clear and available	7	no
13.	Information at the conferences	7	No
14.	It should be more promoted in museums, conservation- and art historical-dedicated schools, institutions and courses.	7	no
15.	Maybe work together with ICOM-CC to reach a broader audience?	7	no





<b>16.</b>	More information or suggestions about tasks as cendari fellow	8	NO
<b>17.</b>	News articles in relevant newsletters	8	No
<b>18.</b>	Newsletters and presentations of the opportunities for potential fellows during the conferences and workshops	8	no
<b>19.</b>	No	8	No
<b>20.</b>	no	8	no
<b>21.</b>	no	8	no
<b>22.</b>	No	8	no additional comments
<b>23.</b>	no	8	No comments, everything was good to me.
<b>24.</b>	no	8	No.
<b>25.</b>	no suggestions	8	No.
<b>26.</b>	No, I don't	8	No.
<b>27.</b>	No..it's ok as it is- just a bit more initial info on the public website would be helpful.	8	Not really, see above.
<b>28.</b>	none	8	the communication and the final results of the analyses were flexible, but we prefer if it was in a time manner
<b>29.</b>	Regular reminders on application calls if any	8	
<b>30.</b>	social media	8	
<b>31.</b>	Social Media- Academic Circulation Websites such as H-net	8	
<b>32.</b>	The website could be more detailed	8	
<b>33.</b>	There is always room for improving communications beyond the immediate project. There is almost a requirement to have a cultural heritage training portal to post such events and courses on.	8	
<b>34.</b>	There is no information about if the techniques are coming together or not; neither about the maximum time from the project was approved until the groups came (six months? one year?)	8	
<b>35.</b>	To be more precise.	8	
<b>36.</b>	Word of mouth is probably the best way to reach out; may be a recruitment event at some key conference(s)?	9	
<b>37.</b>		9	
<b>38.</b>		9	
<b>39.</b>		9	
<b>40.</b>		9	
<b>41.</b>		9	
<b>42.</b>		9	
<b>43.</b>		9	
<b>44.</b>		9	



<u>45.</u>		9	
<u>46.</u>		9	
<u>47.</u>		9	
<u>48.</u>		9	
<u>49.</u>		9	
<u>50.</u>		9	
<u>51.</u>		9	
<u>52.</u>		9	
<u>53.</u>		9	
<u>54.</u>		9	
<u>55.</u>		9	
<u>56.</u>		9	
<u>57.</u>		9	
<u>58.</u>		10	
<u>59.</u>		10	
<u>60.</u>		10	
<u>61.</u>		10	
<u>62.</u>		10	
<u>63.</u>		10	
<u>64.</u>		10	
<u>65.</u>		10	
<u>66.</u>		10	
<u>67.</u>		10	
<u>68.</u>		10	
<u>69.</u>		10	
<u>70.</u>		10	
<u>71.</u>		10	
<u>72.</u>		10	
<u>73.</u>		10	
<u>74.</u>		10	
<u>75.</u>		10	
<u>76.</u>		10	
<u>77.</u>		10	



Column M – Q

Row	M - Application Procedure - How do you judge the frequency of application rounds for your RI (the amount of rounds per year)? On a scale of 1 (appalling) - 10 (perfect);	N - Application Procedure - How do you judge the ease of finding the application forms?	O - Application Procedure - How do you judge the ease of applying for a TNA project with regard to additional requirements (e.g. passport, visa, proof of study etc.)?	P - Application Procedure - How do you judge the clarity of the selection criteria for being granted TNA funding (e.g. grades, letter of recommendation, personal motivation etc.)?	Q - Application Procedure - How do you judge the validity of the selection criteria for being granted TNA funding (e.g. grades, letter of recommendation, personal motivation etc.)?
2.	5	6	3	4	4
3.	5	6	6	5	5
4.	5	6	6	5	6
5.	6	6	6	5	6
6.	6	7	6	6	6
7.	6	7	6	6	6
8.	6	7	7	6	7
9.	6	7	7	6	7
10.	6	7	7	7	7
11.	6	7	7	7	7
12.	6	7	7	7	7
13.	6	7	7	7	7
14.	7	7	7	7	7
15.	7	7	7	7	8
16.	7	8	8	7	8
17.	7	8	8	7	8
18.	7	8	8	7	8
19.	7	8	8	7	8
20.	7	8	8	7	8
21.	7	8	8	7	8
22.	7	8	8	8	8
23.	7	8	8	8	8
24.	7	8	8	8	8
25.	8	8	8	8	8
26.	8	8	8	8	8
27.	8	8	9	8	8
28.	8	8	9	8	8
29.	8	9	9	8	8
30.	8	9	9	8	8
31.	8	9	9	8	9
32.	8	9	9	8	9
33.	8	9	9	8	9
34.	8	9	9	9	9
35.	8	9	9	9	9
36.	8	9	9	9	9
37.	8	9	9	9	9
38.	8	9	9	9	9
39.	9	9	9	9	9
40.	9	9	9	9	9
41.	9	9	10	9	9
42.	9	9	10	9	9
43.	9	10	10	9	9



<u>44.</u>	9	10	10	9	9
<u>45.</u>	9	10	10	9	9
<u>46.</u>	9	10	10	9	9
<u>47.</u>	9	10	10	9	10
<u>48.</u>	9	10	10	9	10
<u>49.</u>	9	10	10	10	10
<u>50.</u>	9	10	10	10	10
<u>51.</u>	9	10	10	10	10
<u>52.</u>	9	10	10	10	10
<u>53.</u>	9	10	10	10	10
<u>54.</u>	9	10	10	10	10
<u>55.</u>	9	10	10	10	10
<u>56.</u>	9	10	10	10	10
<u>57.</u>	9	10	10	10	10
<u>58.</u>	10	10	10	10	10
<u>59.</u>	10	10	10	10	10
<u>60.</u>	10	10	10	10	10
<u>61.</u>	10	10	10	10	10
<u>62.</u>	10	10	10	10	10
<u>63.</u>	10	10	10	10	10
<u>64.</u>	10	10	10	10	10
<u>65.</u>	10	10	10	10	10
<u>66.</u>	10	10	10	10	10
<u>67.</u>	10	10	10	10	10
<u>68.</u>	10	10	10	10	10
<u>69.</u>	10	10	10	10	10
<u>70.</u>	10	10	10	10	10
<u>71.</u>	10	10	10	10	10
<u>72.</u>	10	10	10	10	10
<u>73.</u>	10	10	10	10	10
<u>74.</u>	10	10			10
<u>75.</u>	10	10			
<u>76.</u>		10			
<u>77.</u>					



## Column R – V

Row	R - Application Procedure - How do you judge the time it took for the RI to consider your application?	S - Application Procedure - How do you judge the general communication during the selection process?	T - Application Procedure - How do you judge the general communication during the selection process?	U - Application Procedure - Was an interview part of the selection procedure?	V - Application Procedure - How do you judge the selection interview?
2.	5	5	5	No	1
3.	5	6	5	No	1
4.	5	6	6	No	7
5.	6	6	6	No	9
6.	6	6	6	No	9
7.	6	7	6	No	10
8.	6	7	7	No	10
9.	7	7	7	No	10
10.	7	7	7	No	
11.	7	7	7	No	
12.	7	7	7	No	
13.	7	7	7	No	
14.	7	7	8	No	
15.	7	7	8	No	
16.	7	8	8	No	
17.	7	8	8	No	
18.	8	8	8	No	
19.	8	8	8	No	
20.	8	8	8	No	
21.	8	8	8	No	
22.	8	8	8	No	
23.	8	8	8	No	
24.	8	8	8	No	
25.	8	8	9	No	
26.	8	8	9	No	
27.	8	8	9	No	
28.	8	9	9	No	
29.	8	9	9	No	
30.	8	9	9	No	
31.	8	9	9	No	
32.	8	9	9	No	
33.	8	9	9	No	
34.	9	9	9	No	
35.	9	9	9	No	
36.	9	9	9	No	
37.	9	9	9	No	
38.	9	9	9	No	
39.	9	9	9	No	
40.	9	9	9	No	
41.	9	9	10	No	
42.	9	9	10	No	
43.	9	9	10	No	
44.	9	9	10	No	
45.	9	9	10	No	
46.	9	9	10	No	



<u>47.</u>	9	10	10	No	
<u>48.</u>	9	10	10	No	
<u>49.</u>	9	10	10	No	
<u>50.</u>	9	10	10	No	
<u>51.</u>	9	10	10	No	
<u>52.</u>	9	10	10	No	
<u>53.</u>	10	10	10	No	
<u>54.</u>	10	10	10	No	
<u>55.</u>	10	10	10	No	
<u>56.</u>	10	10	10	No	
<u>57.</u>	10	10	10	No	
<u>58.</u>	10	10	10	No	
<u>59.</u>	10	10	10	No	
<u>60.</u>	10	10	10	No	
<u>61.</u>	10	10	10	No	
<u>62.</u>	10	10	10	No	
<u>63.</u>	10	10	10	No	
<u>64.</u>	10	10	10	No	
<u>65.</u>	10	10	10	No	
<u>66.</u>	10	10	10	No	
<u>67.</u>	10	10	10	No	
<u>68.</u>	10	10	10	No	
<u>69.</u>	10	10	10	No	
<u>70.</u>	10	10	10	No	
<u>71.</u>	10	10	10	No	
<u>72.</u>	10	10		No	
<u>73.</u>	10	10		No	
<u>74.</u>	10	10		No	
<u>75.</u>	10	10		Yes	
<u>76.</u>	10	10			
<u>77.</u>					



Column W – AA

Row	W - Application Procedure - How do you judge the communication about the results and next steps? On a scale of 1 (appalling) - 10 (perfect);	X - Application procedure - Do you have additional comments or recommendations regarding the application procedure from your personal experience?	Y - Visit - How do you judge the communication on how to travel to your destination? On a scale of 1 (appalling) - 10 (perfect);	Z - Visit - Did you receive any support in making arrangements for your travels (e.g. help with the acquiring a visa, additional information by request etc.)?	AA - Visit - How do you judge the support you received?
2.	5	-	4	No	3
3.	6	everything was clearly explained and the conduct of correspondence was very easy to follow	5	No	5
4.	6	I found the application procedures clear and legible.	6	No	5
5.	7	I have no idea what this section refers to. I was part of the original application, which was handled quite badly, and I applied for funding for the conference/masterclasses, but I was told beforehand I would get the funding.	6	No	5
6.	7	I think that Brenda is perfect for the work, she is very nice and always answers soon. Regarding the procedure, it was strange for me that the techniques that I required my project were changed and some of them were out without reason.	6	No	6
7.	7	It might be useful to have access to examples of previous successful projects.	6	No	6
8.	7	It was a great experience and the center and people were excellent.	6	No	6
9.	7	It would be better if deadlines would be every half a year	7	No	7
10.	7	I've applied twice (consecutive years), so I have experience in being rejected and	7	No	7



		being accepted. Both were very satisfactory. When rejected, one receives honest feedback and ways to improve one's application, something very rare and thus very nice to receive.			
<u>11.</u>	7	No	7	No	7
<u>12.</u>	7	No	7	No	7
<u>13.</u>	7	No	7	No	7
<u>14.</u>	7	No	8	No	8
<u>15.</u>	8	no	8	No	8
<u>16.</u>	8	NO	8	No	8
<u>17.</u>	8	no	8	No	8
<u>18.</u>	8	no additional comments	8	No	8
<u>19.</u>	8	No comments, everything was ok.	8	No	8
<u>20.</u>	8	No feedback yet on the results sent by myself	8	No	8
<u>21.</u>	8	No I don't	8	No	8
<u>22.</u>	8	No.	8	Yes	8
<u>23.</u>	8	No.	8	Yes	8
<u>24.</u>	8	none	8	Yes	9
<u>25.</u>	8	The application went very smoothly at all levels	8	Yes	9
<u>26.</u>	8		8	Yes	9
<u>27.</u>	8		8	Yes	9
<u>28.</u>	9		8	Yes	9
<u>29.</u>	9		8	Yes	9
<u>30.</u>	9		8	Yes	9
<u>31.</u>	9		8	Yes	9
<u>32.</u>	9		8	Yes	10
<u>33.</u>	9		9	Yes	10
<u>34.</u>	9		9	Yes	10
<u>35.</u>	9		9	Yes	10
<u>36.</u>	9		9	Yes	10
<u>37.</u>	9		9	Yes	10
<u>38.</u>	9		9	Yes	10
<u>39.</u>	9		9	Yes	10
<u>40.</u>	9		9	Yes	10
<u>41.</u>	9		9	Yes	10
<u>42.</u>	9		10	Yes	10
<u>43.</u>	9		10	Yes	10
<u>44.</u>	9		10	Yes	10
<u>45.</u>	9		10	Yes	10
<u>46.</u>	9		10	Yes	10
<u>47.</u>	9		10	Yes	10
<u>48.</u>	9		10	Yes	10
<u>49.</u>	10		10	Yes	10
<u>50.</u>	10		10	Yes	10





PARTHENOS – D7.4

<b>51.</b>	10		10	Yes	10
<b>52.</b>	10		10	Yes	10
<b>53.</b>	10		10	Yes	10
<b>54.</b>	10		10	Yes	10
<b>55.</b>	10		10	Yes	10
<b>56.</b>	10		10	Yes	10
<b>57.</b>	10		10	Yes	10
<b>58.</b>	10		10	Yes	10
<b>59.</b>	10		10	Yes	10
<b>60.</b>	10		10	Yes	10
<b>61.</b>	10		10	Yes	10
<b>62.</b>	10		10	Yes	10
<b>63.</b>	10		10	Yes	10
<b>64.</b>	10		10	Yes	
<b>65.</b>	10		10	Yes	
<b>66.</b>	10		10	Yes	
<b>67.</b>	10		10	Yes	
<b>68.</b>	10		10	Yes	
<b>69.</b>	10		10		
<b>70.</b>	10				
<b>71.</b>	10				
<b>72.</b>	10				
<b>73.</b>	10				
<b>74.</b>	10				
<b>75.</b>					
<b>76.</b>					
<b>77.</b>					



Column AB – AG

Row	AB - Visit - How do you rate the accommodation facilities as experienced during your visit? On a scale of 10 (appalling) - 10 (perfect);	AC - Visit - How do you rate the access to primary sources on-site (e.g. archival documents, interviewees etc.)?	AD - Visit - How do you rate the access to secondary sources on-site (e.g. literature, journals etc.)?	AE - Visit - How do you rate the access to the internet (ease, stability etc.) on-site?	AF - Visit - How do you rate the practical support by on-site staff (logistics, procedures etc.)?	AG - Visit - How do you rate the scientific support from on-site specialists in the field (sparring on methodology, research findings etc.)?
2.	2	5	5	1	7	1
3.	4	5	5	1	7	5
4.	5	6	5	2	7	6
5.	5	6	5	3	7	6
6.	6	6	6	6	7	6
7.	6	7	6	7	7	7
8.	6	7	6	7	7	7
9.	6	7	6	7	8	8
10.	7	7	7	7	8	8
11.	7	7	7	7	8	8
12.	7	8	7	8	8	8
13.	7	8	7	8	8	8
14.	7	8	7	8	8	8
15.	7	8	7	8	8	8
16.	7	8	8	8	8	8
17.	7	8	8	8	8	8
18.	8	8	8	8	9	8
19.	8	8	8	8	9	8
20.	8	8	8	8	9	8
21.	8	8	8	8	9	8
22.	8	9	8	8	9	9
23.	8	9	9	8	9	9
24.	8	9	9	9	9	9
25.	8	9	9	9	9	9
26.	8	9	9	9	9	9
27.	9	9	9	9	9	9
28.	9	9	9	9	9	9
29.	9	9	9	9	9	9
30.	9	9	9	9	10	9
31.	9	9	9	9	10	9
32.	9	9	9	10	10	9
33.	9	10	9	10	10	9
34.	9	10	9	10	10	9
35.	9	10	10	10	10	10
36.	9	10	10	10	10	10
37.	9	10	10	10	10	10
38.	9	10	10	10	10	10
39.	9	10	10	10	10	10
40.	9	10	10	10	10	10
41.	10	10	10	10	10	10
42.	10	10	10	10	10	10
43.	10	10	10	10	10	10



PARTHENOS – D7.4

<b>44.</b>	10	10	10	10	10	10
<b>45.</b>	10	10	10	10	10	10
<b>46.</b>	10	10	10	10	10	10
<b>47.</b>	10	10	10	10	10	10
<b>48.</b>	10	10	10	10	10	10
<b>49.</b>	10	10	10	10	10	10
<b>50.</b>	10	10	10	10	10	10
<b>51.</b>	10	10	10	10	10	10
<b>52.</b>	10	10	10	10	10	10
<b>53.</b>	10	10	10	10	10	10
<b>54.</b>	10	10	10	10	10	10
<b>55.</b>	10	10	10	10	10	10
<b>56.</b>	10	10	10	10	10	10
<b>57.</b>	10	10	10	10	10	10
<b>58.</b>	10	10	10	10	10	10
<b>59.</b>	10	10	10	10	10	10
<b>60.</b>	10	10	10	10	10	10
<b>61.</b>	10	10	10	10	10	10
<b>62.</b>	10	10	10	10	10	10
<b>63.</b>	10	10		10	10	10
<b>64.</b>	10	10		10	10	10
<b>65.</b>	10	10		10	10	10
<b>66.</b>		10		10	10	10
<b>67.</b>				10	10	10
<b>68.</b>					10	
<b>69.</b>					10	
<b>70.</b>					10	
<b>71.</b>					10	
<b>72.</b>						
<b>73.</b>						
<b>74.</b>						
<b>75.</b>						
<b>76.</b>						
<b>77.</b>						
<b>78.</b>						



Column AH – AK

Row	How do you rate the workshops you participated in?	AI - Visit - Were there specific activities you planned on doing which were not successful?	AJ - Visit - Which activities were not successful? And why?	AK - Visit - Where there any specific activities you did not plan on doing, but did anyway which were valuable? (This could include additional research, as well as taking part in networking activities)
2.	5	No	/	No
3.	6	No	any	No
4.	7	No	My entire stay was shortened due to the war	No
5.	7	No	N/A	No
6.	7	No	no	No
7.	7	No	none	No
8.	7	No	Some interviews I had planned. Many people were on holidays or not at the office	No
9.	7	No	The questions are inappropriate for my case- as I stayed at home and the facility visited me! This was a MOLAB infrastructure access project...	No
10.	8	No	There were no workshops, and no possibility of access to university and their courses.	No
11.	8	No		No
12.	8	No		No
13.	8	No		No
14.	8	No		No
15.	8	No		No
16.	8	No		No
17.	8	No		No
18.	9	No		No
19.	9	No		No
20.	9	No		No
21.	9	No		No
22.	9	No		No
23.	9	No		No
24.	9	No		No
25.	9	No		No
26.	9	No		No
27.	9	No		No
28.	9	No		No
29.	10	No		No
30.	10	No		Yes
31.	10	No		Yes
32.	10	No		Yes
33.	10	No		Yes
34.	10	No		Yes
35.	10	No		Yes
36.	10	No		Yes
37.	10	No		Yes



<b>38.</b>	10	No		Yes
<b>39.</b>	10	No		Yes
<b>40.</b>	10	No		Yes
<b>41.</b>	10	No		Yes
<b>42.</b>	10	No		Yes
<b>43.</b>	10	No		Yes
<b>44.</b>	10	No		Yes
<b>45.</b>	10	No		Yes
<b>46.</b>	10	No		Yes
<b>47.</b>	10	No		Yes
<b>48.</b>	10	No		Yes
<b>49.</b>	10	No		Yes
<b>50.</b>	10	No		Yes
<b>51.</b>	10	No		Yes
<b>52.</b>	10	No		Yes
<b>53.</b>	10	No		Yes
<b>54.</b>		No		Yes
<b>55.</b>		No		Yes
<b>56.</b>		No		Yes
<b>57.</b>		No		Yes
<b>58.</b>		No		Yes
<b>59.</b>		No		Yes
<b>60.</b>		No		Yes
<b>61.</b>		No		Yes
<b>62.</b>		No		Yes
<b>63.</b>		No		Yes
<b>64.</b>		No		Yes
<b>65.</b>		Yes		Yes
<b>66.</b>		Yes		Yes
<b>67.</b>		Yes		Yes
<b>68.</b>		Yes		Yes
<b>69.</b>		Yes		Yes
<b>70.</b>		Yes		
<b>71.</b>				
<b>72.</b>				
<b>73.</b>				
<b>74.</b>				
<b>75.</b>				
<b>76.</b>				
<b>77.</b>				
<b>-</b>				



Column AL – AN

Row	AL - Visit - Which unplanned activities were valuable? And why?	AM - Visit - Taking everything into account, how do you reflect on your visit during the TNA project? On a scale of 1 (appalling) - 10 (perfect);	AN - Visit - Do you have additional comments or recommendations regarding the visiting of TNA locations from your personal experience?
2.	A lot of conferences, researcher meetings etc	6	-
3.	Access to the National Library of Ireland facilitated a parallel research project and allowed me to advance that work more quickly than would otherwise have been the case.	7	A very usefull experience.
4.	additional FTIR analysis of warnish layer present on pigments fragment which were investigation with PIGE analitical technique	7	Access to internet would be helpful. In Ludwigsburg archive to take photos of the documents should be allowed
5.	Additional meeting with another team	7	because of the working hours we could't visit any museum
6.	additional research	8	Check in advance if there is internet connection in the place of accommodation. I didn't have it and therefore could use internet only in my office.
7.	Additional research on more samples	8	Help/guidelines for reimbursement of travel costs
8.	Additional Research, Learning from the Archivists and Historians at the institution.	8	I am honored to have been a EHRI postdoctoral fellow at Fondazione Centro di Documentazione Ebraica Contemporanea (CDEC). My experience at CDEC was incredibly fruitful to my research and the archivist and staff were helpful, kind, and warm. I am grateful for their continued help and support of my research. It was also exciting to visit this archive, which I had first visited 6 years prior, and see how they have modernized and updated their archival sorting resources. Wonderful experience!!!
9.	At the time I was at YV, there was also a workshop for young Holocaust scholars, and I could participate in the lectures and meet new colleagues that I keep contact with until now.	8	I greatly enjoyed all the experience at OPD. I am very grateful for this great opportunity with so relevant outcome for my research. I strongly recommend the visit to OPD.
10.	city tour and dinner.	8	I would suggest to have an interview with the centre of your stay before being there.



<b>11.</b>	Found information 'by chance' on topics I was not actively looking for	8	It was crucial that I was given funds before the visit. I could not afford to pay for the accommodation on my own in advance and wait for reimbursement.
<b>12.</b>	FTIR analyses of the varnish layer because of the further determination of the conservation method	8	It would be interesting that each project will have a two time periods of analyses. Because only after a first set of analysis we are much able to select further samples and go deep on the research, better profiting from it.
<b>13.</b>	Getting samples of reference materials and access to analytical techniques to be used during the project	8	MOLAB came to Lisbon, I did not travel
<b>14.</b>	Having some analysis done on my paint cross-section	8	No
<b>15.</b>	I attended two conferences	8	No
<b>16.</b>	I discovered totally new archival material which was different than my targeted research. and currently I am using that material for a peer review journal article. I was invited to several networking activities which resulted with long term collaborations and friendship	8	No
<b>17.</b>	I had the chance to demonstrate the possibilities of electrolytic cleaning on tarnished silver-based artefacts although I came to OPD to see which techniques (mainly mechanical) were applied on site. This demonstration was done with a master student who will eventually use these new technologies in the frame of his master work.	8	No
<b>18.</b>	I have attended weekly conferences which were held by Göttingen Center for Digital Humanities (GCDH) and they were really beneficial for me. I have learned many valuable information about digital humanities thanks to these presentations.	8	No
<b>19.</b>	I met some other researchers by my own at the Versification Research Group of The Institute of Czech Literature AS CR	8	No
<b>20.</b>	looking into the archives of the Zentrum für Holocaust-Studien am Institut für Zeitgeschichte München	8	No
<b>21.</b>	N/A	8	no additional comments
<b>22.</b>	Networking activities, lectures	9	No comments, everything was perfect.
<b>23.</b>	Networking and learning about other people's research	9	The provision of a dedicated office space made the visit much more productive than it might have been. Owing to teaching commitments, I had to undertake my visit in the summer of 2013; in other circumstances, I would have visited in term time as more researchers would have been present.



<b>24.</b>	networking at EHRI-Seminars	9	The reimbursement of costs occurred is demeaning
<b>25.</b>	Networking for international projects' applications	9	The whole experience was extremely enjoyable and informative - the instructors in Pisa were of the highest quality and made everyone feel very welcome - they were also extremely knowledgeable and enjoyed passing on this knowledge
<b>26.</b>	networking with archaeologists	9	This was a perfect experience for me.
<b>27.</b>	New personal connections	9	To get more involved in research institution's project.
<b>28.</b>	none	9	we want to express our gratitude to staff members and to everyone involved in the organization supported by the research work of our project
<b>29.</b>	other museums	9	
<b>30.</b>	Research in the State Archive Munich. I found additional materials there (thanks a lot to the archive workers from the Institute who helped with that)	9	
<b>31.</b>	Research metallographic past examination	9	
<b>32.</b>	Seminars and workshops organised by the Arts and Humanities Department. Because they offered a verity of perspectives related to my subject of research (Archaeology and Byzantine Studies) and helped me broaden my professional network.	9	
<b>33.</b>	suggestions on other parts of my thesis	9	
<b>34.</b>	The organization of a TextGrid workshop with my center and Goetingen people after my visit.	9	
<b>35.</b>	There was an international workshop, which i was not aware of prior to my visit, but I was very welcomed to participate in it.	9	
<b>36.</b>	To be able to perform other analytical approaches that better help characterizing samples.	9	
<b>37.</b>	Unplanned meetings with other researchers	9	
<b>38.</b>	Visit to Library of Congress with one of the USHMM Archivists	9	
<b>39.</b>	Visiting in the local area and networking outside workshop hours	9	
<b>40.</b>	Went to Lucca and diners with workshop attendees, much better understanding about their work (archeology) and mine (computer science)	9	
<b>41.</b>		9	
<b>42.</b>		9	
<b>43.</b>		9	





<u>44.</u>		10	
<u>45.</u>		10	
<u>46.</u>		10	
<u>47.</u>		10	
<u>48.</u>		10	
<u>49.</u>		10	
<u>50.</u>		10	
<u>51.</u>		10	
<u>52.</u>		10	
<u>53.</u>		10	
<u>54.</u>		10	
<u>55.</u>		10	
<u>56.</u>		10	
<u>57.</u>		10	
<u>58.</u>		10	
<u>59.</u>		10	
<u>60.</u>		10	
<u>61.</u>		10	
<u>62.</u>		10	
<u>63.</u>		10	
<u>64.</u>		10	
<u>65.</u>		10	
<u>66.</u>		10	
<u>67.</u>		10	
<u>68.</u>		10	
<u>69.</u>		10	
<u>70.</u>		10	
<u>71.</u>		10	
<u>72.</u>		10	
<u>73.</u>		10	
<u>74.</u>			
<u>75.</u>			
<u>76.</u>			
<u>77.</u>			



Column AO - AS

Row	AO - Perpetual Benefits - How do you rate the support you received in your research after your visit? On a scale of 1 (appalling) - 10 (perfect);	AP - Perpetual Benefits - How do you feel about the degree to which your perspective on your topic of research changed through the TNA project (by gaining new information and/or alternative ways of looking at things);	AQ - Perpetual Benefits - How do you feel about the number of (future) activities resulting from the TNA project after it finished (conferences, workshops, publications etc.);	AR - Perpetual Benefits - Did you visit locations of the RI for a second time under a TNA project?	AS - Perpetual Benefits - How do you rate the ease of visiting the institution for a second time under a TNA project?
2.	5	3	3	No	2
3.	5	5	3	No	5
4.	5	6	5	No	5
5.	5	6	6	No	5
6.	5	6	6	No	5
7.	5	7	6	No	5
8.	5	7	6	No	6
9.	6	7	6	No	6
10.	6	7	6	No	6
11.	7	7	6	No	7
12.	7	7	7	No	8
13.	7	7	7	No	8
14.	7	7	7	No	8
15.	7	7	7	No	8
16.	7	7	7	No	8
17.	7	7	7	No	9
18.	7	7	7	No	9
19.	7	7	7	No	9
20.	8	7	7	No	9
21.	8	8	7	No	10
22.	8	8	7	No	10
23.	8	8	8	No	10
24.	8	8	8	No	10
25.	8	8	8	No	10
26.	8	8	8	No	10
27.	8	8	8	No	10
28.	8	8	8	No	10
29.	8	8	8	No	10
30.	8	8	8	No	10
31.	9	8	8	No	10
32.	9	8	8	No	
33.	9	8	8	No	
34.	9	8	8	No	
35.	9	8	8	No	
36.	9	8	8	No	
37.	9	8	9	No	
38.	9	9	9	No	
39.	9	9	9	No	
40.	9	9	9	No	
41.	9	9	9	No	
42.	9	9	9	No	
43.	9	9	9	No	



PARTHENOS – D7.4

<b>44.</b>	9	9	9	No	
<b>45.</b>	9	9	9	No	
<b>46.</b>	9	9	9	No	
<b>47.</b>	10	9	9	No	
<b>48.</b>	10	9	9	No	
<b>49.</b>	10	9	9	No	
<b>50.</b>	10	10	9	No	
<b>51.</b>	10	10	9	No	
<b>52.</b>	10	10	9	No	
<b>53.</b>	10	10	10	No	
<b>54.</b>	10	10	10	No	
<b>55.</b>	10	10	10	No	
<b>56.</b>	10	10	10	No	
<b>57.</b>	10	10	10	No	
<b>58.</b>	10	10	10	No	
<b>59.</b>	10	10	10	No	
<b>60.</b>	10	10	10	No	
<b>61.</b>	10	10	10	Yes	
<b>62.</b>	10	10	10	Yes	
<b>63.</b>	10	10	10	Yes	
<b>64.</b>	10	10	10	Yes	
<b>65.</b>	10	10	10	Yes	
<b>66.</b>	10	10	10	Yes	
<b>67.</b>	10	10	10	Yes	
<b>68.</b>	10	10	10	Yes	
<b>69.</b>	10	10	10	Yes	
<b>70.</b>	10	10	10	Yes	
<b>71.</b>		10		Yes	
<b>72.</b>		10			
<b>73.</b>		10			
<b>74.</b>		10			
<b>75.</b>					
<b>76.</b>					
<b>77.</b>					



Column AT - AW

Row	AT - Perpetual Benefits - Do you have additional comments or recommendations regarding the visiting of TNA locations from your personal experience?	AU - TNA and education - How well do you feel that university course work prepared you for the topic of your research conducted within the TNA project?	AV - TNA and education - How well do you feel that university course work prepared you for the research as methodology as applied within the TNA project?	AW - TNA and education - How well do you feel that your TNA project is embedded within the university curriculum?
2.	-	1	1	1
3.	I recognise that I did not get more information about future activities resulting from the TNA project after it finished and the possibility of visiting the institution for a second time under a TNA project.	3	3	1
4.	It would be a great experience as now I have lots of things to show them	4	4	2
5.	No	4	4	3
6.	no	4	5	3
7.	no	5	6	3
8.	No	5	6	3
9.	no	6	6	4
10.	NO	6	6	4
11.	no	6	6	4
12.	no additional comments	6	7	5
13.	No.	7	7	5
14.	No.	7	7	6
15.	the whole idea and organization regarding the use of sophisticated equipment and facilities included in these kind of investigations, that are not available in developing countries is welcomed and useful to us and in the future we believe that such projects should be supported	7	7	6
16.	To early to pass comment on the perpetual benefits - ask me in five years time	7	7	6
17.	Very interesting workshop and collaboration	7	7	7
18.		7	7	7
19.		7	7	7
20.		7	7	7
21.		8	7	7
22.		8	8	8
23.		8	8	8
24.		8	8	8
25.		8	8	8
26.		8	8	8
27.		8	8	8
28.		8	8	8
29.		8	8	8



PARTHENOS – D7.4

<u>30.</u>		8	8	8
<u>31.</u>		8	8	8
<u>32.</u>		8	8	8
<u>33.</u>		8	8	8
<u>34.</u>		8	8	8
<u>35.</u>		8	8	9
<u>36.</u>		8	9	9
<u>37.</u>		9	9	9
<u>38.</u>		9	9	9

<u>39.</u>		9	9	9
<u>40.</u>		9	9	9
<u>41.</u>		9	9	9
<u>42.</u>		9	9	9
<u>43.</u>		9	9	10
<u>44.</u>		9	9	10
<u>45.</u>		9	9	10
<u>46.</u>		9	9	10
<u>47.</u>		9	9	10
<u>48.</u>		10	9	10
<u>49.</u>		10	10	10
<u>50.</u>		10	10	10
<u>51.</u>		10	10	10
<u>52.</u>		10	10	10
<u>53.</u>		10	10	10
<u>54.</u>		10	10	
<u>55.</u>		10	10	
<u>56.</u>		10	10	
<u>57.</u>		10		
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<u>76.</u>				
<u>77.</u>				
-				



Column AX - BA

Row	AX - TNA and education - In general, how do you feel about the alignment of the TNA project and your university?	AY - TNA and education - Do you have additional comments or recommendations regarding the visiting of TNA locations from your personal experience?	AZ - TNA and European citizenship - On a scale of 1 (Not at all) to 10 (to the greatest extent) - To what extent do you feel that the TNA project contributed to your sense of European citizenship and identity?	BA - Overall experience - How do you reflect on your TNA project in general? On a scale of 1 (appalling) - 10 (perfect);
2.	1	-	1	1
3.	1	Difficult to respond to these questions as I am not affiliated to a University but a government agency with different remit	1	7
4.	1	I think more information should be provided to the colleges - in Ireland TNA is not widely known and it should be!	5	7
5.	3	I put 1, because my university is argentine, and it had almost no relation with the TNA project. I had to manage all by myself, as my university did not know about it.	6	7
6.	4	My answers above are not stellar but that's not the TNA programme's fault, it's rather a lack of interest in my research area from my own university	6	7
7.	4	no	6	7
8.	4	no	6	8
9.	5	no	7	8
10.	6	No	7	8
11.	6	no	7	8
12.	7	no	7	8
13.	7	NO	8	8
14.	7	no	8	8
15.	7	No.	8	8
16.	7	No.	8	8
17.	7	Sorry again, but these questions are not appropriate for my case- I am not in education! The facility VISITED ME, not the other way around...	8	8
18.	7	The whole project was mainly a waste of money, although the contact with relevant colleagues was nice.	8	8
19.	7		8	8
20.	7		8	8
21.	8		8	8
22.	8		8	8
23.	8		8	8
24.	8		8	9
25.	8		8	9
26.	8		8	9
27.	8		8	9



PARTHENOS – D7.4

<u>28.</u>	8		8	9
<u>29.</u>	8		8	9
<u>30.</u>	8		9	9
<u>31.</u>	8		9	9
<u>32.</u>	8		9	9
<u>33.</u>	9		9	9
<u>34.</u>	9		9	9
<u>35.</u>	9		9	9
<u>36.</u>	9		9	9
<u>37.</u>	9		9	9
<u>38.</u>	9		9	9
<u>39.</u>	9		9	9
<u>40.</u>	9		9	9
<u>41.</u>	9		9	9
<u>42.</u>	9		9	9
<u>43.</u>	9		9	9
<u>44.</u>	9		9	9
<u>45.</u>	10		10	9
<u>46.</u>	10		10	9
<u>47.</u>	10		10	9
<u>48.</u>	10		10	10
<u>49.</u>	10		10	10
<u>50.</u>	10		10	10
<u>51.</u>	10		10	10
<u>52.</u>	10		10	10
<u>53.</u>	10		10	10
<u>54.</u>	10		10	10
<u>55.</u>			10	10
<u>56.</u>			10	10
<u>57.</u>			10	10
<u>58.</u>			10	10
<u>59.</u>			10	10
<u>60.</u>			10	10
<u>61.</u>			10	10
<u>62.</u>			10	10
<u>63.</u>			10	10
<u>64.</u>			10	10
<u>65.</u>			10	10
<u>66.</u>			10	10
<u>67.</u>			10	10
<u>68.</u>			10	10
<u>69.</u>			10	10
<u>70.</u>				10
<u>71.</u>				10
<u>72.</u>				10
<u>73.</u>				10
<u>74.</u>				10
<u>75.</u>				10
<u>76.</u>				10
<u>77.</u>				

Column BB - BD



Row	BB - Overall experience - Over the course of the whole TNA project, on which aspects do you reflect most positively?	BC - Overall experience - Over the course of the whole TNA project, which areas could do with improvement?	BD - The results of this survey offer valuable insight into how a number of fellows experience the data and services offered by Research Infrastructures. For an in-depth look, interviews would be a welcome addition. If you are willing to be interviewed, please leave your email address, so we can get in touch with you. Important disclaimer: by leaving your email address, your survey responses will no longer be anonymous. <sup>105</sup>
2.	access to archives, database, assistance from colleagues	-	
3.	active and fruitful workshop	All is fine.	
4.	Actual work in archives	any	
5.	Collaborative attitude of the support colleagues, high quality of available data	computer science and archaeology	
6.	Collaborative work, exchanging on new concepts, particularly with future professionals (students)	Difficult for me to answer.	
7.	contact with colleagues	dissemination.	
8.	Exchange of information and openness to collaborate on practical laboratory work	Easiness of data retrieval	
9.	found relevant information which will be used for publications	Expenses-only was difficult to manage as I didn't have much cash to spare at the time, I would have preferred an income that I could manage myself.	
10.	getting help for using tools regarding ontology	Follow-up, I still have not published anything- my fault really- but a closer sense of working with the TNA colleagues might assist this.	
11.	help with research	for me it was a very beneficial experience and a very valuable research stay, so I do not know if there is some are that could be improved	
12.	I enjoyed every aspect and learned a lot	Gettting sense about bulk analysis with neutrons	

<sup>105</sup> Email addresses of respondents are treated as personal data and therefore not included here.





13.	I learned a lot, new ways, new research methods, new approaches, I met the wellknown scholars etc	help in my research at Yad Vashem was not entirely satisfactory	
14.	I think the best was the high level of scientific knowledge of the staff and professors involved in the summer school I took under ARIADNE and also the kindness of them.	Helping with travel arrangements and also the speed of refunding the money paid	The entire experience was positive and absolutely valuable from a professional point of view. I learned far in above of what I anticipated. I only have one negative experience and that is in regard to the actual grant money awarded. In fact, 30% of this award was retained for tax purposes even though I am an Australian citizen and should be tax exempt. This meant that in addition to the self-funded aspect of the fellowship, in other words I knew it would cost more to undertake than the grant award, I now found myself having to fund my trip as I did not receive what I expected to receive. There is no support offered in terms of negotiating the US Tax office and thus 30% of the award money has been forfeited to US Tax. I feel that other EHRI fellows from outside of the US should possibly be made aware of this, just incase they find themselves in financial difficulties. Other than that, I highly recommend the Collections Management fellowship at the USHMM and am grateful for it. Thank you.
15.	I was very well received and felt very welcome. By presenting my research on the first day, I hope to have been able to give back some information relevant to the visiting institute too.	Logistic aspects for travel and accommodation and reimbursement procedures if needed	
16.	It was crucial that I was given funds before the visit. I could not afford to pay for the accommodation on my own in advance and wait for reimbursement.	Middle Ages	
17.	Knowledge exchange and learning how new processes can be applied to the work I am involved with (even if only at a tangent at present)	my whole experience was very successful from various aspects.	
18.	Learned a lot	N/A	
19.	Learning about the practicalities of some research methods	none	
20.	learning new research	Perhaps a structured list of the checks and obligations which need to be fulfilled, and a timeline for when each should be in place.	



<b>21.</b>	Lecturers.	science in conservation icons	
<b>22.</b>	networking, input for my own research, archival materials	TEI encoding	
<b>23.</b>	Networking, knowledge interchange, personal interconnections.	The information on the website and the requirements afterwards again on the website.	
<b>24.</b>	networking, new colleagues and friends in Göttingen	the stage of application for the project	
<b>25.</b>	Networking. Access to a diversity of technologies. Better characterize samples.	the whole project seemed to be constructed to keep people funded and/or busy, but there are no clear aims and results of any use	
<b>26.</b>	none	To be more precise while writing the preposition of the competition.	
<b>27.</b>	Possibility to visit colleagues, opened new perspectives	To contemplate two phases of analyses and to finance a small amount of money to publish on line results.	
<b>28.</b>	Quality of research	Transparent communication concerning the funding	
<b>29.</b>	Research infrastructure		
<b>30.</b>	Successful experiments.		
<b>31.</b>	Suggestions acquired during the TNA regarding my research		
<b>32.</b>	Support, Research Infrastructure, Collaboration and end results of my research		
<b>33.</b>	Teaching program		



<b>34.</b>	The ability to use sophisticated instruments and labs offered by RI which are not available in our country will contribute to the exchange of experiences , regarding sample preparation, methodology and interpretation of results.The implementation of this kind of knowledge gained from these surveys will greatly help us to better understand the nature of our cultural heritage.		
<b>35.</b>	The availability of research resources and access to academic life at KCL.		
<b>36.</b>	The exchange of knowledge with other researchers		
<b>37.</b>	The experience of staying in Israel, seeing another culture		
<b>38.</b>	The expertise gained from other conservators in the field		
<b>39.</b>	the exquisite libraries in Munich; the support and accommodation I received at the Zentrum für Holocaust-Studien am Institut für Zeitgeschichte München		
<b>40.</b>	The friendliness of USHMM professional staff and their willingness to share information.		



<b>41.</b>	the new and exquisite knowledge of the material composition of our national cultural heritage has been implemented as an addition to the new scientific and historical facts that have become a part of the scientific and published works and thus we feel as part of the European research network that contributes to the cultural heritage		
<b>42.</b>	The opportunity to visit a reference institution, learn with experts from the conservation field and check non-published documents with impact on my current research.		
<b>43.</b>	The opportunity to work with experts from across Europe, and discuss research ideas with them. I look forward to undertaking further collaboration as the data is analysed.		
<b>44.</b>	The possibility of working with primary sources and sharing the experience between academic society.		
<b>45.</b>	The text technologies I learnt		
<b>46.</b>	The TNA project gave me the unique opportunity to be based at a world-leading university, with access to a fantastic array of resources, knowledge, and people.		
<b>47.</b>	The valuable help and input of the museum staff		
<b>48.</b>	There was a great value in concentrated collaboration with the workers on MOLAB- I cannot praise their efforts and expertise enough.		



<b>49.</b>	To meet new colleagues, to get new expertise and knowledge.		
<b>50.</b>	training and meeting experts		
<b>51.</b>	valuable research results were achieved which would otherwise not have been possible		
<b>52.</b>	very flexible and uncomplicated help by the project coordination and by the institution I was a fellow		
<b>53.</b>	warm welcome, open		
<b>54.</b>			
<b>55.</b>			
<b>56.</b>			
<b>57.</b>			
<b>58.</b>			
<b>59.</b>			
<b>60.</b>			
<b>61.</b>			
<b>62.</b>			
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<b>74.</b>			
<b>75.</b>			
<b>76.</b>			
<b>77.</b>			



**Columns BE – BG**

<b>Row</b>	<b>BE - At what university where you enrolled (or for which employer where you working) at the time of your TNA project?</b>	<b>BF - What was your academic level of scholarship during the TNA project?</b>	<b>BG - What was your field of research during the TNA project (e.g. history, archaeology...)</b>
<b>2.</b>	Åbo Akademi University	Bachelor	Archaeology
<b>3.</b>	Albert-Ludwigs-Universität Freiburg	Bachelor	Archaeology
<b>4.</b>	Belgrade University	Bachelor	Archaeology
<b>5.</b>	Berceni School, Prahova County	Bachelor	Archaeology
<b>6.</b>	Bogdan Hmelniczki-University, Cherkassy, Ukraine	Bachelor	Archaeology
<b>7.</b>	Centro de Investigaciones Ópticas (La Plata, Argentina)	Bachelor	archaeology
<b>8.</b>	Chester Beatty Library, Dublin	Bachelor	Archaeology
<b>9.</b>	CNR - Italy	Chair (Full professor)	Archaeology
<b>10.</b>	Ghent University	Diploma in painting conservation	archaeology
<b>11.</b>	Glasgow Caledonian University	Master	Archaeology
<b>12.</b>	Goethe-University Frankfurt/Main Germany	Master	Archaeology
<b>13.</b>	Hamilton Kerr Institute, University of Cambridge	Master	archaeology
<b>14.</b>	Haute Ecole Arc Conservation-restauration	Master	archaeology, communication and information
<b>15.</b>	Historic Environment Scotland	Master	archaeometallurgy
<b>16.</b>	Independant researcher	Master	archaeometry
<b>17.</b>	Inrap	Master	Archaeometry
<b>18.</b>	Inrap - France	Master	Architecture, archaeology
<b>19.</b>	Institute for Contemporary History	Master	art history
<b>20.</b>	Institute of Croatian Language and Linguistics	PhD	Art History
<b>21.</b>	Istituto Superiore per la Conservazione e il Restauro	PhD	Art history
<b>22.</b>	jewish historical institute, warsaw	PhD	Collection Management
<b>23.</b>	Ludwig-Maximilians-Universität Munich (LMU)	PhD	computer science
<b>24.</b>	Lumière University Lyon 2	PhD	Conservation of Cultural Heritage
<b>25.</b>	Munch Museum in Oslo	PhD	conservation of cultural heritage
<b>26.</b>	National Conservation Center, Skopje, R. Macedonia	PhD	conservation science
<b>27.</b>	National Conservation Center-Skopje, R.Macedonia	PhD	Conservation Science
<b>28.</b>	National Research University Higher School of Economics	PhD	Conservation Science
<b>29.</b>	Netherlands eScience Center	PhD	Conservation science
<b>30.</b>	Open University, UK	PhD	Conservation science
<b>31.</b>	PIN - Polo Universitario "Città di Prato"	PhD	Conservation science
<b>32.</b>	Polish Academy of Science	PhD	conservation-restoration
<b>33.</b>	Postdoctoral Fellow, Alumna of Clark University, Worcester, MA, USA	PhD	conservation-restoration
<b>34.</b>	Research Governmental Institute	PhD	Digital Archaeology
<b>35.</b>	Rijksmuseum Amsterdam	PhD	Digital Archaeology



<b>36.</b>	Rogante Engineering Office	PhD	Digital Humanities and manuscript studies
<b>37.</b>	Staatliche Akademie der Bildenden Künste Stuttgart	PhD	Digital Humanities- History
<b>38.</b>	Staatliche Kunstsammlungen Dresden	PhD	Digital Philology
<b>39.</b>	Statens Museum for Kunst	PhD student	heritage Science
<b>40.</b>	Sydney Jewish Museum	Post-doc	Historic Built Environment
<b>41.</b>	The Courtauld Institute of Art	Post-doc	History
<b>42.</b>	The Cyprus Institute/Lund University	Post-doc	History
<b>43.</b>	The Discovery Programme: Centre for Archaeology and Innovation Ireland	Post-doc	history
<b>44.</b>	The Wallace Collection	Post-doc	History
<b>45.</b>	The Wiener Library for the Study of the Holocaust & Genocide, London ; Dokumentationszentrum NS-Zwangsarbeit, Berlin	Post-doc	History
<b>46.</b>	Trinity College Dublin	Post-doc	history
<b>47.</b>	UNED, Spain	Post-doc	history
<b>48.</b>	Universidad Nacional de Educación a Distancia (UNED Spain)	Post-doc	History
<b>49.</b>	Universidade Nova de Lisboa	Post-doc	History
<b>50.</b>	Université Bordeaux Montaigne	Post-doc	History
<b>51.</b>	Université libre de Bruxelles	Post-doc	History
<b>52.</b>	Universities of Florence and Siena, Italy	Post-doc	History of conservation
<b>53.</b>	University College Dublin	Senior	Holocaust and its aftermath
<b>54.</b>	University of Amsterdam	Senior	Information and knowledge management
<b>55.</b>	University of Evora, Portugal	Senior	Information Science
<b>56.</b>	University of Göttingen	Senior Researcher	Jewish History
<b>57.</b>	University of Graz	Senior Researcher	library and archive studies
<b>58.</b>	University of Lisbon	Senior Researcher	literary and cultural studies
<b>59.</b>	University of Ljubljana	Senior Researcher	Material science, Chemistry, Humanities
<b>60.</b>	University of Milano Bicocca	Senior Researcher	Materials characterization, applications of neutron techniques
<b>61.</b>	University of Santiago de Compostela	Senior Researcher	Medieval Studies
<b>62.</b>	University of Sheffield	Senior Researcher	Narratology
<b>63.</b>	University of Siena	Senior Researcher	Old Croatian and Old Czech Language
<b>64.</b>	University of the West of Scotland	Senior Researcher	Painting conservation
<b>65.</b>	Uzhhorod National University	Senior Researcher	Physics
<b>66.</b>	Victoria and Albert Museum	Senior Researcher	Physics
<b>67.</b>	Vilnius University Faculty of Communication	Senior Researcher	Prehistory
<b>68.</b>	Warwick	Senior Researcher	Sociology - History/Holocaust
<b>69.</b>	Yad Vashem research group Hungary	Senior Researcher	Spanish Literature, Digital Humanities
<b>70.</b>	Zrc Sazu	Senior Scientist with a PhD	technology for archaeology
<b>71.</b>			
<b>72.</b>			



Columns BH – BI

Row	BH - Which host institution(s) did you visit?	BI - What was your city of residence at the time of the TNA project (the city council you were registered at at the time, not the place you were visiting)?
2.	Institute for Nuclear Research, Hungarian Academy of Sciences Short name: MTA Atomki	53489 Sinzig, germany
3.	ATHENA RC	Amsterdam
4.	Athena Research Centre	Augsburg
5.	BNC	Berlin
6.	BNC	Bordeaux
7.	British Museum	Brussels
8.	British Museum, RCE	Bucharest
9.	Budapest Neutron Centre (BNC)	Budapest
10.	Budapest Nuclear Centre	Buenos Aires
11.	Bundesarchiv in Berlin and Ludwigsburg	Cambridge
12.	C2RMF, Prado, SPK	Civitanova Marche
13.	Casa-Museu Anastácio Gonçalves	Copenhagen
14.	Chester Beatty Library	Den Bosch, Netherlands
15.	CNR-ISTI Visual Computing Lab	Dresden
16.	DCU - Athens	Dublin
17.	DCU Athena Research Centre	Dublin
18.	EHRI at Institut for Contemporary History	Dublin
19.	Fondazione Centro di Documentazione Ebraica Contemporanea	Dublin
20.	Goettingen Center for Digital Humanities (GCDH)	Edinburgh
21.	Institute of Contemporary History (Munich)	France
22.	ISTI-CNR	Ghent
23.	ISTI-CNR	Glasgow
24.	ISTI-CNR (Pisa)	Glasgow, UK
25.	ITS Bad Arolsen	Graz
26.	Jewish Museum in Prague	Grodzisk Mazowiecki
27.	KFKI Budapest	Heraklion
28.	King's College London	Jerusalem
29.	King's College London	Lisbon
30.	memorial de la shoah	Lisbon
31.	MTA ATOMKI	Lisbon, Portugal
32.	N/A	Ljubljana
33.	National Gallery, London	Ljubljana
34.	National Gallery, London	London
35.	National Library of Czech Republic, Manuscriptorium	London
36.	National Library of the Czech Republic	London
37.	None- I was the host institution	Madrid
38.	None, really (I participated in a conference/master class in Athens, and provided data)	Milan
39.	OPD (Florence), RCE (Amsterdam) and CATS/SMK (Copenhagen)	Moscow
40.	OPD Firenze	Munich
41.	Opificio Delle Pietre Dure	Munich





<b>42.</b>	Opificio delle pietre dure (Florence, I)	Munich
<b>43.</b>	PIN	Nardò (Le), Italy
<b>44.</b>	PIN Prato	Neuchâtel (Switzerland)
<b>45.</b>	PIN Scri - Polo Universitario "Città di Prato"	Nicosia, Cyprus
<b>46.</b>	Pisa	Northampton
<b>47.</b>	Pisa	Oslo, Norway
<b>48.</b>	Statens Museum for Kunst	Oxford
<b>49.</b>	The Institute for Nuclear Research of the Hungarian Academy of Sciences (ATOMKI) and the Institute of Physics of University of Debrecen	Paris
<b>50.</b>	The Prado , Madrid	Pisa
<b>51.</b>	Trinity College Dublin	Pisa
<b>52.</b>	Trinity College Dublin	Ploiseti, Romania
<b>53.</b>	Trinity College Dublin	Prague
<b>54.</b>	Trinity College Dublin	Prato
<b>55.</b>	Trinity College Dublin	Rome
<b>56.</b>	United States Holocaust Memorial Museum	Santiago de Compostela
<b>57.</b>	University of Perugia	Scandicci (FI) - Italy
<b>58.</b>	USHMM, NIOD	Sheffield
<b>59.</b>	Vast Lab, PIN	Skopje
<b>60.</b>	VAST-LAB, PIN S.C.r.L.	Skopje
<b>61.</b>	VAST-LAB, PIN S.C.r.L., Prato, Italy	Sydney
<b>62.</b>	Vienna Wiesenthal Institute	Tallinn
<b>63.</b>	Wiener Library, London	Tirana
<b>64.</b>	Wiener Library, London	Turku
<b>65.</b>	Wiener Wiesenthal Institut für Holocaust-Studien	Vilnius
<b>66.</b>	Wigner Institute in Budapest	warsaw
<b>67.</b>	Yad Vashem	Zagreb, Croatia
<b>68.</b>	Yad Vashem Institute	Zeist
<b>69.</b>	Zentrum für Holocaust-Studien am Institut für Zeitgeschichte München	
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