Changing Publication Cultures in the Humanities

Young Researchers Forum
ESF Humanities Spring 2011 • 9-11 June 2011, Maynooth, Ireland

European Science Foundation (ESF)

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Cover pictures:

Above: St Patrick's College, Maynooth, founded in 1795.
Picture provided by Communications Office, NUI Maynooth.

Below: Iontas building, North Campus, NUI Maynooth.
The venue of the Humanities Spring 2011.
Picture provided by Communications Office, NUI Maynooth.

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Figure 1.
Participants at the ESF Humanities Spring 2011.
Picture provided by An Foras Feasa

Introduction

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The ESF Standing Committee for the Humanities (SCH) plays a central role in coordinating existing and emerging transnational networks of scholars and institutions in the humanities. Its stakeholders are national and international research funding bodies looking for new contributions to their discussions on strategic choices and ways forward.

With the 'Humanities Spring' events, SCH wishes to mobilise the creative potential of the next generation of leading humanities scholars to inform European-level coordination and foresight processes regarding research activities in the humanities. Earlier topics include ESF Humanities Spring 2007, 'Disciplines and Borders: Humanities research in an age of interdisciplinarity'; ESF Humanites Spring 2009 I, 'From Learned Societies to Knowledge-Based Society: Towards a European Young Academy?'; and ESF Humanities Spring 2009 II, 'New Perspectives for Asian Studies in the Humanities'. The topic chosen for the 2011 early career researchers forum was 'Changing Publication Cultures in the Humanities'.

Building upon the work of the SCH strategic workshop in Hungary in November 2009, the aim of the 2011 forum was to invite a group of early career researchers to address the opportunities and challenges facing them as a consequence of changes in publication cultures in the humanities. A working group from SCH was constituted, comprising Professor Margaret Kelleher (chairperson; National University of Ireland, Maynooth), Professor Barbara Baert (Katholieke Universiteit Leuven), Professor Rūta Marcinkevičienė (Vytautas Magnus University), Professor Hanne Ruus (Copenhagen University), Professor Naomi Segal (University of London), and Dr Eva Hoogland (ESF).

A group of 19 early career scholars[1] was selected by open competition to attend a three-day workshop hosted by An Foras Feasa Humanities Research Institute, National University of Ireland, Maynooth. In applying for a position at the workshop, applicants were asked to submit a short essay giving their views on one or more of the following issues: engagement with new modes of publication; impact of new modes of publication on research cultures; language diversity; the future for publication cultures. Applications were assessed on scientific track record and scientific potential, and on the originality of prospective thinking as expressed in the essay and publications.

The successful candidates were from a diverse range of disciplinary backgrounds, including archaeology, comparative literature, cultural studies, digital humanities, film, history, information studies, literature, linguistics, Oriental studies, philology and philosophy. Eleven countries were formally represented, with many others represented in the international educational and research experience of the participants (see appendix for list of participants.) Four senior colleagues provided introductions to the four thematic discussions: Dr Karen Skovgaard-Petersen (Danish Royal Library, Copenhagen) on the theme of *engagement*; Professor Poul Holm (Trinity College) on the theme of *impact;* Professor Péter Dávidházi (Hungarian Academy of Sciences) on the theme of *language diversity*; and Professor Gudrun Gersmann (German Historical Institute, Paris) on the theme of *future* developments.

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1. Applicants were required to have a PhD, with a successful viva completed by the time of the workshop but no more than 10 years previously.

The text below comprises the thematic summary produced by each workshop, with each participant playing the role of member of a drafting group or rapporteur. The issues discussed are those chosen by the early researchers, and indicate clearly their diagnoses of current problems and opportunities. In addition, a more detailed analysis of new practices and concerns for digital research interactions was produced by Dr Graeme Earl and Dr Orla Murphy, two of the participants. In the closing day of the workshop, the groups moved to an identification of recommendations targeted to the following groups of stakeholders: publishers; funding agencies; universities and higher education institutions; research policy makers; and other early career researchers.

In this manifesto, the Humanities Spring 2011 researchers identify a confident and proactive, rather than reactive, role for the humanities, one which can meet and address societal challenges. Their vision of a new publication culture in the humanities emphasises openness, including a strong endorsement of an open access approach that would ensure the dissemination of high quality research. The models proposed here are horizontal and dynamic, with research communities based on networking and interaction, and natural mechanisms of quality control operating as guides to members of a research community. Their vision of new publication media illuminates the enhanced and newly collaborative research interactions made possible by new forms of electronic publication, including the wider dissemination of research processes and

accompanying resources as well as research results. Inter-, trans- and multidisciplinary research is firmly to the fore here, linking a wide range of disciplines and potential audiences, while the challenges of achieving multilingual research practices, supported by translation facilities, are sharply observed. Their detailed recommendations, shaped by their experience (including the professional and career vulnerability of early-stage researchers, many in short-term contract positions), make for enlightening and inspiring reading.

Professor Margaret Kelleher,
Chair of the ESF Humanities Spring 2011
Working Group

Professor Milena Žic-Fuchs,
Chair of the ESF Standing Committee
for the Humanities

Thematic Summaries

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The *Young Researchers Forum ESF Humanities Spring 2011 "Changing Publication Cultures in the Humanities"* was structured along four thematic break-out sessions, each dedicated to one of the four themes specified in the Call for Participation. Each theme was introduced in the plenary by one of the guest speakers, after which half of the participants entered a more concentrated discussion regarding this particular theme. A dedicated drafting group drafted a summary of the group's conclusions which was subsequently reported and further discussed in the plenary. The final conclusions, agreed on in the plenary, are published below, as four thematic summaries. The issues discussed are those chosen by the early career researchers, and convey their diagnoses of current problems and opportunities.

Theme 1. Engagement

Key areas in the theme of engagement include the issues of professional reputation, open access, and the stability and longevity of humanities scholarship.

We consider it important to promote open access, to democratise access to content, and to make visible our role as public intellectuals, expanding the audience for research to the largest number of stakeholders. We encourage scholars to choose open access and to take advantage of the opportunities it offers. This choice must be recognised and rewarded by funding bodies and national boards.

The potential of the web environment as a research network also plays a critical role in developing new ways of collaborating. Here we are thinking in particular about an online interactive discourse – a networked community of scholars. Our vision of a networked collaborative action is one in which we as early career researchers help to drive the field rather than our remaining neutral bystanders to this key dimension of research publication.

The question of reputation is critical; however, there is a tension between the existing hierarchical, vertical model of publishing and the emerging networked, horizontal model of collaboration which furthers interdisciplinarity and transdisciplinarity. The conventional model of obtaining recognition through publication in a particular acknowledged periodical is still esteemed in some subject fields.

We are at a cusp moment in academic publication where the digital mode is superseding current printing practice. New models of writing, publishing, distributing, accessing and reading material are emerging. Active scholars are at the forefront of engagement with these models.

However, there are fundamental, strategic, infrastructural issues for open access. Who pays for open access? Who maintains the stability of data and URIs (uniform resource identifiers) once established? The issue of sustainability is particularly crucial for the humanities where scholarship longevity is a vital aspect of quality work. Funding agencies and sponsoring bodies must acknowledge these key aspects of humanities research, and an important role exists in this regard for national libraries.

Theme 2. Impact

When discussing impact it is important to distinguish between two different meanings of the term:
- In the bibliometric sense, i.e. 'impact factors', how to evaluate and assess academic impact;
- The wider sense of knowledge transfer/public engagement, including impact on policy, econom-

ics and business amongst other constituencies and audiences.

In the light of changing academic cultures and practices we feel, as representatives of the European humanities, that we must take ownership of this term and its implications.

The dominant bibliometric databases are developed from within the natural sciences and thus are not representative of the humanities. For example, in the humanities there is greater variation of publication formats and publication languages. Furthermore, just as in the natural sciences, impact in the humanities is not solely determined by research outputs, such as publications. Consideration should be given to bibliometric data only in tandem with other criteria such as research projects, teaching, public and media engagement, impact on graduate students, professional service, interdisciplinarity and collaborative working.

Existing bibliographic data are currently insufficient. We need an alternative model that is both more comprehensive and more integrated. By this we mean: it should be Europe-wide, it should integrate and enrich current national databases, and it should include all publication formats. Any metrical data that are gathered should be utilised within their individual disciplinary contexts, rather than across the humanities as a whole.

However, we also want to emphasise that metrics is not the final word in measuring impact. Any academic should be assessed on a variety of impact criteria, as outlined above, and there must be diversity in assessment beyond the simply numerical.

Whilst, then, there is some skepticism regarding the usefulness of bibliometric data, there is a more enthusiastic response amongst early career researchers to the second meaning of impact, that of public engagement. We are all passionate about our subjects and wish to see them kept alive in the public sphere. We wish to engage with a variety of audiences, such as educationalists, cultural practitioners, students, archives, business leaders, and the media, in order to make our subjects relevant and visible.

Finally, we acknowledge that whilst the academic climate is currently difficult and uncertain for many early career researchers, it is important that we are proactive rather than reactive to the changes implemented at government and EU level. We need to be more effective in the way we communicate, and thus have impact upon national and transnational bodies. As early career researchers, we should work with our senior colleagues to raise a collective voice to ensure the humanities are both visible and heard.

Theme 3. Language

Language should be considered a key element in a new publication culture. Language is an especially important asset for the humanities because in the humanities the form and the content are inseparable: in the humanities, language is not simply the medium but also the topic and subject of research.

We emphasise the importance of a balance between different national and linguistic research traditions since we live in a multicultural world. If a subject of research is of national relevance, it involves a specific language or languages, irrespective of the fact that the languages might be national or international. Nevertheless, we must keep in mind that using an international language has both benefits and constraints. We see as benefits the following: a wider audience, better quality control, possibilites for networking and collaboration, and stronger impact. The potential constraints are the following: resulting lack of expertise in other languages, the impoverishment of the national academic discourse and research tradition, the danger of miscommunication of an intercultural nature, and the loss of national impact for a researcher.

The influence of the English language is overwhelming but we should continually aim at using other languages which best reflect the interests, competences, terminology and historical development of various disciplines and communities of scholars. The language issue is closely related to the notion of impact. If the work is truly relevant and important to specific audiences, the new forms of publishing will facilitate its translation and dissemination. Such new formats of publishing can further existing forms of networking and collaborating, ensure a wider audience and enable better feedback from the audience. Thus new possibilities in electronic publishing can enhance, sustain and support the idea of multilingual research.

While also aiming for mulitilingualism, we should preserve linguistic diversity in humanities research. Diversity has to do with creativity, which is a precondition for the humanities. A key instrument of diversity is translation. More extensive self-translation would require us as scholars to command linguistic skills in several languages and to use them to disseminate our research outcomes. If we act as translators of our own texts, we lessen the risks inherent in transferring research information into a different language; otherwise we should resort to a specialised translator within specific fields of the humanities.

Promotion and career opportunities in humanities research should not be dependent on publication

in a dominant language. Real-life situations may force us to perform in a unilingual context; nevertheless we should try to preserve the balance of single language and multilingual research for the sake of the benefits that result from both, and we should work to develop more nuanced models of multilingual practice.

Theme 4. Future

As young scholars, we are driving change rather than neutrally observing it.

The future of scholarly publication culture is digital and open access. Digitality is a phenomenon that pertains not only to the form and media of publications, but also to the dynamics of scholarly work and collaboration. Being digital affects the realities and expectations of the rapidity of the publishing process. It reshapes the ways in which research outputs are made available, accessed and preserved.

However, digitality cannot change the fundamental tenets of humanities research. Humanities research pertains not only to topics within contemporary societal and cultural trends but also often to topics outside them. The humanities embrace a longer time span than most other fields of scholarship. Ideas may ripen more slowly within the humanities, and the scholarly process cannot be measured or planned in short temporal cycles.

A key aspect of the future publishing culture in the humanities is to develop new opportunities to catalyse positive change in prevalent modes of institutional authority. It is necessary to facilitate access to the scholarly community in order to democratise participation and collaboration between peers because innovative scientific work takes place in numerous contexts outside traditional scholarly genres. Authority is best attained and maintained through transparency and fairness. The peer-review process should be directed towards transparency, collaborative assistance and support instead of a focus on gatekeeping. But, while aiming for openness, it is important to keep in mind that this does not necessarily eliminate power structures: power structures may become more flexible, contextual and invisible, but they will not disappear.

The role of peer review should move from being a gatekeeper to being a guide, helping scholars to negotiate the ever-growing mass of scholarly output. Instead of a gatekeeper deciding in advance which publications are allowed to enter scholarly discussion, we need guides that evaluate and assess an unconstrained stream of publications after the fact. As well as traditional editorial boards, emergent online communities can provide guidance; longer-term community building can be achieved through fostering contact between smaller dispersed groups of people with similar interests.

The reshaping of scholarly publishing in humanities will inevitably change the roles of institutions and individuals. The role of publishers will change from providing content to providing services to the authors and users of scholarly information. As content will increasingly be available in raw open access form, the challenge for the publisher is to provide suitable access and flexibility, assisting scholars to find, select, enrich, recombine, and cite the work of others. The repositories themselves should be maintained by public institutions capable of guaranteeing open and equal long-term access to the results and resources of the scholarly work. The role of scholars as a global community is to provide the source of new scholarly knowledge and a guarantee of its high intellectual quality.
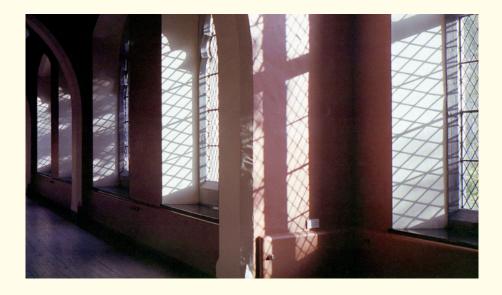
Figure 3.
St Patrick's College, Maynooth.
Picture provided by Jessica Aliaga Lavrijsen, Participant.

Case Study: New Practices and Concerns for Digital Research Interactions

As a community of early-career researchers, we believe that the future of scholarly publication culture is digital and based on the principle of open access. Digital practice here refers not only to the form and media of publications but also to the dynamics of scholarly work and collaboration.

Current and emergent scholarship is enhanced by digital mechanisms for communication, collaboration and documentation. Modes of asynchronous interaction with research have received considerable attention, most recently in scholarly communications and debates surrounding open publication models. Here the ability to disseminate publications and then to receive comments, and the potential of this process to form an evolving peer review, have been discussed. Blogging, wikis and micro-blogging open up new possibilities for scholarly discourses where the times between publication and response, and the characterisation of the 'author' can vary. They facilitate access to scholarly proceedings, and reveal and record the scholarly community at work in dynamic ways. Synchronous technologies similarly deserve increased attention, in particular the potential to capture and repeat dialogues over skype, IM (instant messenger) and specialist conferencing software.

Whilst capture of such information is increasingly possible, the publication, structuring and remixing of this content require further attention. As research conversations and formal publication of results merge, and increasingly occur in a wholly digital environment, it is imperative that where possible these processes and interconnections should be captured and represented in a way that is semantically rich and can offer an experiential as well as data-rich encounter with the original research process 'recorded'. In terms of organisational practice, this extends beyond publication, into the underlying research processes. For example, augmenting official minute taking of a collaborative research seminar (e.g. an ESF event) by digital media allows live-linking, live contextualisation, conversations with scholars not in the room, questions from beyond the floor and also beyond the timeframe of individual discussions.

Digital scholarship creates virtual research environments (with and without formal VRE systems) where scholars gather to discuss ideas, using methodologies that (while rooted in particular academic conversations) invite further participation both from the knowledge community and the general public. Such scholarship enables real-time publication and invites dialogue, generating discussion beyond each given event – whether conference, meeting, or other.

These further interventions challenge, augment and enrich the research environment, generating an engaged participatory culture.

We believe therefore that it is vital that the ESF take a lead:

1. *In addressing core concerns such as the true nature of 'knowledge democratisation' and questions of publication authority and quality.* ESF researchers provide the perfect constituency to consider and address the inequalities of digital access, whether practical, social or educational, and to lobby for pan-European initiatives to support a new, inclusive European digital economy.

2. *In promoting and critiquing new forms of interaction and developing new digital research literacy amongst European researchers.* While we do not presume a benefit in all new media technologies we propose that it is only through the engagement of as broad a range of ESF researchers as possible that we will be able to move digital research practice forward. In this we need expertise in narrative, text and image and in the social and cultural implications of digital practice, as much as Web technologies. This engagement will require academics to develop new digital skills.

3. *In managing, integrating and exposing the consequences of such interactions.* New media technologies are creating an ever-expanding corpus of research data which provides significant potential for contextual analysis and for the incorporation of multiple voices. However, without means to link information in a way that is meaningful to the computer and to the reader, we will miss opportunities for identifying new avenues of research at the humanities/science border. Similarly, we risk moving much of our research development into spheres such as micro-blogging where the information has unknown longevity and access can change rapidly.

The interconnectedness, sharing, openness and critical engagement across borders – that characterise and are facilitated by emerging techniques – reflect the core concerns of all scholars, whether they choose to create knowledge and to communicate it in digitally innovative ways or to continue in more established veins. It is our belief that the ESF provides the most suitable environment to move forward digital research practices that reflect the best of its humanities and science constituencies. We would like to encourage the ESF community to develop a series of collaborative research projects to drive forward this agenda.

Recommendations

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In the closing day of the *Young Researchers Forum ESF Humanities Spring 2011 "Changing Publication Cultures in the Humanities"*, the participants moved to an identification of recommendations targeted to the following groups of stakeholders: publishers; funding agencies; universities and higher education institutions; research policy makers; ESF; and other early career researchers. The resulting recommendations were agreed on in the plenary and collectively endorsed by the participating early career researchers.

Recommendations to Publishers

- To facilitate open access.
- To embrace multilingual submissions.
- To enable translation/editorial assistance for submissions of first-rate content whose expression falls short in standards of written English.
- To allow for a multiplicity of publication forms, including electronic appendices and multimedia.
- To facilitate dialogue and enhance scholarly networks through openly available manuscripts with online commentary.
- To instigate changes in the function of peer review towards a more constructive, transparent and open process.
- To separate, within peer review, the functions of individual or specific assistance to the author from open discussion of the content and quality assessment.

Recommendations to Funding Agencies

- To recognise as indicators of prestige varied publication formats and mechanisms, e.g. open access monographs, films, blogs.
- To require submission of research data produced by funded projects, along with documentation of their genesis and development, and to require provision for open access publication where appropriate and in compliance with data protection and/or embargoes.
- To fund, via a pan-European platform, maintenance of and access to the heterogeneous research infrastructures that will result from this broad range of humanities publication.
- To support translation of any European research publications from any and into any language, via a specific funding scheme.
- To implement protocols that actively encourage long-term career provision for early-stage researchers (e.g. matched funding) and recognise a diverse range of criteria to assess an individual's academic performance.
- To support costs of publication generated by golden path (publication in open access journals) and green path (parallel publication in research archives) requirements.

Recommendations to Universities, Research Centres, Higher Education Institutions

- To support and encourage junior researchers in their engagement with new media and alternative output initiatives (i.e. beyond the traditional monograph).
- To provide support, including financial support, to staff working outside their native language in terms of editing and translation (in English or other languages) to improve dissemination of their work to a global audience.
- To take into account, particularly in relation to recruitment and promotion, a diverse range of criteria to assess an individual's academic performance, particularly when addressing the question of 'impact'.
- To improve institutional IT infrastructure and technological support in order to build, expand and sustain, on a permanent basis, new digital and online initiatives, such as networks, websites, databases, electronic publications, self-publication platforms, and repositories.
- To provide training as part of the undergraduate and postgraduate curriculum to enhance students' critical skills in utilising digital and online resources intelligently and scrupulously.

Recommendations to Research Policy Makers

- To support open access publishing and to help to increase its real and symbolic value.
- To apply a multilateral and diverse approach to impact assessment for research in humanities and to avoid a bibliometric or other approach based on one or few criteria.
- To support the multilinguality of research publications combined with international dissemination of results via translation.
- To support research infrastructures relating to new publication cultures and to help to build research communities in these areas.
- To support multidisciplinary research throughout all its stages, starting with match-making activities enabling researchers from different fields to come together, via special assessment procedures up to facilitated publications and dissemination of results.

Recommendations Concerning the Professional Development of Early-Career Researchers

To Early-Career Researchers:
- To make professional choices that reflect the change you wish to see in your field, regardless of existing institutional reward mechanisms.
- To write in your own national language or the language that is most appropriate for your research, or in the publication medium that most suits the values of your work.

To Senior Scholars:
- To support the choices made by younger researchers regarding language or publication forum.
- To reward those choices that contribute to reimagining the future of the field in terms of language diversity and new media.
- To take the lead in increasing public awareness of the value of humanities research.
- To work towards Europe-wide standards for objective and merit-based publication and review practices.

To ESF:
- To institute a National Junior Representative who could act as advocate for the interests of early career researchers.
- To institute through its Standing Committee for the Humanities regular strategic activity in the area of changing publication cultures and to lobby for strategic funding of Europe-level activity in this area.

Annexes

Annex 1. **Programme**

Arrival – Thursday 9 June
20:00 Dinner

Day 1 – Friday 10 June
09:00 – 09:15
Welcome and opening remarks by
Milena Žic-Fuchs, *Chair of the ESF Standing
Committee for the Humanities*

09:15 – 09:45
Introduction by **Margaret Kelleher,**
Chair of the Humanities Spring 2011

09:45 – 11:00
Short presentations by awardees

11:00 – 11:30 Coffee break

11:30 – 13:00
Short presentations by awardees (ctd)

13:00 – 14:15 Lunch

14:15 – 15:15
Introduction to Themes 1-2
Karen Skovgaard-Petersen,
The Danish Royal Library
Poul Holm, *Trinity College, Dublin*

15:15 – 15:30
Introduction to break-out sessions
by **Margaret Kelleher**

Structure break-out groups
To each of the four Call themes, a break-out
session will be dedicated, resulting in a
paragraph to be included in the Manifesto.
Each break-out session is introduced in the
plenary by a **guest speaker** and the outcome
of the session will be reported in the plenary
by two dedicated **rapporteurs.** The break-out
session itself is **moderated** by a member of the
working group who will also facilitate the
group in drafting a concluding paragraph, to
be included in the Manifesto; a maximum of
three members of the break-out group will join
the moderator to form a **drafting group** for
the purpose of writing this contribution.

15:30 – 17:30
First series of break-out sessions (Themes 1-2)
Theme 1 (Engagement)
Moderator: **Hanne Ruus**
Guest speaker: **Karen Skovgaard-Petersen**

Theme 2 (Impact)
Moderator: **Barbara Baert**
Guest speaker: **Poul Holm**

17:30 – 18:15
Plenary reporting & discussion outcome break-out
sessions

19:30 Dinner

Day 2 – Saturday 11 June
09:00 – 10:00
Introduction to Themes 3-4
Péter Dávidházi, *Hungarian Academy of Sciences*
Gudrun Gersmann, *German Historical Institute,
Paris*

10:00 – 12:00
Second series of break-out sessions (Themes 3-4)

Theme 3 (Language as an asset)
Moderator: **Rūta Marcinkevičienė**
Guest speaker: **Péter Dávidházi**

Theme 4 (Future)
Moderator: **Naomi Segal**
Guest speaker: **Gudrun Gersmann**

12:00 – 12:45
Plenary reporting and discussion outcome
break-out sessions

12:45 – 13:15
Drafting session (for members of the drafting groups)

13:15 – 14:30 Lunch

14:30 – 15:30
Summary of work to date and Introduction to
Humanities Spring 2011 Manifesto: Conclusions and
Recommendations

15:30 – 17:00
Break-out sessions on targeted recommendations
(for all participants)

17:00 – 18:00
Presentation by groups of Conclusions and
Recommendations for Humanities Spring 2011
Manifesto

18:00 – 18:30
Closing Remarks

20:00 Farewell Dinner

Annex 2. Biographies of Participants

Working group Humanities Spring 2011

Margaret Kelleher
Humanities Research Institute,
University of Ireland, Maynooth
(Chair, Working Group Humanities Spring 2011)

Margaret Kelleher is Director of *An Foras Feasa* Humanities Research Institute at the National University of Ireland, Maynooth. Her books include *The Feminization of Famine* (Duke UP and Cork UP, 1997) and *The Cambridge History of Irish Literature* (2 vols; 2006), co-edited with Philip O'Leary. She is representative for Ireland on ESF's Standing Committee for the Humanities and hosted the 2011 ESF Humanities Spring conference at NUI Maynooth. Margaret is chairperson of the International Association for the Study of Irish Literatures, a member of the International Advisory Board for the Irish Research Council of the Humanities and Social Sciences and NUI Maynooth Principal Investigator on the national PRT-LI5 funded inter-institutional PhD in Digital Arts and Humanities.

Barbara Baert
Iconology Research Group (IRG),
Catholic University of Leuven

Barbara Baert (1967) is tenured professor in Art History at the Catholic University of Leuven, Belgium. She coordinates an international network for the study of iconology (www.iconologyresearchgroup.org). Her interdisciplinary research and publications focus mainly on medieval visual culture, as in her recent book: Interspaces between Word, Gaze and Touch. The Bible and the Visual Medium in the Middle Ages. Collected essays on *Noli me tangere*, the Woman with the Haemorrhage, the Head of John the Baptist, (Annua Nuntia Lovaniensia, LXII), Leuven (Peeters), 2010, 156pp, 63 images. (ISBN 978 90 429 2399 7).

Ruta Marcinkeviciene
Department of Lithuanian Language,
Vytautas Magnus University

Ruta Marcinkeviciene is a professor at the Department of Lithuanian Language, Vytautas Magnus University, and also a vice-president and the Chair of the Committee of Social Sciences and Humanities of the Research Council of Lithuania. She is a current board member of two international and two national journals. Her research interests comprise a range of topics from lexical semantics to text and discourse analyses. Ruta has published more than 80 papers on the methodologies of corpus linguistics, terminology, phraseology, cognitive metaphor, genre analysis, information retrieval and ontology building. She has two monographs on Lithuanian collocations and press genres and over 20 popular papers on linguistic issues. She taught at the universities of Stockholm and Illinois, as

Erasmus teacher regularly visits universities of Muenster and Antwerp, has been involved in six EU projects. Ruta has been a board member of NGSLT; at present she is a member of the FP7 programme committee on SSH, the CLARIN and HERA network boards as well as the ESF Standing Committee for the Humanities.

Hanne Ruus
Department for Scandinavian Studies and Linguistics,
Copenhagen University

Hanne Ruus is professor in Danish at the Department for Scandinavian Studies and Linguistics at Copenhagen University. She has been a member of the ESF Standing Committee for the Humanities since 2009, and was a member of the Danish Research Council for the Humanities, 2005-2011. Hanne's subject fields are Scandinavian philology and computational linguistics. Her main research areas are digital text, cognitive semantics, history of Danish and language change. Hanne is work package leader in the Danish CLARIN infrastructure project, and has participated in major research projects on machine translation, computational lexicography, as well as the database for the study of the history of Danish, Danish Ballads and their Cultural Context 1550-1700, DUDS (Danish under Digital Study) and CEmBIL (Copenhagen Empirically Based Integrational Studies in Language).

Naomi Segal
Institute of Germanic & Romance Studies,
University of London

Naomi Segal is Director of the Institute of Germanic & Romance Studies and Professorial Fellow at Birkbeck, University of London. She has chaired or served on numerous national and international committees including ESF, HERA, the IUF and the AHRC. She is the author of 73 articles and 12 books, of which the most recent monographs are *Consensuality: Didier Anzieu, gender and the sense of* touch (2009) and *André Gide: Pederasty & Pedagogy* (1998). She is currently researching for two further monographs: *Six Strays: Fictional dogs from 1845 to 1992* and *Eurydice's revenge; or, the haunting of the replacement child*.

Eva Hoogland
European Science Foundation

Eva Hoogland is Senior Science Officer for the Humanities at the European Science Foundation (ESF). She obtained her PhD in mathematical logic from the Institute for Logic, Language and Computation at the University of Amsterdam in 2001. Shortly afterwards she started her career in science management at the Netherlands Organization for Scientific Research (NWO) as coordinator of the national Cognition Programme. In 2006 she joined the ESF, where she is based in the Humanities and Social Sciences Unit.

Annex 2. **Biographies of Participants**

Chair of the ESF Standing Committee for the Humanities

Milena Žic-Fuchs
English Department, University of Zagreb

Milena Žic-Fuchs was born in 1954 in Zagreb, Croatia. In 1977 she graduated from the Faculty of Philosophy, University of Zagreb having majored in English language and literature, and Ethnology. In 1989 she received her PhD in Linguistics (Cognitive linguistics). From 2002 Milena has held the position of Chair of Linguistics in the English Department, University of Zagreb. In 2010 she was elected Full Member of the Croatian Academy of Sciences and Arts. Milena was the first scholar to introduce Cognitive Linguistics into Croatian linguistic circles. To date Milena has published over 30 articles in international and Croatian journals, articles covering research topics in semantics, discourse analysis, cognitive linguistics and the influence of communication technologies on language, and she has authored three books: *Knowledge of Language and Knowledge of the World* (1991), a dictionary of acronyms (20 000 items) and *Cognitive Linguistics and Language Structures: the English Present Perfect* (2009). From 2005 she was a member of the Standing Committee for the Humanities of the ESF, in 2006 she was elected a member of the Core Group and from January 1 2009 she has been Chair of the Standing Committee for the Humanities. Apart from taking part in evaluation panels within the ESF, Milena has also been a member of evaluation panels for COST and is at present a member of an ERC panel for Advanced Researcher Grants "The Human Mind and Its Complexity".

Guest Speakers

Péter Dávidházi
Hungarian Academy of Sciences/Eötvös Loránd University

Péter Dávidházi, Member of the Hungarian Academy of Sciences, teaches English Literature at Eötvös Loránd University, Budapest, and works as Head of the Department of Nineteenth-Century Literature at the Institute for Literary Studies. As a visiting professor, he has also taught at the University of California, Irvine, and at the University of Jyväskylä, Finland. Péter is the author of several books, including *The Romantic Cult of Shakespeare: Literary Reception in Anthropological Perspective*, Macmillan, 1998. His latest book is *Menj, vándor: Swift sírfelirata és a hagyományrétegződés* (Go, Traveller: Swift's Epitaph and the Strata of a Tradition), Pro Pannonia, 2009.

Gudrun Gersmann
German Historical Institute Paris/University of Cologne

Gudrun Gersmann received her Doctor´s degree from the University of Bochum in 1991 and her Habilitation from the University of Munich in 2000. From 2000 until 2004 she was Professor for modern history at the University of Aachen after which she moved to the University of Cologne. Since 2007, Gudrun has been Director of the German Historical Institute in Paris. Gudrun has published extensively on European history of the 18th and 19th centuries, history of witchcraft, cultural history of the French Revolution, and electronic publishing in the humanities. She is a member of numerous committees including the Commission for electronic publishing of the DFG (German Research Foundation), the Commission "ehumanities" of the Federal Ministry of Education and Research and the Committee on Scientific Library Services and Information Systems (DDG). She is co-editor of the e-journals www.sehepunkte.de, www.zeitenblicke. de, www.recensio.net, www.historicum.net, and www. lesepunkte.de.

Poul Holm
Trinity Long Room Hub, Trinity College Dublin

Poul Holm is Professor of Environmental History at Trinity College Dublin and Academic Director of the Trinity Long Room Hub, the research institute for the arts and humanities. He is President of the European Consortium of Humanities Institutes and Centres (ECHIC). He is former Rector (President) of the University of Roskilde and chairman of the Danish Research Council for the Humanities. He was President of the European Society for Environmental History 2004-2007. Trained as a medieval historian, most of Paul's work has been in interdisciplinary fields. His current research is on the environmental history of the oceans.

Karen Skovgaard-Petersen
Society for Danish Language and Literature/The Danish Royal Library

Karen Skovgaard-Petersen was born in Copenhagen in 1962, and received her PhD (Latin philology) from the University of Copenhagen in 1992. Since 2001 Karen has worked as Rare Book Librarian at the Danish Royal Library in which position she has produced numerous digital exhibitions and presentations of the historical collections of the Royal Library. Her fields of research are early modern historiography and book history. During the period 2009-2014 she has been – and shall be – engaged in a project preparing a critical, online edition (open access) of the collected writings of the Danish-Norwegian 18th century playwright, essayist and historian, Ludvig Holberg.

Annex 2. **Biographies of Participants**

Grantees

Jessica Aliaga Lavrijsen
University of Zaragoza

Jessica Aliaga Lavrijsen is a lecturer in English at the Centro Universitario de la Defensa (attached to the University of Zaragoza), and she also works as a literary translator, editor and photographer. She graduated in English Philology in June 2003, and she completed her training in the doctoral programme "Textual and Cultural Studies in English II". She won a scholarship financed by the Spanish Ministry of Science and Technology in a national competition (2005), and in June 2010 she completed her PhD on the work of Brian McCabe under the supervision of Professor Susana Onega, and was then awarded with the competitive scholarship Saltire Society for Scottish Studies by the British Arts Council.

Gerd Bayer
Department of English, University of Erlangen

Gerd Bayer teaches English literature and culture as a tenured faculty member (Akademischer Rat) at Erlangen University, having worked at the University of Toronto, Case Western Reserve University, and the University of Wisconsin-Whitewater. He has published a monograph on John Fowles and nature, (co-) edited four books on pop culture, holocaust studies, and early modern fiction, as well as written essays and book chapters on postcolonial studies, postmodern fiction, ecocriticism, and on fake documentary film. He is currently working on a monograph on seventeenth-century English prose fiction and genre making, funded by the German Research Foundation (DFG).

Urszula Bugaj
Institute of Archaeology and Ethnology,
Polish Academy of Sciences, Warsaw

Urszula Bugaj is a researcher at the Institute of Archaeology and Ethnology Polish Academy of Sciences in Warsaw. She works on the Early Bronze Age in Central Europe (PhD in 2010). Her interests include changes in the funeral ritual related to the adoption of incineration; the social context of the beginnings of the Bronze Age in Central Europe; interpretation of a burial from 'thanato-archaeological' perspective; statistical analysis and GIS in the study of cemeteries. Besides her research activities she conducts both stationary and rescue excavations.

Cristian Ciocan
University "Alexandru Ioan Cuza"
Iasi/Romanian Society for Phenomenology

Cristian Ciocan was awarded PhDs by the University of Bucharest in 2006 and the University of Paris IV-Sorbonne in 2009. He is President of the Romanian Society for Phenomenology (www.phenomenology.ro, founded in 2000) and Editor-in-Chief of the academic journal *Studia Phaenomenologica* (www.studia-phaenomenologica.com).Cristian was a postdoctoral research fellow of the Alexander von Humboldt Foundation at the University "Albert-Ludwig" in Freiburg im Breisgau (2007-2008) and of the New Europe College (2009-2010). He has made presentations at international conferences in Beirut, Budapest, Dresden, Lyon, Lima, Paris, Prague, Stockholm and Tel Aviv.

Michael Cysouw
Research Unit "Quantitative Language Comparison",
Ludwig Maximilian University of Munich

Michael Cysouw studied mathematics and general linguistics at the Radboud University Nijmegen, Netherlands. He was then a research assistant at the Department of General Linguistics, Radboud University of Nijmegen and at the Zentrum für allgemeine Sprachwissenschaft (ZAS), Berlin. He then became a senior researcher at the Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology (MPI-EVA), Leipzig. Currently Michael is Independent Research Group Leader of an ERC starting grant group at the Faculty of Languages and Literatures of the Ludwig Maximilian University of Munich.

Graeme Earl
Archaeological Computing Research Group,
University of Southampton

Graeme Earl is a researcher in all aspects of cultural heritage computing, with a particular emphasis on archaeology. His interests include computer graphic simulation, linked data, geographic information systems, digital imaging and formal spatial analysis. Graeme currently works on UK AHRC projects at Portus the port of imperial Rome, on simulation of flood damage to archaeological sites, and on imaging using reflectance transformation. He works on a UK EPSRC project focused on blending digital and physical research spaces, and also UK JISC projects exploring institutional data management and repositories. Graeme is chair of the Digital Economy University Strategic Research Group at Southampton.

Denis Fomin-Nilov
Russian Academy of Sciences

Denis Fomin-Nilov is a researcher in the field of 20th century history. He received a PhD in 2005 from the Institute of World History, Russian Academy of Sciences (Moscow) for his research on the history of Norwegian social democracy. He is currently the Head of the IT Centre at the Institute of World History (RAS) and is the Science Secretary at the State Academic University for Humanities. Denis writes articles and makes speeches about the new publication culture, which has been going on around us for the last 15-20 years and is changing the world quickly. He is an editor of the Electronic Journal of Education and Science "History" (www.mes.igh.ru).

Annex 2. **Biographies of Participants**

Mike Frangos
HUMlab, Umeå University

Mike Frangos is a postdoctoral fellow in media places and digital humanities at HUMlab in Umeå University, Sweden. He received his PhD in English from the University of California, Santa Barbara in 2010, and his expertise includes modern and contemporary literature, critical theory and media studies. Mike's postdoctoral research historicises social media from the point of view of the history of creative labour, intellectual property, and mobile media production. He has written articles on the digital humanities as well as modern and contemporary Anglophone writers from James Joyce to J.G. Ballard and Salman Rushdie.

Gabriela Glăvan
West University of Timisoara

Gabriela Glăvan graduated from the Faculty of Letters, History and Theology in 2001, at West University of Timisoara, Romania, before studying for an MA in Literature and Mentalities (2001-2003), and becoming a teaching assistant (2002-2007) and junior lecturer (2007-present). Gabriela's PhD in Literature, awarded in 2007, was entitled *Particular Aspects of Modernity in the Romanian Literature between the Wars*. She is the author of various studies published in literary reviews and cultural magazines, and has participated in international research grants and projects (Academic Fellowship Program, Open Society Foundation, 2004-2005, Curriculum Resource Center Budapest, 2007-2008, Volkswagen Foundation – Technical University in Warsaw - Third Europe Foundation Timisoara, 2005), and has authored studies published in collective volumes. Her areas of academic interest include comparative literature, cultural anthropology, cultural studies and discourse analysis.

Isto Huvila
Department of Archival, Library and Information, Museum and Cultural Heritage Studies (ALM), Uppsala University

Isto Huvila is an associate professor and a postdoctoral research fellow (forskarassistent) at Uppsala University in Sweden, and a docent (adjunct professor) in information management at the School of Business and Economics, Åbo Akademi University in Turku, Finland. His primary areas of research include information work, information management, knowledge organisation, cultural heritage, participatory practices of information, and new information environments with a special emphasis on documentation and virtual worlds. He received an MA degree in cultural history from the University of Turku in 2002 and a PhD degree in information studies from Åbo Akademi University in 2006.

Nicholas Melvani
Institute for Byzantine Research/National Hellenic Research Foundation, Athens

Nicholas Melvani studied archaeology at the University of Athens, and has a PhD in Byzantine Archaeology (Athens and Paris 1/Panthéon-Sorbonne). Since 1998 he has worked at the Institute for Byzantine Research of the National Hellenic Research Foundation in Athens (research programme: "Archival, Palaeographical, and Diplomatic Research"). Projects include development of databases concerning documents from various archives in Greece, in collaboration with the National Documentation Centre. Other projects Nicholas has worked on include: "Database of Byzantine inscriptions in Greece" (Athens University) and "Database on Byzantine Bookbinding" (with the Byzantine Museum, Athens). His research papers focus on Late Byzantine art (particularly sculpture), especially patronage, and Late Byzantine economy and society, based on the study of archival sources.

Ana Cristina Mendes
University of Lisbon, Centre for English Studies

Ana Cristina Mendes is a researcher at ULICES (University of Lisbon Centre for English Studies) in Portugal. Her interests span postcolonial cultural production and its intersection with the culture industries. Her publications include *O Passado em Exibição* (Cosmos, 2011) and the co-edited book *Re-Orientalism and Re-Orientalism and South Asian Identity Politics: The Oriental Other Within* (Routledge, 2011), as well as articles on Indian and British Asian film, and on Indian Writing in English published in *Third Text* and *Journal of Commonwealth Literature*. Her edited collection *Salman Rushdie and Visual Culture: Celebrating Impurity, Disrupting Borders* was published in 2011 by Routledge and her monograph *Salman Rushdie and Cultural Brokerism in the Twenty-First Century* is forthcoming from Ashgate.

Orla Murphy
University College Cork

Orla Murphy's PhD was titled *Handheld Laser Profilometry of Certain Medieval Inscribed Stones in Munster*. She is a lecturer in the School of English, University College Cork, Ireland teaching theories of textual transmission from the earliest poetry in the English language through to the discipline of digital humanities, and innovative scholarship in new media. Recent publications include "Intermediality, Experiencing the Virtual Text" from *Readings on Audience and Textual Materiality* (2011) and "Re: Visioning Stone Sculpture: A Cultural Heritage Case Study" IJHAC (2010).

Annex 2. Biographies of Participants

Stefano Odorico
University College Cork

Stefano Odorico is a documentary filmmaker and lectures in filmmaking at University College Cork, Ireland. Stefano has recently completed his PhD in film studies at same University. For his doctoral research based in documentary studies, spectatorship and film theories, he was awarded the prestigious IRCHSS (Irish Research Council for the Humanities and Social Sciences) Post-Graduate Scholarship in 2008-9. He has given papers at many international conferences in film and media studies. He was invited to give a keynote lecture at Université Sorbonne Nouvelle Paris3: *'Interactive Documentary and Format'*. He is the author of articles in several international journals including *Film-Philosophy, Cinergie, Revista de Cinema Documentario, Off Screen* and *Studies in Documentary Film*.

Catriona Pennell
University of Exeter

Catriona Pennell is a Lecturer in History at the University of Exeter, Cornwall Campus. Publications include '"The Germans Have Landed!" Home Defence and Invasion Fears in the South East of England, August to December 1914' in Heather Jones et al (ed.), *Untold War: New Interpretations of the First World War* (Leiden, 2008) and she was a contributor to the RTÉ Thomas Davis 2008 lecture series, which resulted in the publication *Our War: Ireland and the Great War* edited by John Horne (Dublin, 2008). Her first book, *A Kingdom United: Popular Responses to the Outbreak of the First World War in Britain and Ireland* will be published with Oxford University Press in March 2012. She is currently a Visiting Fellow at An Foras Feasa, NUI, Maynooth.

Jelena Šesnić
Faculty of Humanities and Social Sciences Zagreb

Jelena Šesnić is an assistant professor at the University of Zagreb, Croatia, where she teaches American literature and culture. Her research focuses on recent methodologies in American studies, feminist and gender theory, and psychoanalytic and postcolonial approaches. She publishes in English and Croatian, is the author of two books, *From Shadow to Presence: Representations of Ethnicity in Contemporary American Literature* (2007) and *Mračne žene. Prikazi ženstva u američkoj književnosti, 1820-1860* (2011), and the editor of *Siting America/Sighting Modernity* (2010).

Sofia Tavares e Penha
Centre for Comparative Studies, University of Lisbon

Sofia Tavares is a researcher at the Centre for Comparative Studies of the Faculty of Letters of the University of Lisbon and Director for Fundraising and Strategy at the Cultural Foundation of the University of Coimbra. Her research focuses on Memory Studies, an area in which she completed her postdoctoral work. She taught for 11 years at the university. Her work is developed in Portuguese and in English and she is the co-editor of the book "Rethinking the Humanities: Paths and Challenges".

Alexandra Trachsel
University of Hamburg

Alexandra Trachsel is currently postdoctoral assistant (ancient Greek) at the University of Hamburg. She has a PhD in classical philology from the University of Neuchâtel (*La Troade: un paysage et son héritage littéraire; les commentaires antiques sur la Troade, leur genèse et leur influence*, Basel 2007). She was also lecturer in ancient Greek philology at the University of Neuchâtel and external research assistant at the University of Luxemburg. In 2007-2008 she was Junior Fellow at the Center for Hellenic Studies (Harvard University) and is currently working on her habilitation project (*An Online Edition of the Fragments of Demetrios of Scepsis*).

Anicée Van Engeland
University of Exeter

Anicée Van Engeland (LL.M Harvard Law School; MA Iranian Studies Paris III Sorbonne; Ma International Relations Paris II Assas; PhD Islamic World, Institut d'Etudes Politiques de Paris) is a lecturer in law at the University of Exeter and a research associate at SOAS. She has previously worked at the University of Bedfordshire, James Madison University, McGill University and the European University Institute. Anicée is an international human rights jurist who works as a consultant for several universities, research centres and think thanks worldwide. Her fields of expertise are international human rights, human rights, international humanitarian law and Islamic humanitarian law.

Figure 4.
View towards Humanities House, St Patrick's College, Maynooth.
Picture provided by Communications Office, NUI Maynooth.