

HERA Leverage

2010-2022



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HERA

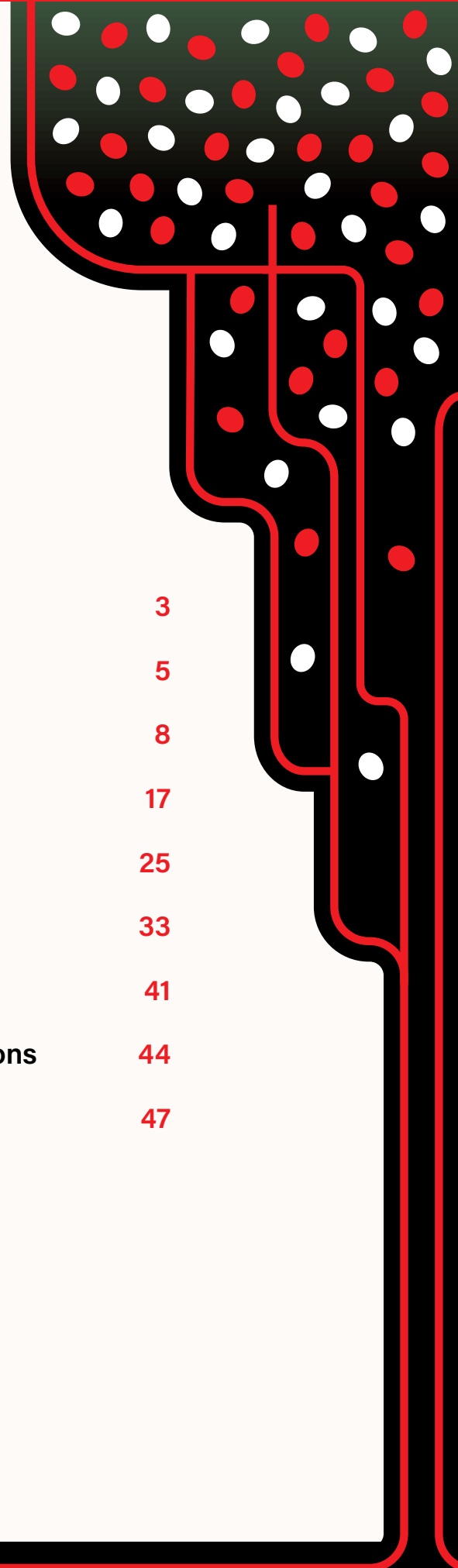
Humanities in the European Research Area



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Introduction

The Humanities in the European Research Area (HERA) multilateral network was established in 2004. Its mission is to promote and support European Humanities research through funding, collaboration and advocacy. It is committed to leading and developing funding opportunities for humanities researchers in Europe, and sharing excellence in research management practices and outcomes. Twenty-six national research funding organisations from 25 participating European countries are currently members of the network.

To date, HERA has funded four Joint Research Programmes (JRPs), supporting 75 research projects and representing a total investment of 76.4 million Euros (Table 1).

Start Year of JRP	Joint Research Programme (JRP)	Total Research Projects Funded	Total HERA Funds Available
2009	HERA 1 Humanities as a Source of Creativity and Innovation; & Cultural Dynamics: Inheritance and Identity	19	€16.5m
2012	HERA 2 Cultural Encounters	18	€18.9m
2015	HERA 3 Uses of the Past	18	€21m
2018	HERA 4 Public Spaces: Culture and Integration in Europe	20	€20m

Table 1. HERA Joint Research Project Funding 2009-2018

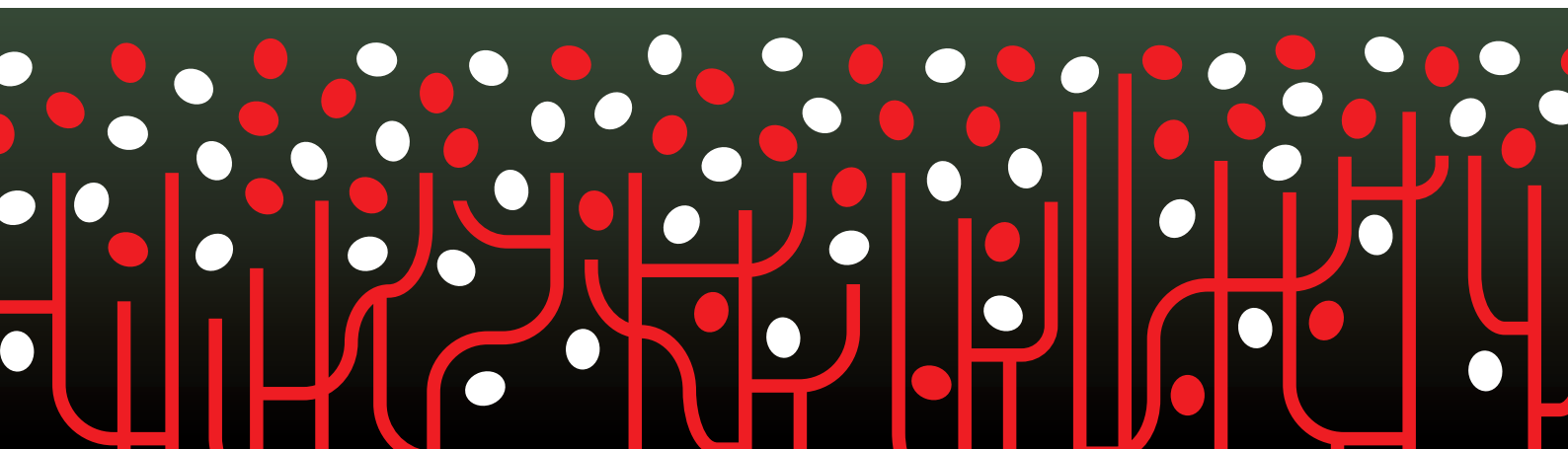
Assessment of leverage provides a means of understanding the effects and benefits of HERA funding, and of gaining insights into the ways that HERA project members capitalise on the knowledge and partnerships created through the JRPs.

This report addresses the impact of HERA investment and transnational collaborative research on HERA project participants. It presents longitudinal leverage data (including qualitative and quantitative measures) from HERA's four JRPs in the following areas:

- **Financial leverage** - additional funding obtained as a result of HERA funding
- **Network development** - the development and expansion of networks between academic and associated (non-academic) partners reflecting knowledge exchange relationships
- **Strengthening human capital in research** - capacity building
- **Career development** - advancing the career trajectories of HERA researchers
- **Gender representation** - gender balance in HERA research projects

For clarity and depth, each of these areas form a section of this report. Case-studies, including direct quotes from HERA project members, are used throughout to illustrate findings. Where possible, we have drawn on other reports in Europe but comparable data are not always available. The report provides an assessment of HERA's considerable success but also proposes a series of recommendations for capturing the long-term leverage and impact of HERA funding that may be useful in developing future initiatives.

The cut-off date for data included in this report is 1st September 2022, reflecting the end of the Public Spaces JRP and the HERA Fellows original contract end date of 1st November 2022.



Methodology

There is currently no central repository of data for HERA projects. Nor is there a Europe-wide system for gathering leverage data, or standardised measures or terminology for reporting; HERA awardees are not required to enter data in ResearchFish or any similar system. Data is therefore fragmented and data collection is a time-consuming, manual process drawing on several different sources. Data for this report were collected by mining HERA project reports (of variable quality and differing levels of detail), on-line research, semi-structured interviews with HERA project members, the HERA Project Members survey conducted in 2019/2020, and data provided by research funders in the HERA network. Specific sources of data used to assess each area of leverage discussed in this report are identified below.

Methods of financial leverage data collection and calculation

Data on financial leverage (additional research funding obtained as a result of involvement in a HERA project) were collected by mining HERA project reports, online research, the HERA Project Members Survey and information provided by research funders in the HERA network. Data collection through the project reports included consultation of final progress reports produced by the Project Leaders (PLs) for HERA 1, 2 and 3, while for HERA 4 it was obtained from the second interim reports submitted by the PLs as final reports were not available prior to the 1st September 2022 cut-off date. Some funders were unable to share data relating to individual projects and were only able to provide aggregated data which is unattributable to a specific project or JRP. Others do not share funding outcomes publicly. Financial leverage data presented in this report therefore represents the **minimum additional funding** generated by HERA JRPs as it was not possible to gather full data for all projects and/or funding bodies.

The following series of criteria were used when considering whether to include funding as HERA financial leverage:

- **HERA project member self-assessment of the link between HERA funding and additional funding.**
- **A thematic link between HERA research and subsequent funded projects (e.g. development of common concepts or application of similar methodological approaches).**
- **Links based on project participants between the original HERA project and any further funding (HERA project members included in the new project as co-PIs, Co-Is, members of the Advisory Board, partners etc).**

If no link could be established between the HERA funded research and other funding acquired during or after the HERA project, this was excluded from the leverage calculation. The data presented in this report should therefore be treated as a conservative estimate.

Financial leverage data were categorised as funding received from the European Union (e.g. ERC grants including Starting, Consolidator, Synergy, Advanced grants, EU Marie Curie -FP7-ITN) and funding received from national funding bodies (e.g. NWO-the Netherlands, DFG-Germany, AHRC-UK, Riksbankens Jubileumsfond-Sweden).

All financial data are reported in Euros. In cases where funding was in another currency the following conversion rates were applied: £1 GBP = 1.11 Euro; 1 SEK = 0.098 EURO; 1 NOK = 0.10 Euro; 1 Croatian Kuna = 0.132 Euro.

Methods of data collection for network development

Data on project networks was primarily extracted from HERA project reports. Associate (non-academic) partners move in and out of HERA research projects as needs change, relationships develop or break down. It may also be difficult to understand from project reports whether partnerships are meaningful. Data on Associate Partners is therefore slippery. Data presented in this report are based on projects' self-reported partnerships irrespective of depth of relationship. We report on the number of academic and non-academic partners for each JRP, their geographical distribution and the sector to which Associate Partners belong.

Methods of data collection for strengthening human capital in research

Data on capacity building was collated at project level from final and interim reports, and staff lists produced for each HERA project. However, reporting is not always consistent and various terms are used either without any clear definition or with specific national meanings that may not easily translate to wider use. This is particularly challenging when collecting data on Early Career Researchers and their stage and role (e.g. Post-doctoral researcher, Post-doctoral Fellow, Post-doctoral Research Assistant, Young/Senior Researcher, Researcher, Scientific personnel post-PhD, Research Fellow).

Information was collected on the number of HERA-funded Project Leaders (PLs), Project Investigators (PIs), post-doctoral researchers (Research Associates/Fellows), PhD students and research assistants. Post-doctoral researchers, PhD students and research assistants associated with a project but funded through other sources were also recorded. However, reports are not always clear in identifying the source of this additional funding. We also note

that in some cases these associated PhD students and post-doctoral researchers were only mentioned in passing in reports and their names were not included in staff lists despite making important contributions. In the case of a PhD student or post-doctoral researcher who was originally funded by HERA and their contract extension funded through other sources, this was included under both HERA-funded and non-HERA funded PhDs / post-doctoral researchers. In cases of projects where a PI is named as a post-doctoral researcher/Research Fellow, this was not included in the overall number of post-doctoral researchers but in the PI category.

Methods of data collection for career development

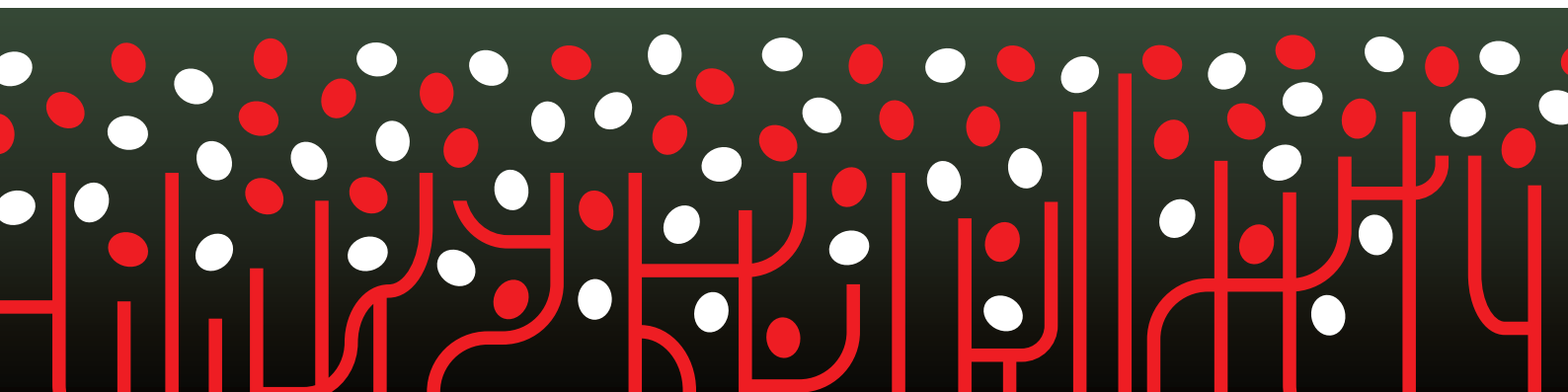
The HERA Members Survey, online research and semi-structured interviews of HERA project members past and present were used to reconstruct the career trajectories of HERA participants and to collect qualitative data on the role of HERA participation in individual career development.

Methods of data collection for gender representation

Data on gender representation were collected through the staff lists and project reports submitted by individual projects. HERA 1 reporting did not require the submission of gender data and in this case data collection relied on assumptions based on the first name of individual project staff. In HERA 2-4 project reporting asks for gender data in a binary form (male/female). This limits options for self-identification and those who identify as non-binary. A HERA 4 project report highlights this issue by stating that a project member identifies themselves as non-binary.

Patterns in gender representation over time were assessed using quantitative indicators following the Gender Equality in Academia and Research tool (GEAR) developed by the European Institute for Gender Equality (EIGE). Analysis focused on gender representation in leadership positions (Project Leaders and Principal Investigators) and post-doctoral researchers across all HERA cycles.

Other data related to equality, diversity and inclusion (EDI) such as age, sexuality, ethnicity, disability or neurodiversity are not routinely collected by HERA and are not therefore included in this report.



Financial Leverage

The total minimum leverage across all HERA JRPs is estimated at €106,202,945. This includes €10,045,086 reported by funders that cannot be attributed to an individual JRP.

All HERA JRPs have generated substantial leverage (Table 2).

Programme	HERA Investment	Leverage Return	% Leverage (Leverage / Investment)
HERA 1	€16.5m	€23,446,777	142%
HERA 2	€18.9m	€48,547,490	257%
HERA 3	€21m	€12,412,395	59%
HERA 4	€20m	€11,751,197	59%
TOTAL	€76.4 m	€96,157,859	126%

Table 2. HERA Investment and Leverage Return for each JRP

Variation in leverage between JRPs may result from a variety of factors, not least time elapsed since programme activity. Our research shows that it can take several years of gestation for a new project and for HERA project members to apply successfully for funding.

Advanced planning is vital in the funding application process. This is illustrated by the funding trajectory of the HERA 1 project *Copywriting Creativity: Creative Values, Cultural Heritage Institutions and Systems of Intellectual Property* that ran between 2010 and 2013. Project Leader Prof. Helle Porsdam was awarded further funding in 2014 (*The Past's Future: Digital transformations and cultural heritage institutions* (2015-19), which was funded by the Velux Foundation (DKK 5.9m). PI Prof. Eva Hemmungs Wirtén received a planning grant in 2013 from The Swedish Foundation for Humanities and Social Sciences (Riksbankens Jubileumsfond) for a new project which formed the basis for a European Research Council (ERC) application. She completed her ERC application in 2016 whilst a guest researcher at the Chemical Heritage Foundation in Philadelphia, USA and was awarded her ERC in 2017 for the project *Patents as Scientific Information, 1895-2020* (PASSIM). She is the first woman in Sweden working in the Humanities and Social Sciences to be awarded an ERC Advanced Grant.

“I started to work on the application as early as 2014, and was greatly helped by a planning grant from Riksbankens Jubileumsfond that enabled me to gather my research team for several workshops.”

– Prof. Eva Hemmungs Wirtén ¹

HERA 3 leverage does not yet exceed the initial HERA investment and its trajectory lags behind previous JPRs. Given the length of time needed to develop significant leverage it is possible that applications for further funding were negatively impacted by the Covid-19 pandemic.

HERA 4 has recently concluded and further significant leverage can be anticipated.

Funding variation between the HERA JRPs may also be influenced by other factors such as the age profile of HERA project members. Older project members tend to be less inclined to apply for major grants as they head towards retirement and some senior professors retire following HERA participation.

Leverage funding is obtained from a variety of national and European sources (Table 3, Figure 1). HERA project members have a strong track record of success in highly competitive, prestigious, major funding awards including ERC Starting, Consolidator, Synergy, Advanced grants, JPI, EU FP7 and Horizon 2020 Funding.

Programme	Leverage Return	Total National Funding	Total European Funding	% National Funding	% European Funding
HERA 1	€23,446,777	€10,461,538	€12,985,239	45%	55%
HERA 2	€48,547,490	€14,602,249	€33,945,241	30%	70%
HERA 3	€12,412,395	€6,035,338	€6,377,057	49%	51%
HERA 4	€11,751,197	€7,361,381	€4,389,816	63%	37%
TOTAL	€96,157,859	€38,460,506	€57,697,353	40%	60%

Table 3. National and European Funding Components of HERA Leverage

¹ www.liu.se/en/article/prestigefyllt-europeiskt-anslag

2009 - 2022

HERA 1**€16.5M**
(19 projects)

Minimum additional funding

EUR 23,446,777National Funding
(e.g., Riksbankens Jubileumsfond,
AHRC, DFG, NWO, Rannís)**EUR 10,461,538**European Funding
(e.g., ERC, EU Marie Curie -FP7- ITN)**EUR 12,985,239**2 ERC GRANTS
1 MC IEF
1 MC ITN
1 FP7-SSH - "Cooperation"

2013 - 2022

HERA 2**€18.9M**
(18 projects)

Minimum additional funding

EUR 48,547,490National Funding
(e.g., AHRC, SUOMEN AKATEMIA,
DFG, NWO, NCN)**EUR 14,602,249**European Funding
(e.g., ERC, EU Marie Curie -FP7- ITN)**EUR 33,945,241**3 ERC GRANTS
1 MC ITN

2016 - 2022

HERA 3**€21M**
(18 projects)

Minimum additional funding

EUR 12,412,395National Funding
(e.g., AHRC, DFG, NCN, GAČR,
ARRS, FWF)**EUR 6,035,338**European Funding
(e.g., ERC, EU H2020 MSCA- ITN)**EUR 6,377,057**

3 ERC GRANTS

2019 - 2022

HERA 4**€20M**
(20 projects)

Minimum additional funding

EUR 11,751,197National Funding
(e.g., ESRC, AHRC, DFG,
Forskningsrådet, HRZZ, IRC)**EUR 7,361,381**European Funding
(e.g., EU Horizon 2020, Erasmus+)**EUR 4,389,816**

1 MSCA IF

Figure 1. HERA 1-4 Financial Leverage

The value of HERA leverage compares favourably with statistics available from some national funders, although Humanities funding is frequently reported together with Social Science making it difficult to make direct comparisons. For example, in the period 2010-2022, Social Science and Humanities researchers in Ireland were awarded a total of 54 ERC funded projects (Advanced, Consolidator and Starting Grants) worth a total of €98 million.

Similar proportions of projects have been successful in generating leverage in each JRP (Table 4). This suggests that HERA can expect at least two thirds of any future projects to feed into future research following the project end date.

Programme	Number (%) of Projects Generating Leverage
HERA 1	13 (68%)
HERA 2	12 (67%)
HERA 3	12 (67%)
HERA 4	12 (60%)

Table 4. Number and Percentage of HERA Projects generating leverage in each JRP

The importance of participation in the HERA programme for developing successful future funding emerges clearly in responses to the survey and in the semi-structured interviews.

“A great experience all round, and a huge amount was learned in terms of working with (other) European partners....I don’t think I would have had the funding successes I’ve had since without the know-how I picked up through HERA.”

– Prof. Graham Huggan ²

“Almost a year into the project with COVID coming in, there was a UKRI COVID Call, so we thought to do a study of refugees in COVID-19 UK that would be a sort of a tag along to the end to the HERA project and I’ve never got ESRC money before... We got the money...and then we had an additional project off the back of the HERA project... I don’t think we would have got that [the ESRC research grant] if we hadn’t been doing the HERA project.”

– Prof. Peter Hopkins ³

² Professor of Commonwealth and Postcolonial Literatures, University of Leeds. Project Leader, *Arctic Encounters: Contemporary Travel/Writing in the European High North*, HERA 2. Survey response.

³ Professor of Social Geography, Newcastle University. Project Leader, *The everyday experiences of young refugees and asylum seekers in public spaces*, HERA 4 Interview September 2022.

Figures 2-5 illustrate the trajectory of leverage acquisition for projects and individual scholars within them. They reveal the important role of HERA projects in preparing early and mid-career scholars for major grant applications.

HERA 1 (2009 - 2012)

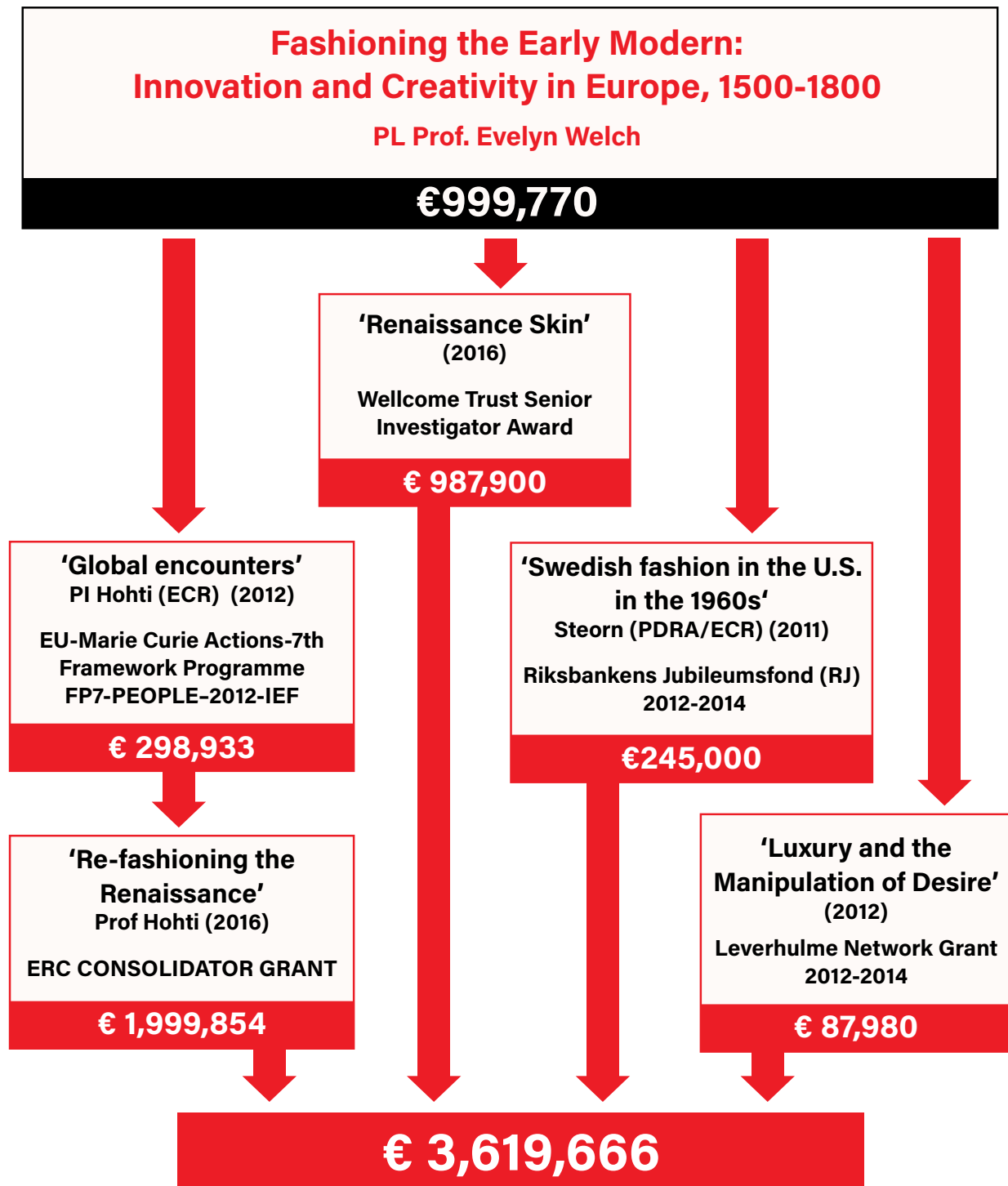


Figure 2. Fashioning the Early Modern Financial Leverage

HERA 2 (2013 - 2016)

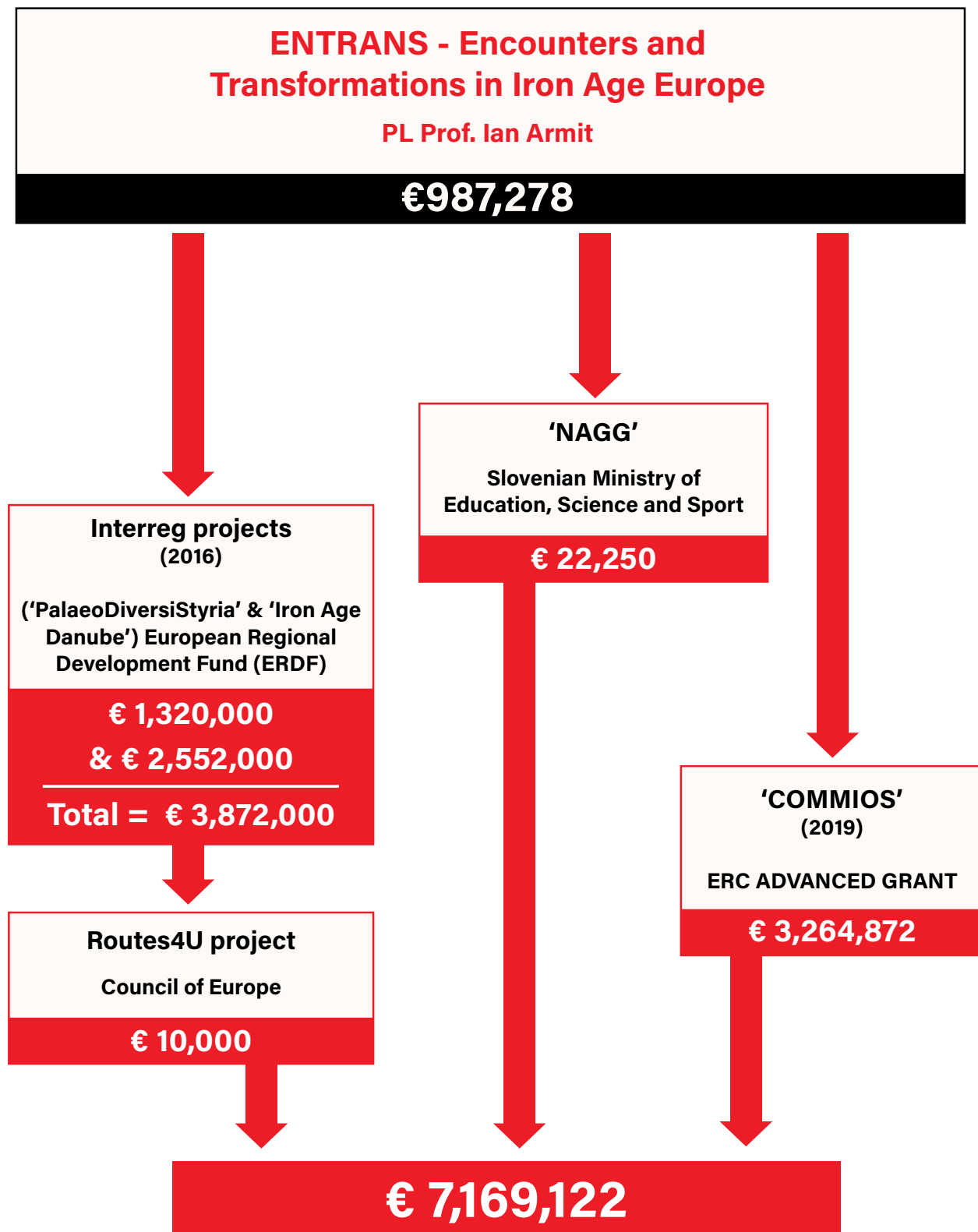


Figure 3. ENTRANS Financial Leverage

HERA 3 (2016 - 2019)

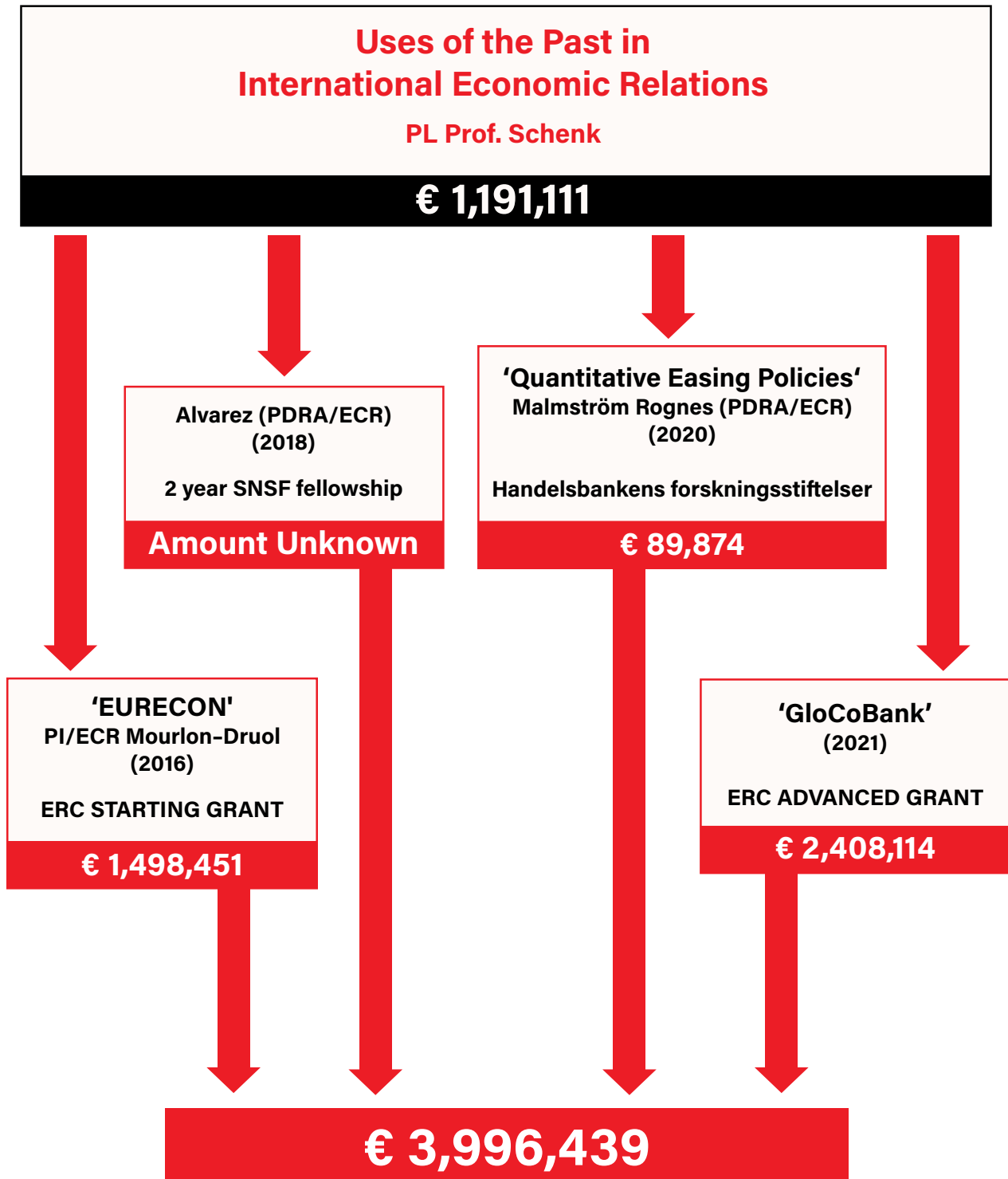


Figure 4. Uses of the Past in International Relations Financial Leverage

HERA 4 (2019 - 2021)

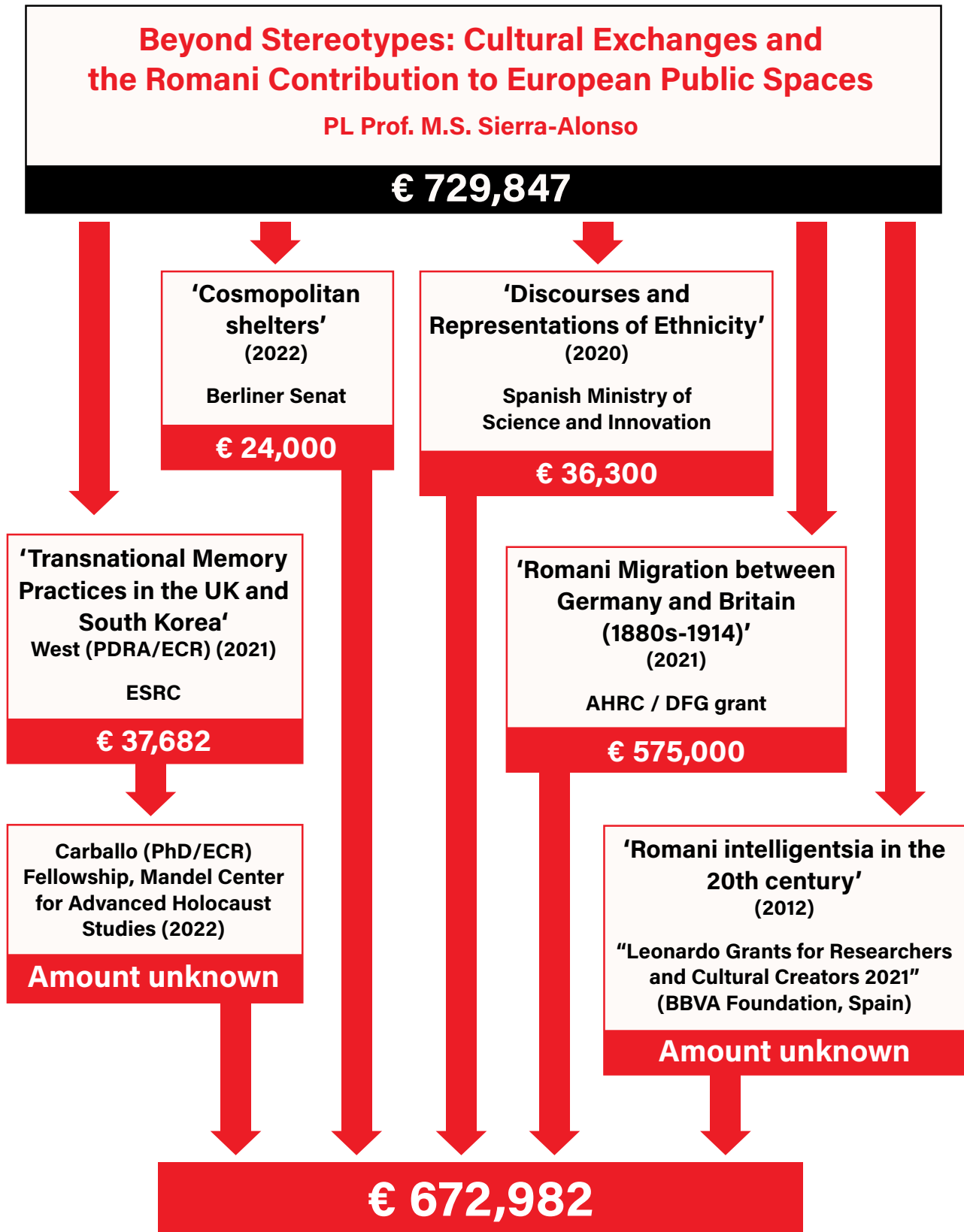


Figure 5. Beyond Stereotypes Financial Leverage

Network Development

Network development – the expansion of co-operation and communication networks between academic and associated (non-academic) partners – is vital to knowledge exchange, the generation of critical mass in research and development of new research capability at national and transnational levels. Building new research networks has been key to the development of HERA-funded projects, and knowledge exchange activities have been embedded in all HERA JRPs at both network and individual project levels. The former include the HERA launch, mid-term and closing conferences designed to forge trans-disciplinary relationships between funded projects, knowledge exchange mentoring, and development of an Early Career Researcher network. The latter were generated through a diverse range of individual project collaborations and initiatives including organisation of conferences, workshops, field trips, joint research visits to archives, industry, policy or other stakeholder locations, and shared events which allowed for people to meet, synergies to form, and for research connections to solidify.

Our analysis shows that the number of partners involved in HERA research networks expanded across all HERA JRPs (Tables 5-6). This reflects an increase in external project engagement as research progresses. The increase in engagement with Associated (non-academic) partners between the start and end of JRPs is particularly striking. Across all JRPs the number of Associate Partners involved grows by a factor of 4.1 - 5.5. This suggests a vibrant, outward-facing knowledge exchange culture within HERA projects. However, quantitative data alone do not reveal the nature or depth of such partnerships.

Programme	Total number of partners at the start of the JRP	Total number of partners at the close of the JRP	Number of Academic Partners at the start of the JRP	Number of Academic Partners at the close of the JRP	Number of Associated (Non-academic) Partners at the start of the JRP	Number of Associated (Non-academic) Partners at the close of the JRP
HERA 1	78	195	56	92	22	103
HERA 2	76	207	52	76	24	131
HERA 3	79	185	50	65	29	120
HERA 4	92	265	56	82	36	183
TOTAL	325	852	214	315	111	537

Table 5. Number of Academic and Associated (non-academic) partners involved in HERA projects

In all JRPs geographical networks expanded beyond those involved at the start of the programme (Table 6). The increase in density of partners tends to be greatest within the countries named on the original application but projects frequently enlarge their networks to European countries beyond the original project configuration (Figures 6-9). Links were also established with countries from outside the 'HERA family' including countries within and outside Europe. The increase in the number of countries represented at the start of JRPs between HERA 1 & 2 and HERA 3 & 4 reflects growth in the HERA network itself through an increase in the number of members.

Programme	Total number of countries represented at the start of the JRP	Total number of countries represented at the end of the JRP
HERA 1	12	28
HERA 2	15	26
HERA 3	20	24
HERA 4	19	28

Table 6. Total number of countries represented in HERA projects

- HERA 1** The expanded network includes partners from non-HERA participating countries including from within Europe (Belgium, Bosnia and Herzegovina, France, Germany, Hungary, Italy, Poland, Romania, Serbia, Switzerland) and outside Europe (Australia, Canada, Indonesia, India, South Africa, USA).
- HERA 2** The expanded network includes partners from non-HERA participating countries from within Europe (France, Greenland, Italy, Switzerland) along with partners from outside Europe (Brazil, China, Grenada, India, Ivory Coast, St. Vincent and the Grenadines, USA).
- HERA 3** The expanded network includes non-HERA participating countries within Europe (France, Greece), and outside (Turkey, USA).
- HERA 4** The expanded network includes HERA-contributing countries without initial partners (Austria, Latvia), non-HERA countries within Europe (Albania, Bulgaria, Georgia, Hungary, North Macedonia) and outside Europe (Pakistan, USA).

HERA 1

-  countries represented at the start of the JRP (academic and non-academic partners)
-  countries represented at the end of the JRP (academic and non-academic partners)



Figure 6. HERA 1 Network expansion

HERA 2


-  countries represented at the start of the JRP (academic and non-academic partners)
-  countries represented at the end of the JRP (academic and non-academic partners)

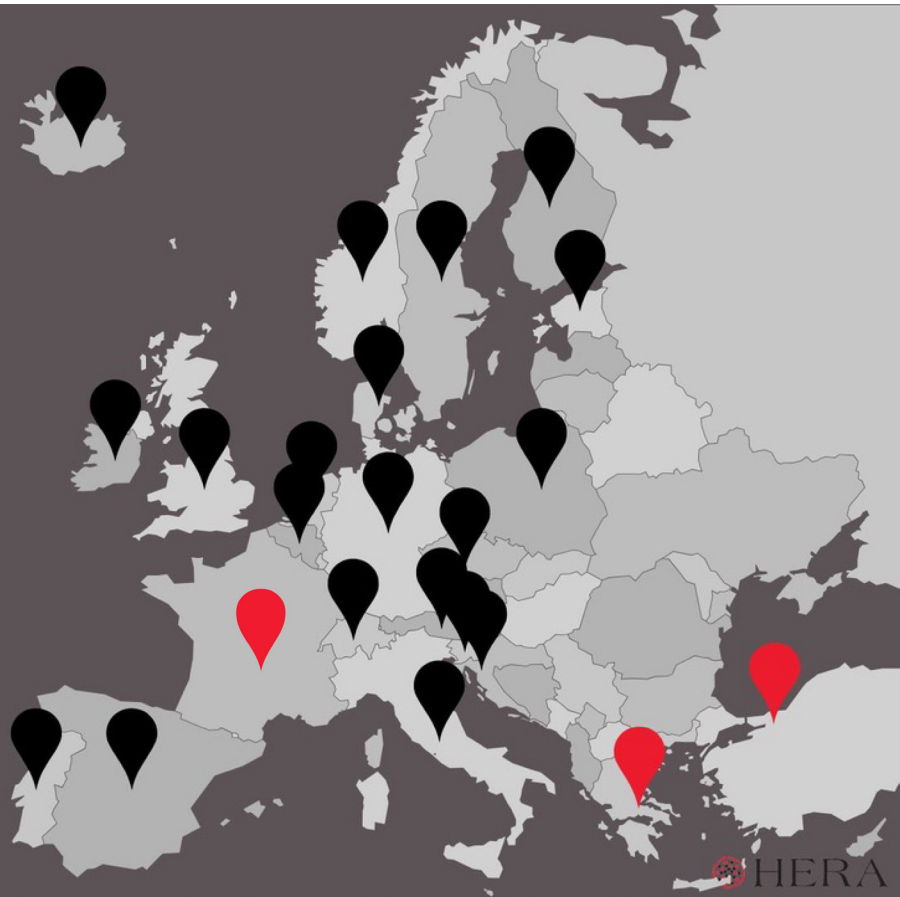


Figure 7. HERA 2 Network expansion

HERA 3

 countries represented at the start of the JRP (academic and non-academic partners)


 countries represented at the end of the JRP (academic and non-academic partners)




 HERA

Figure 8. HERA 3 Network expansion

HERA 4

 countries represented at the start of the JRP (academic and non-academic partners)

 countries represented at the end of the JRP (academic and non-academic partners)



 HERA

Figure 9. HERA 4 Network expansion

Academic partners belong to the following academic disciplines:

- HERA 1** Heritage Studies; History; Language Studies; Linguistics; Cultural Studies; Memory Studies; Media Studies; Musicology; Literature Studies; Archaeology; Anthropology; Art & Design; Electronic Studies; Fashion Studies; Law; Architecture; Education Policy
- HERA 2** Anthropology; Archaeology; Cultural Studies; Digital Humanities; Fashion Studies; Gender Studies; History; Law; Literature Studies; Media Studies; Middle Eastern Studies; Musicology; Oriental Studies; Peace Studies; Postcolonial Studies; Psychology; Theology & Religious Studies
- HERA 3** Anthropology; Archaeology; Architecture; Area Studies; Art History; Gender Studies; Heritage Studies; History; Law; Linguistics; Media Studies; Medieval Studies; Memory Studies; Musicology; Philosophy; Theology & Religious Studies; Urban Studies
- HERA 4** Aesthetics – Philosophy of Art; Anthropology; Architecture; Cultural Anthropology; Cultural History; Cultural Studies; Demography; Film – Photography & Audio Visual Media; Geography; Health Sciences; Health Service Research; History of Ideas and Intellectual History; History of Modern Science; History & Philosophy of Science and Technology; Modern & Contemporary History; Modern European Languages & Literature; Museums & Collections; Music – Theatre - Performing Arts & Media; Philosophy; Political Science; Social & Economical History; Sociology; Textual & Content Analysis; Theology & Religious Studies; Urban Studies

Across all HERA cycles HERA Associate Partners represent 22 sectors including:

- Arts & Crafts
- Council and Community Services
- Education/Schools
- Embassies/Foreign policy
- Entertainment
- Fashion
- Film, Cinema & Television
- GLAM (Galleries, Libraries, Archives, Museums)
- Health Care
- Heritage
- Military
- Music
- NGOs / Charities
- Planning (Civic)
- Places of Worship
- Policy & Governance
- Print media
- Private Enterprise / SMEs
- Retail & Marketing
- Science
- Sport
- Tourism

The significance of new and expanded research networks established during the HERA-funded projects is a consistent theme that emerges through survey and follow-on interviews conducted for the purpose of this report. The impact of network establishment and development has been felt by project members at different career levels, from PhD students to established professors but is particularly noticeable for Early Career Researchers who use their involvement in HERA to leverage career progression and new research opportunities.

“In terms of networking, [working on a HERA project] was really amazing because I think this is what helped me the most in my career now ... The project leader really succeeded in creating networking opportunities not only between the young researchers, but also with the more senior scholars... The fact that I was internationally connected boosted my CV to a great extent. [The HERA project] helped a lot in terms of networking and also in terms of understanding how academia works, the publication system, and the funding system... [Being part of the HERA project] broadened my horizons on different academic cultures, and also [allowed me] to identify myself to which culture I want to belong”.

– Dr Manon Louviot⁴

⁴ PhD student on Sound Memories: *The Musical Past in Late-Medieval and Early-Modern Europe*, HERA 3. Interview September 2022.

“We had three other partners [in Germany, the Netherlands and Belgium] and working with them was brilliant...It was a really positive experience that has really expanded my network...Working on the HERA project has given me lots of opportunities ...for future projects and future collaborations.”

– Dr. Robin Finlay ⁵

“The HERA project has helped me to expand my professional network in several ways. First, I have started new collaborations with several of the project members themselves. Second, I have started several collaborations and exchanges with other colleagues I met during the course of the project, including colleagues involved in other HERA projects in the Uses of the Past JRP (notably the DEEPDEAD project). Third, I also continue to collaborate with other stakeholders (notably museums and companies) on diverse topics such as science communication/education and intangible heritage. The ancient genome atlas has also resulted in several new collaborations.”

– Dr. Hannes Schroeder ⁶

⁵ Post-doctoral researcher on *The everyday experiences of young refugees and asylum seekers in public spaces*, HERA 4. Interview September 2022.

⁶ Project Leader *Identity, Citizenship and Nationhood in the Post-Genome Era*, HERA 3. Survey response.

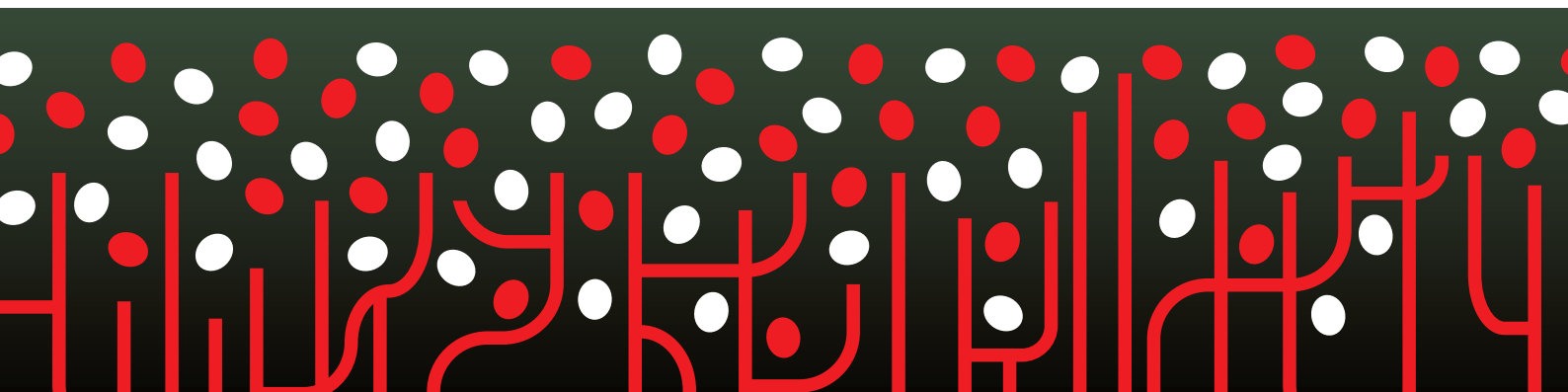
The positive impact of HERA participation for network expansion is also reflected in survey responses. 38 out of 50 respondents answered that they mostly or strongly agreed with the statement, 'My academic network has expanded considerably as a result of my HERA project', while 29 out of 49 respondents answered that they mostly or strongly agreed with the statement, 'My network of non-academic partners and stakeholders has expanded considerably as a result of my HERA project.'

In addition to forging new connections, HERA projects also strengthened existing ones. Project Leaders and Principal Investigators often developed projects based on previous connections with at least one or more members of the project and used the opportunity to develop strength and depth in those relationships. Interview and survey respondents emphasised how their networking experiences were enriched through their involvement in the HERA programme.

“The project emerged out of mutual conversation... three of us [out of a group of four] had [previously] collaborated in one way or another... [Regarding] this group, this network, it is not that we didn't have any previous connection, but it's about nurturing or strengthening [the network] through actual practices and actual things you do”.

– Dr. Tauri Tuvikene ⁷

⁷ Project Leader *Public transport as public space in European cities: Narrating, experiencing, contesting*, HERA 4. Interview September 2022.



Strengthening Human Capital in Research

United Nations Academic Impact (UNAI) defines capacity building as “developing and strengthening the skills, abilities, processes and resources that organizations and communities need to survive, adapt, and thrive in a fast-changing world”⁸. HERA strengthens human capital in research through twin processes of i) capacity building by building the infrastructure for the future of the humanities by investment in staff, in particular Early Career Researchers (ECRs) ii) creating education and training opportunities for ECRs. These facilitate capacity building at a transnational European level, for organisations and for individuals.

Investment in Staff

In order to develop new scholars and to bring their innovative thinking into research projects, HERA funds PhDs and post-doctoral researchers and brings them into projects and networks led by senior researchers.

The number of funded staff acts as a measure of capacity building. Across the four JRPs HERA has funded a total of **706 scholars** including **75 Project Leaders**, **269 Project Investigators**, **238 post-doctoral researchers** and **124 PhD students** (full and part-time). In addition, HERA funding enabled 166 research assistants (includes pre-doctoral students and student interns). 73 out of 75 projects included post-doctoral researchers while 54 out of 75 projects included PhDs.

Projects are responsible for configuring their own teams. Between HERA1-4 there is a notable shift towards employment of post-doctoral researchers and away from PhD students. At the same time there is a growth in the total number of scholars funded by HERA. These trends may be because post-doctoral researchers can be employed on short-term, fractional contracts. Within a context of limited funding, they are therefore more financially ‘flexible’ whilst contributing greater perceived research value within a 3-year project. This observation aligns with patterns of part-time and precarious employment of researchers at European level; in 2019 11.1% of female researchers and 7.2% of male researchers held part-time contracts in the higher education sector⁹, and ‘both women and men researchers were most likely to be employed

⁸ <https://www.un.org/en/academic-impact/capacity-building>

⁹ *She figures 2021. Gender in Research and Innovation Statistics and Indicators*, p.151. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.

under precarious contracts at earlier career stages.¹⁰ Whilst there are capacity building advantages to increasing the number of ECRs involved in projects, and this develops a wider research base, it also creates precarity for ECRs and raises questions around the degree to which ECRs are able to meaningfully engage with research. Part-time employment may result in reduced opportunities for career development and financial insecurity, though it may also offer work flexibility for researchers with caring responsibilities (e.g. parents). Current HERA data on employment does not permit disentanglement of these issues. Concerns around the financial feasibility of a research career and the perceived exploitation of ECRs on fractional contracts were, however, articulated in confidence to the authors by some ECRs. Furthermore, mention of post-doctoral researchers leaving academia due to lack of further funding are occasionally identified in the HERA project reports.

Programme	Project Leader	Project Investigator	Post-doctoral Researcher	PhD	Total Scholars
HERA 1	19	63	46	44	172
HERA 2	18	60	51	27	156
HERA 3	18	69	71	32	190
HERA 4	20	77	70	21	188
TOTAL	75	269	238	124	706

Table 7. HERA-funded scholars

Several projects incorporated non-HERA funded staff into their teams by leveraging HERA funding to develop research teams and increase research capacity (Table 8). Across the four JRPs, 10 projects added a further 12 post-doctoral researchers and 24 projects integrated a further 44 PhDs. This represents a **5% increase in the number of post-doctoral researchers and 35% uplift in the number of PhD students involved in HERA research**. Three projects engaged a total of four research assistants through non-HERA funding. This represents substantial added value to the research. However, project members also identify a need to add to their teams in order to be able to effectively carry out ambitious research that would otherwise be constrained by the limited funding available for each team within a project. Given the potential differences in costs between countries and institutions, this raises questions of research balance within projects.

¹⁰ *She figures 2021. Gender in Research and Innovation Statistics and Indicators*, p.157. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.

Programme	Post-doctoral Researcher	PhD	Total ECRs
HERA 1	4	25	29
HERA 2	1	8	9
HERA 3	5	4	9
HERA 4	2	7	9
TOTAL	12	44	56

Table 8. Non-HERA funded ECRs attached to HERA projects

ECR Capacity Building

- HERA 1**
- 46 HERA-funded post-doctoral researchers working on 17 projects
 - 4 Non-HERA funded post-doctoral researchers working on 2 projects
 - 44 HERA-funded PhDs working on 13 HERA projects
 - 25 Non-HERA funded PhDs working on 9 projects
 - 24 HERA-funded research assistants (including student assistants) working on 10 projects
- HERA 2**
- 51 HERA-funded post-doctoral researchers working on 18 projects
 - 1 Non-HERA funded post-doctoral researcher working on 1 project
 - 27 HERA-funded PhDs working on 13 projects
 - 8 Non-HERA funded PhDs working on 7 projects
 - 57 HERA-funded research assistants (including student assistants) working on 15 projects
 - 1 Non-HERA funded research assistant working on 1 project

- HERA 3**
- 71 HERA-funded post-doctoral researchers working on 18 projects
 - 5 Non-HERA funded post-doctoral researchers working on 5 projects
 - 32 HERA-funded PhDs working on 14 projects
 - 4 Non-HERA funded PhDs working on 3 projects
 - 43 HERA-funded research assistants (including student assistants) working on 10 projects
 - 2 Non-HERA funded research assistants working on 1 project
- HERA 4**
- 70 HERA-funded post-doctoral researchers working on 20 projects
 - 2 Non-HERA funded post-doctoral researchers working on 2 projects
 - 21 HERA-funded PhDs working on 14 projects
 - 7 Non-HERA funded PhDs working on 5 projects
 - 42 HERA-funded research assistants (including student assistants) working on 13 projects
 - 1 Non-HERA funded research assistant working on 1 project

Education and Training

HERA JRPs and individual projects bring together senior and junior researchers. They contribute to capacity building through informal and formal education and research training.

Informal research training takes place through the everyday practice of research in which ECRs learn their academic craft. Formal education and training is delivered at HERA network level and by individual projects. These offer opportunities for ECRs to enhance their research skills, and to engage and collaborate with non-academic partners. Senior researchers and their fields benefit, in turn, from the intellectual stimulus provided by new scholars.

HERA JRP capacity building includes a highly successful ECR residential training event in Smolenice, Slovakia (HERA 3) (23-26 September 2018) that was attended by over 50 PhD and post-doctoral researchers, creation of an ECR network during the COVID-19 pandemic, ECR mentoring, and dedicated ECR sessions at the Public Spaces (HERA 4) opening and closing conferences in Gdansk (11-12 September 2019) and Wroclaw (7-8 September 2022). The Smolenice and Wroclaw events reached out beyond HERA funded ECRs to include scholars from under-represented countries and Ukraine, thereby extending the impact of HERA capacity building.

Projects have also expanded beyond their immediate members, creating opportunities for wider ECR engagement with their projects. These include:

- Education and training activities
 - PhD training/PhD workshops
 - Joint PhD programmes
 - Summer schools and seminars aimed at ECRs and young professionals (e.g. SCIBE (HERA 1) and TransCultAA (HERA 3))
- Professional development workshop for secondary school teachers (HERA 3 -UNUP)
- Workshops supporting applications to post-doctoral schemes such as Marie-Curie Fellowships (e.g. *Fashioning the Early Modern* (HERA 1) Marie Curie Masterclass)
- Securing external funding to support additional non-HERA PhD studentships from national sources (e.g. *PRiARC* (HERA 3) AHRC Collaborative Grant) and European sources (e.g. *TEF* (HERA 1) *ASYMENC* (HERA 2) obtained EU FP7 Marie Curie Initial Training Network funding for PhD scholarships)
- Travel bursaries for students to attend workshops and conferences

These initiatives constitute important mechanisms for academic knowledge exchange as a form of capacity building beyond traditional conferences. Unfortunately, it is not possible to state the exact number of participants engaging with these opportunities but an estimate of their reach suggests that **more than 1000 young scholars have engaged with capacity-building initiatives supported by HERA across the JRPs.**

Examples of HERA Project Capacity Building Initiatives

- HERA 1** *Copyrighting Creativity: Creative Values, Cultural Heritage Institutions and Systems of Intellectual Property* obtained a supplementary grant from the Icelandic Center for Research (Rannís) for graduate student participation (MA and PhD students) in the project
- HERA 2** *Asymmetrical Encounters: E-Humanity Approaches to Reference Cultures in Europe, 1815-1992* project members were awarded a Marie Skłodowska-Curie (MSCA)-Innovative Training Networks (ITN) grant

“The ASYMENC consortium brought the digital humanities groups of UU [Utrecht University] (Verheul) and UCL (Julianne Nyhan) together as co-applicants in a successful bid for the Marie Skłodowska-Curie (MSCA)-Innovative Training Networks (ITN) grant for the project Critical Heritage Studies and the Future of Europe (CHEurope). The aim is to train PhD students in the field of Critical Heritage Studies from a number of European countries in digital humanities skills, among others as developed in the ASYMENC project. Verheul will be leader of the UU project “Digital heritage: Mining transnational reference cultures in multilingual and multimedia repositories”, which starts April 2017.”

– ASYMENC final project report

HERA 2 PI Dr Ben Wubs for *The Enterprise of Culture: International Structures and Connections in the Fashion Industry since 1945* received an Erasmus+ KA2 Strategic Partnership Grant in 2018. The aim is 'to provide an innovative route for students who would like to work in the global fashion industry as creative managers, entrepreneurs, consultants, policy makers, and researchers.'¹¹

“RE-FRAME FASHION is a two-year project co-funded by the Erasmus+ Strategic Partnerships for Higher Education Programme of the European Union. Its aim is to understand the needs of fashion industry stakeholders and provide students with the right tool set to meet these needs...the following three high quality courses were developed and piloted in three Higher Education Institutions (HEIs) in close collaboration with non-academic fashion partners: 1. “Sustainability in Fashion” (Intellectual Output 1) developed and piloted by Université Paris-Dauphine - PSL, 2. “Entrepreneurship in Fashion” (Intellectual Output 2) developed and piloted by Gdańsk University of Technology, 3. “Heritage in Fashion” (Intellectual Output 3) developed and piloted by the Erasmus University Rotterdam.”

– RE-FRAME FASHION Report 2020¹²

¹¹ <https://www.eur.nl/en/news/prof-dr-ben-wubs-and-dr-mariangela-lavanga-receive-erasmus-ka2-strategic-partnership-grant-re-frame>

¹² Wubs, Ben, Mariangela Lavanga, Denis Darpy, Colette Depeyre, Luciano Segreto, Magdalena Popowska (2020) *RE-FRAME FASHION Report. Innovation in Fashion Education*. Rotterdam, Paris, Gdańsk: REFRAME FASHION Publications, Erasmus+ Strategic Partnerships for Higher Education Programme of the European Union.

- HERA 3** PI Professor Caroline van Eck for the Printing the Past. Architecture, Print Culture, and Uses of the Past in Modern Europe together with Olivia Horsfall Turner (Victoria & Albert Museum) was awarded a 3-year AHRC Collaborative Doctoral Award for the project 'A New Visual Narrative of Historicism'
- HERA 4** *FOOD2GATHER* developed a MOOC (massive open online course) entitled *How to create initiatives connecting people through food?* The course explores theoretical, methodological, and practical approaches to develop 'inclusive foodscapes' to build capacity in communities. It is targeted at students, scholars, professionals, and activists from all over the world seeking to improve their knowledge about food related initiatives to build a stronger, more positive relationship amongst people living in multicultural societies. The MOOC is a collaboration between partners in France, Norway, Belgium and Italy.



Career Development

HERA projects are structured to bring together senior and junior scholars across borders, and to bring scholars into contact with Associate (non-academic) Partners outside the academy. This creates opportunities and challenges for the career development of HERA project members, particularly ECRs.

In interviews and survey responses, ECRs overwhelmingly report their experiences in HERA project as positive. They identify intellectual and social benefits of being located in an interdisciplinary research project, rather than the traditional lone scholar model that remains prevalent in European humanities.

“What the HERA project really gave me is working and talking with people outside of my specific [research] area. I would usually talk to international lawyers or human rights lawyers and in the venues and conferences that the HERA project brought me to, there were a lot of historians and philosophers. So that opened me up to other methodologies and kinds of thinking about how other areas of science use methods... and also how to talk about my own research and think about it, and connect it to other things. While my research is still mostly legal, I know better how to talk about it in an interdisciplinary [way]...I think some of the tools and things that I have learned during that [the HERA project] helped me to think about my work also today”.

– Dr Grażyna Baranowska ¹³

¹³ Current Position: Marie Skłodowska-Curie Post-doctoral Fellow at the Hertie School in Berlin and Assistant Professor at the Poznań Human Rights Centre, Institute of Law Studies of the Polish Academy of Sciences. Grażyna worked as a post-doctoral fellow on the MELA project (HERA 3). Interview November 2022.

ECRs explicitly comment on the supportive nature of internal project networks. They also identify the benefits of being situated in a culture of academic excellence and knowledge exchange. They benefit from advice on how to make strategic decisions on effective dissemination of research through publications, conference presentations and social media outlets, while improving their understanding of public outreach and knowledge exchange in their field. They are clear that these contribute to their external profiles and future employability. Many ECRs directly attribute their career development and subsequent success to their HERA experience and leverage it to obtain post-doctoral positions or permanent posts.

“...From the [project] colleagues I received more input and confidence in my own thinking... the fact that I was internationally connected [...] boosted my CV to a great extent [..] [following the Sound Memories project] I got a teaching position in Paris and they enjoyed the international dimension of my CV and then I got a position in Leuven in Belgium, where one of the project leaders was a former member of the HERA project. Likewise, the postdoc position I have now, the PI of my current project knew me from conferences, and she got in touch with me via the network of the HERA Project. It [the HERA project] helped a lot in terms of networking and also it helped in terms of understanding how academia works, the publication system, how to go through it and even the funding system and [...] to understand the mechanics of....[Being part of the HERA project] it broadened my horizons on different academic cultures, and also [allowed me] to identify myself to which culture I want to belong”.

– Dr Manon Louviot ¹⁴

¹⁴ Current Position: Post-doctoral researcher on ERC project *Musical and Poetic Creativity for A Unique Moment in the Western Christian Liturgy, c.1000-1500* (PI Prof. Catherine A. Bradley), University of Oslo. Manon completed her PhD on the Sound Memories project (HERA 3). Interview September 2022.

“I had a lot of responsibility on the project, I was the lead researcher on the case study. [Working on the HERA project], it really developed my project management and methodological skills and it has also provided me the opportunity to [take the] lead in quite a lot of publications. I recently got a [lecturing] job at Durham and being able to highlight stuff I’ve done in the HERA project definitely made my application quite strong”

– Dr Robin Finley ¹⁵

However, the degree of mentoring and support reported by ECRs varies between projects and may be linked to their experience of precarity. ECRs are often intellectually and logistically challenged by transnational scales of research. This includes getting to grips with the complexity of different national academic research cultures and the imperative to relocate, especially when children or family commitments are involved.

¹⁵ Current Position: Lecturer in Human Geography, Durham University. Robin worked as a post-doctoral fellow on the *EEYRASPS* project (HERA 4). Interview September 2022.

Following the career development of PhD and post-doctoral researchers who started their careers in HERA 1, our research suggests that HERA projects cultivate 'high-flyers' who successfully leverage their HERA experiences to accelerate their academic trajectories. HERA project participation early in their careers sets intellectual directions and network foundations for career success.

Case Study: Dr Paula Hohti Erichsen



Role in HERA: Post-doctoral researcher and PI - *Fashioning the Early Modern: Creativity and Innovation in Europe: 1500-1800* (HERA 1)

Current Role: Associate Professor of History of Art and Culture, Aalto University, School of Art, Design and Architecture, Helsinki

Brief Timeline

- 2010-2013** Post-doctoral researcher, *Fashioning the Early Modern*

“As a post-doctoral researcher funded through a grant from the Finnish Collegium of Advanced Studies, Hohti was an Early Career participant in the project. Her individual project took up the question of how dress fashions were disseminated in social and cultural space.

One of the project’s major successes has been Dr Hohti’s own career development. In the Spring 2012, Hohti was invited by Prof. Marie-Louise Nosch (PI: Project 05) to work at the Centre for Textile Research, University of Copenhagen and, with the latter’s support was awarded a Marie Curie Intra-European fellowship in the autumn 2012. Dr Hohti started working at the Centre in March 2013.”

— Fashioning the Early Modern Final Project Report
- 2013-2015** Marie Curie Intra-European Fellowship *Global Encounters: Fashion, Culture and Foreign Trade in Scandinavia, 1500-1630*
- 2015** Assistant Professor of Art and Culture History at Aalto University, School of Art, Design and Architecture, Helsinki
- 2016** Visiting Research Fellow, Bard Graduate Centre, New York
- 2017-2022** ERC Consolidator Grant project *Refashioning the Renaissance: Popular Groups and the Material and Cultural Significance of Clothing in Europe 1550-1650* (€1,999,854)
- Present** Associate Professor of Art and Culture History at Aalto University, School of Art, Design and Architecture, Helsinki

Figure 10. Case Study: Dr Paula Hohti Erichsen

Case Study: Prof. Deljana Iossifova



Role in HERA: Research Fellow - *Scarcity and Creativity in the Built Environment* [SCIBE] (HERA 1, 2010-2013)

Current Role: Professor of Architecture and Urban Studies, University of Manchester & Director of the Confucius Institute (2022-present)

Brief Timeline

- **2010-2013** Research Fellow for SCIBE
- **2013** Lecturer, University of Manchester

“...Initially contracted to project on a 0.6 contract from 12th August 2010 to 31st May 2013, her [Iossifova's] contract was increased to 1.0 to replace Kate McGeevor. She left full time employment with SCIBE in February 2013 to take up a lectureship at the University of Manchester, but with the agreement of her new employers, continued to work approx. 0.5 of her time on the project at no expense to SCIBE/HERA... For all the team members, the research project has had a profound effect on their thinking and practice, mainly because the topic of scarcity was a new direction. For example with Iossifova, arising from her engagement on SCIBE with issues around resource distribution and relational scarcity and her PhD research on the sociocultural aspects of Shanghai's urban transformation, Deljana is currently developing a larger research project around the spatial, social, cultural, environmental and economic challenges of just sanitation infrastructure provision in China's growing cities.”

— SCIBE Final Project Report

- **2015-2017** Principal Investigator 'Strategic Network: Data and Cities as Complex Adaptive Systems' ESRC Strategic Network (£100,799)
- **2019-2021** International Lead and Principal Investigator 'A Systems Approach to Sustainable Sanitation Challenges in Urbanising China (SASSI)' NERC Towards a Sustainable Earth.- a collaboration between UK Research & Innovation (UKRI), Japan Science and Technology Agency and National Natural Science Foundation of China. (£519,880)
- **2019-2023** International Lead and Principal Investigator 'Towards Sustainable Sanitation in India and Brazil (TOSSIB)' Royal Society Resilient Futures Challenge-Led Grant (£499,993)
- **2022-Present** Professor of Architecture and Urban Studies at the University of Manchester & Director of the Confucius Institute

Figure 11. Case Study: Prof. Deljana Iossifova

We see similar accelerated trajectories in the making from other former HERA ECRs:

Case Study: Dr Grażyna Baranowska



Role in HERA: Post-doctoral Researcher, *Memory Laws in European and Comparative Perspective* (MELA)

Current Role: Marie Skłodowska-Curie Post-doctoral Fellow at the Hertie School in Berlin and Assistant Professor at the Polish Academy of Sciences

Brief Timeline

- **2016-2019** Post-doctoral Researcher, *Memory Laws in European and Comparative Perspective* (MELA).
- **2018** **START Fellowship for the most talented young researchers for outstanding achievements, Foundation for Polish Science**

“My HERA Post-Doc was really a breakthrough moment for me - I learned a lot academically, broadened my network and engaged with a lot of new fields. During the Post-Doc I received a major fellowship for young researchers in Poland - START Fellowship for the most talented young researchers in Poland, Foundation for Polish Science in (2018). A couple of months after the completion of the Post-Doc I received the Fellowship of the Polish Ministry of Science and Higher Education for outstanding achievements in science (November 2019) and research and succeeded in receiving an own research project (May 2020, NCN, Sonata).”

— Survey Response

- **2019** Fellowship of the Polish Ministry of Science and Higher Education for outstanding achievements in science and research
- **2020-2023** Sonata Polish National Science Centre (NCN), *State obligations with regard to missing and disappeared persons under international law*, (Principle Investigator)
- **July 2022** Appointed to the United Nations Working Group on Enforced or Involuntary Disappearances. ‘After a competitive, multi-step nomination process that included an interview with the UN Human Rights Council (UNHRC) Consultative Group, she was ranked first on the shortlist of candidates and subsequently recommended for the position by the UNHRC President!’¹⁶

Figure 12. Case Study: Dr Grażyna Baranowska

¹⁶ <https://www.hertie-school.org/en/news/news/detail/content/grazyna-baranowska-nominated-to-un-working-group-on-enforced-or-involuntary-disappearances>

Mid-career scholars also report intellectual and career development as a result of participation in a HERA project.

Dr Aleksandra Gliszczyńska-Grabias was a PI on *Memory Laws in European and Comparative Perspectives* (HERA 3). She says of her experience working on a HERA project:

“MELA has been the most challenging, but at the same time the most inspiring, motivating, transformative, rewarding and wonderful experience in my whole academic carrier. I would highly recommend applying to all scholars considering this step. I am very grateful for the chance received with the HERA grant.”

– Survey Response

Benefits for team members are also recognised by project leaders:

“[Participation] had a direct benefit on other members of the team. During the project Kathrin Horschelmann, the German lead, got a Chair in Cultural Geography at the University of Bonn and it’s very hard to get a chair in the German system... Elisabeth [Kirndörfer], the German researcher, was given a longer contract at Bonn, and before that Ilse van Liempt, the Dutch lead, got promoted to Associate Professor...she asked me to write a letter and we talked about the HERA project, so that helped her move up as well...in terms of career development [the HERA project] helped across the team in different ways.”

– Prof Peter Hopkins ¹⁷

¹⁷ *The everyday experiences of young refugees and asylum seekers in public spaces* (HERA 4). Interview September 2022.

Case Study: Prof Emmanuel Mourlon-Druol



Role in HERA: *PI Uses of the Past in International Economic Relations (UPIER)*
(HERA 3)

Current Role: Professor of History of European Cooperation and Integration,
European University Institute, Italy

Brief Timeline

- **2016-2017** Lecturer in International Business and Enterprise, University of Glasgow, Adam Smith Business School, UK
- **2016-2019** PI Uses of the Past in International Economic Relations (UPIER)
- **2017-2022** ERC Starting Grant The Making of a Lopsided Union: Economic Integration in the European Economic Community, 1957-1992 (EURECON) (€1.5 million)
- **2017-2019** Senior Lecturer in International Business and Enterprise, University of Glasgow, Adam Smith Business School, UK
- **2019-2022** Professor of International Economic History, University of Glasgow, Adam Smith Business School, UK
- **2023- Present** Chair in the History of European Cooperation and Integration, 20th Century to the Present, Department of History, European University Institute, Italy

Figure 13. Case Study: Prof. Emmanuel Mourlon-Druol

Gender Representation and Balance

One of the key priorities of the European Research Area (ERA) is a commitment to gender equality and gender mainstreaming in research and innovation (ERA Priority 4)¹⁸. It is therefore useful to examine how this is expressed in HERA projects.

Across all HERA participants at all career stages in all 4 HERA JRPs, there is an even split in the number of male (49%) and female (51%) HERA project members. One person (0.2 %) identified themselves as non-binary. However, Project Leader positions tend to be dominated by male academics (60% male vs 40% female), a pattern that plays out in all JRPs (Table 9). Overall, Principal Investigators (often mid-career) are represented equally by male and female academics (50% male vs 50% female), although there are variations in male and female PI involvement between the JRPs. Overall, post-doctoral positions are more commonly held by female academics (male 45% vs female 55%) but this masks variation between JRPs. There is gender parity in post-doctoral researchers in HERA 1 and 3, more female post-doctoral researchers in HERA 2 and HERA 4 shows a particular shift towards female post-doctoral researchers.

Programme	Project Leader %		Project Investigator %		Post-doctoral Researcher %		
	Male	Female	Male	Female	Male	Female	Non-Binary
HERA 1	63	37	59	41	50	50	
HERA 2	56	44	45	55	46	54	
HERA 3	68	32	54	46	51	49	
HERA 4	52	48	44	56	33	65	2

Table 9. Percentage of males and females in HERA projects at different career stages

¹⁸ She figures 2021. Gender in Research and Innovation Statistics and Indicators. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.

Analysis of gender balance within individual projects shows that in HERA 1, there were 13 projects with mostly or exclusively male leadership teams (PLs/Pis) (n=13, 68.4%). In HERA 2 and HERA 3 50% (n= 9) of projects had mostly or exclusively male leadership teams, and in HERA 4, 30% (n=6) of projects had mostly or exclusively male leadership teams. The leadership team was equally distributed between male and female academics in 12% (9/75) of all HERA JRPs 1-4. Five of these projects took place in the HERA 4 cycle (25% of HERA4 projects). These data may suggest a trend towards greater gender awareness in project composition.

HERA projects with no gender balance in the leadership team (i.e. all male or all female PL/Pis) n = 7	Only Male n = 4	HERA 1	IDII4MES ROMIDENT
		HERA 2	ENTRANS
		HERA 4	PUTSPACE
	Only Female n = 3	HERA 2	DIMECCE TTT
		HERA 4	PuSH

HERA projects with gender balance in the leadership team n = 9	Gender Balance n = 9	HERA 1	CinBA CIM
		HERA 3	EAU-TBC MELA
		HERA 4	EEYRASPS GONACI PLEASURESAPES SciConf Victor-E

Table 10. HERA projects with no gender balance, and HERA projects with gender balance in the leadership team

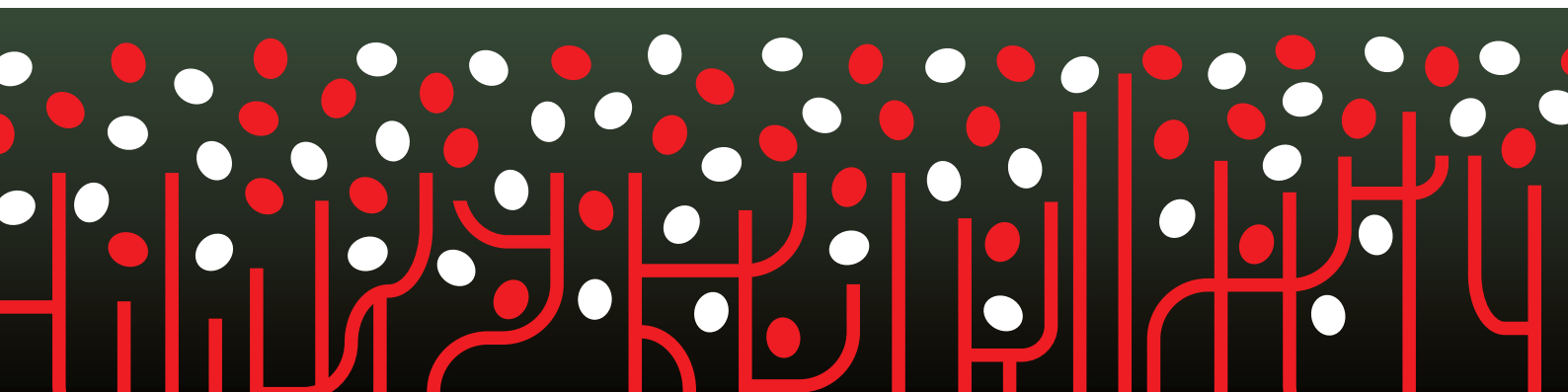
Our observations are broadly consistent with data reported for gender representation in academic positions at a European level, with women being 'under-represented in top-level and decision-making positions in European research'¹⁹ and a drop off in women moving from junior to senior research positions. Data reported in the *She figures 2021* report show that in 2018 senior positions were held by men more often and junior positions by women. In 2018 women accounted for more than 40% of the total number of academic staff at European level (at EU-27 level)²⁰, but the proportion of women in the highest research level (Grade A, equivalent to a full professorship) accounted for 26.2%.²¹ This was the case for every field in Research and Development (R&D) with Humanities exhibiting the highest proportion of women academics among grade A academic staff (35.0%).²² However, the HERA data do show encouraging trends towards gender balance in European humanities research.

19 European Institute of Gender Equality (EIGE), *Gender in Research Report, 2022*, available at <https://eige.europa.eu/publications/gender-research-0>; *She figures 2021*.

20 *She figures 2021. Gender in Research and Innovation Statistics and Indicators*, p.183. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.

21 *She figures 2021. Gender in Research and Innovation Statistics and Indicators*, p.179. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.

22 *She figures 2021. Gender in Research and Innovation Statistics and Indicators*, p.188. European Commission. Directorate-General for Research and Innovation Horizon 2020 Science with and for Society.



Conclusion and Summary of Recommendations

“The most excellent aspect of HERA is that the grant was for a team, and an idea, not an individual. This means that the benefits of participation were spread very widely across the team. In my view the huge challenge is to benefit from the advantages of competitive awards while at the same time building a collaborative research community.”

– Prof. Charlotte Roueché ²³

HERA project members have had considerable success in creating leverage in all areas discussed in this report.

In terms of financial leverage at least 61% of all HERA JRPs generated additional funding with the total minimum leverage across all HERA JRPs estimated at **€106,202,945**. All HERA JRPs exhibit a significant increase in the number of partners involved in HERA-funded projects. The development of research networks and engagement with Associated (non-academic) partners is particularly striking. It indicates development of a vibrant knowledge culture.

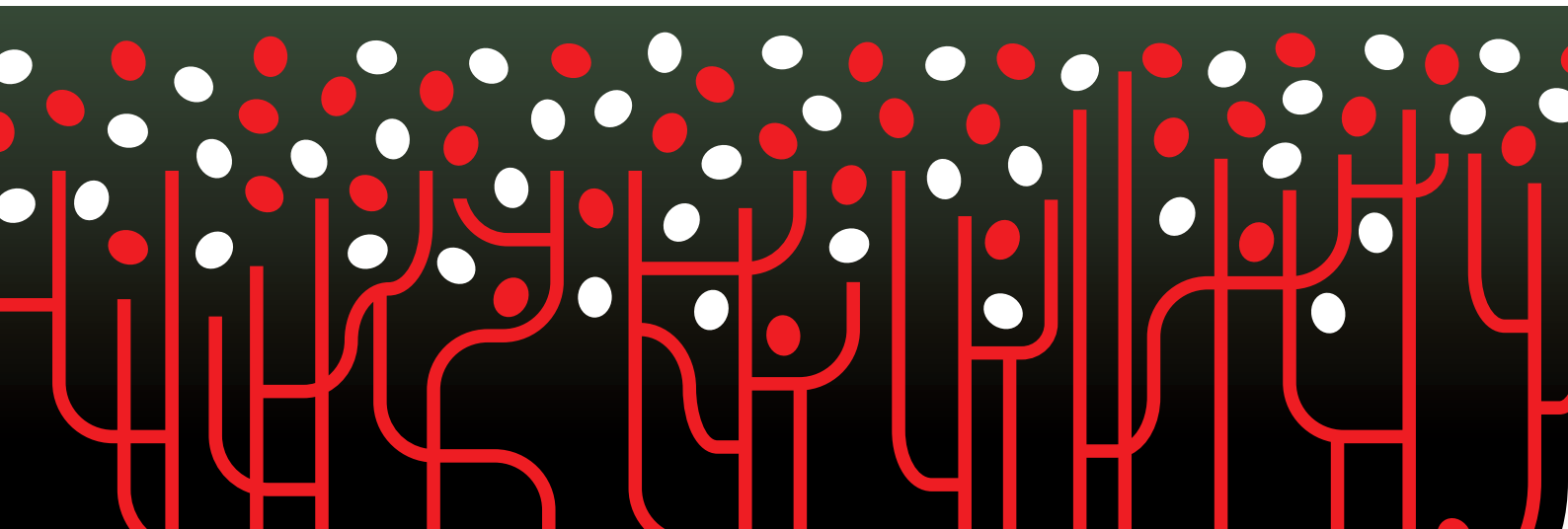
HERA-funded projects have played a key role in investing in and developing new scholars and bringing their innovative thinking into research projects. Despite the positive experiences highlighted by PhDs and post-doctoral researchers working on HERA-funded projects, the issue of precarity and financial instability for ECRs on fractional contracts – a situation widely experienced by ECRs across academia – exists in HERA projects. In terms of gender representation and balance, our data suggest a gradual move towards more gender-balanced teams in transnational European humanities research, and a gradual increase in female representation in leadership positions.

²³ Project Leader *Sharing Ancient Wisdoms: Exploring the Tradition of Greek and Arabic Wisdom Literatures* (HERA 1). Survey response.

In the absence of a centralised data collection system, the project reporting of individual HERA-funded projects is the most important tool to collect qualitative and quantitative data for leverage and impact report of HERA activities. This can be usefully complemented by additional surveys of HERA-funded researchers providing data on outcomes following the official end of the HERA JRPs. However, both analysis of project reports of variable quality and collection of follow up data can be time consuming. We recommend that HERA:

- 1** Improve reporting templates and monitoring in future calls with the aim of capturing reliable information about the achievements of individual HERA-funded projects and determining the effect of HERA-funding activities on the training of a new generation of Humanities researchers, on the career prospects of project members, and on the development of partnerships with non-academic partners.
- 2** Create and deliver workshops / seminars to national funding agencies on leverage data collection and monitoring processes; these should highlight the difficulties identified during leverage report work.
- 3** Agree a consistent way to report leverage data to ensure accuracy and comparability between different HERA JRPs.
- 4** Bolster the legacy of HERA projects. One survey respondent pointed out that, 'It would have been helpful if the HERA consortium gave the projects the possibility of a sustainable website for each project, independently of the institutions involved. Universities often decide to restructure their corporate image, they lose interest in projects that have been completed, and lead researchers can move or retire.'
- 5** To assess and track progress made towards gender representation and gender balance it is important to re-consider the way gender data are collected and recorded in project reports. Gender reporting needs to be updated to include non-binary categories reflecting current understandings of gender categories.
- 6** Provide career development workshops that build on the HERA experience to ensure that women move from ECR / mid-career to senior roles.
- 7** Continue to support ECR development and networking through HERA mentoring. In addition, we recommend that funding agencies seek to ensure that doctoral funding is not prohibitive within future calls.

- 8** Use the data contained in this report to champion the sustained contribution of HERA to the economic and social benefit of the Humanities to a broader range of stakeholders.
- 9** Draw on data from this report to expand HERA's network of funders, exploring the potential for new countries to join the HERA network and future funding calls.
- 10** Facilitate ways in which the benefits of participating in the HERA programme can be shared with others. This could be achieved by establishing a HERA Ambassador programme, or through the creation of impact events.



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Prof. Joanna Sofaer



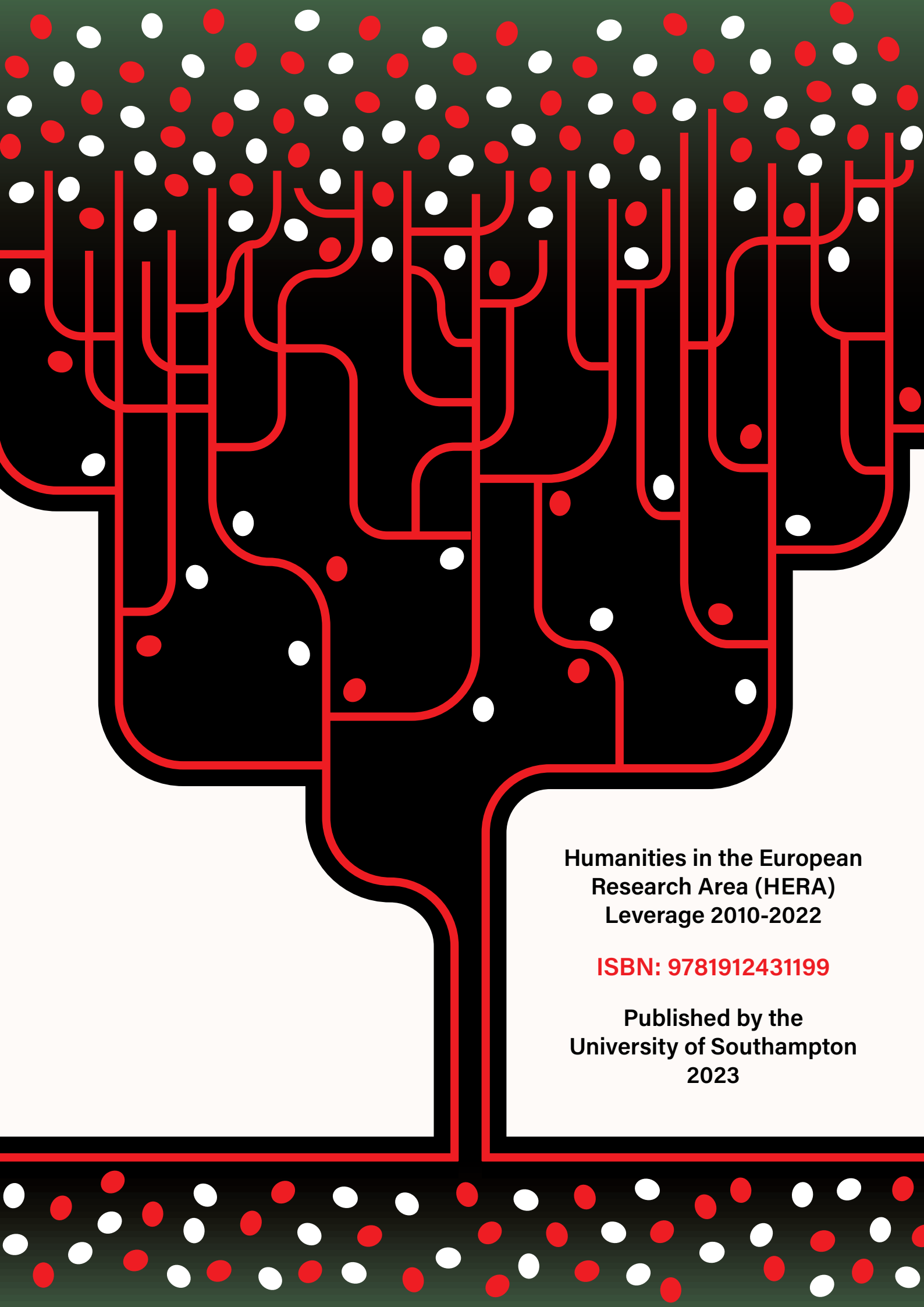
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Dr Christina Tsoraki



Elysia Greenway



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