



# 8<sup>TH</sup> HELOÏSE ATELIER

Universities funding and management

## LISBON, 2018

HELOÏSE: European Network on Digital Academic History

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# BOOK OF ABSTRACTS

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22-24 October 2018 – School of Arts and Humanities, Lisbon

## **WELCOMING MESSAGE**

In general, when compared with other approaches, the study of university finances and funding has been quite neglected by the historians of universities – as if they were of little relevance or interest – in spite of the existence of numerous sources containing economic information.

In the 8th Heloise Atelier, we propose to address precisely those topics closely related to the funding and resources of universities, since the middle ages until nowadays, using for that purpose economic data collected in digital humanities tools, such as databases, GIS's and data repositories. This includes variables such prices, rents, real estate, emoluments, fines, wages, loans, donations, legacies and wills, etc. The original premise of this approach holds the funding and management of the universities as deeply entangled with all aspects of university life, namely relations with the authorities, clientele networks, professional careers, master and officialdom wages, lodgings, students' maintenance and mobility.

We would like to wish all the participants an excellent study journey, in the context of another meeting of Héloïse - European Network on Digital Academic History.

The Organising Committee

Hermenegildo FERNANDES

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## MARIA HELENA DA CRUZ COELHO

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### LES FINANCES DE L'UNIVERSITÉ PORTUGAISE

À l'époque médiévale, fonder signifiait doter et octroyer des privilèges. L'abbé d'Alcobaça, les prieurs de Santa Cruz, de São Vicente et les collégiales de Santa Maria de Guimarães et de Santa Maria de Alcáçova de Santarém ainsi que les recteurs des plus de vingt-deux églises dispersées entre Atouguia, Santarém, Loulé, Faro, Sintra, Alenquer, Torres Vedras, Gaia, Lourinhã, Vila Viçosa, Azambuja, Sacavém, Estremoz, Beja, Mafra et Mogadouro le savaient. C'est pour cela que, dans la missive dirigée au pape, demandant l'autorisation de créer une université, ils se référaient à l'assentiment de D. Dinis, qui avait décidé de l'instaurer à Lisbonne, sous la protection de Saint-Vincent. Par ailleurs, ils y assumaient aussi la responsabilité des salaires des maîtres et des docteurs. La mission de dynamiser ce centre de savoir incombait surtout au Sud, plus urbanisé, mais aussi plus actif sur les plans économique, social et religieux. Le roi et l'église encourageaient et approuvaient ce projet. La corporation des maîtres et des élèves, qui s'associaient pour apprendre et enseigner, n'aurait eu besoin, au départ, que de peu de moyens financiers. Aussi, lors de sa fondation, cette *universitas scholarum et magistrorum*, qui avait peu d'enseignants et d'étudiants, aurait manqué de locaux pour les classes, d'appui logistique pour les élèves et d'argent pour payer les maîtres et certains officiers. Cependant, une partie de ces charges n'aurait pas seulement assumé la forme de rentes, mais aussi celle de privilèges, ce qui, dans la pratique, signifiait moins de dépenses et plus de gains. Au fil du temps, ces avantages se sont traduits par des facilités d'accès au logement pour les étudiants, d'importants bénéfices concernant l'approvisionnement des membres de l'Université, des exemptions d'impôts et diverses autres formes d'aides.

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### SCHOLARSHIPS; BENEFICES AND FOUNDATIONS AT MEDIEVAL UNIVERSITIES - ANALYSES AND VISUALIZATIONS FROM THE *REPERTORIUM ACADEMICUM GERMANICUM* (RAG)

The financing of universities in the German Empire from the end of the 14th to the beginning of the 16th century was mainly based on foundations and the use of ecclesiastical benefices. When "their universities" were founded, princes and cities made financial resources available and provided for the rededication of ecclesiastical benefices. Examples include the prescription of customs duties or the foundation of colleges which received the teachers and financed them with their benefices. This initial funding subsequently had to be expanded in order to ensure the long-term operation of the university. Although this basic equipment was extended over time, the university remained dependent on further foundations and sovereign allocations, as well as the teachers of income from their ecclesiastical benefices, their own commercial or lending transactions and from examination

and other fees of the students. The students in turn had to pay for their studies themselves at the beginning, if they were not lucky enough to already have a church benefice. Especially since the end of the 15th century, more and more scholarships have been donated by private individuals to enable family members and residents of the same city to study, while princes and city councils promoted the acquisition of academic qualifications. At the same time, universities and faculties are endowed with other foundations in the form of books or libraries. The contribution of the Repertorium Academicum Germanicum (RAG) will show evaluation possibilities of the RAG database for indirect financing of universities through private foundations, within the empire, but also regionally differentiated. On the one hand, the aim is to highlight groups of people who have benefited from financial support, such as scholarship holders and fellows. On the other hand, the manifold private foundation activities of the scholars in the area of the university are analysed and visualised on maps as in networks.

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## FRANCISCO J. RUBIO MUÑOZ

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### ECONOMIC ACTIVITY OF THE UNIVERSITY OF SALAMANCA FACULTY IN THE MODERN AGE

The aim of this paper is to present research on the economic activities of the *Studio Salmanticensis* faculty at the end of the 16th century and the beginning of the 17th century, taking advantage of the 8th centenary of the University of Salamanca (1218-2018) commemoration. Based on university and extra-university documentary sources, research examined professors' income from several points of view, although we will focus on those who came from the academic field. Thus, salaries and emoluments derived from teaching and other academic work within the University of Salamanca were directly linked to the university treasury and its funding system, quite variable over time. Related to this, income obtained from private teaching often completed professors' salary. Finally, we examine the extra-academic benefits derived from professional activity, such as lawyers or physicians, or the performance of civil or ecclesiastical offices at the same time as teaching. In short, research delves into the issue of faculty socioeconomic status in the Modern Age, at a time when the University of Salamanca was the most important Studio of the Catholic Hispanic Monarchy. In this way, this paper reveals surprising results that change the notion about economic level of university professors to date. This paper is framed in the Research Project "The Crown and Universities in the Hispanic World. XVI-XVIII Centuries", funded by the Support Program for Research Projects and Technological Innovation (PAPIIT) of the National Autonomous University of Mexico (UNAM). This project is developing the academic database of the Faculty of the University of Salamanca in the Golden Age (16th-17th centuries).

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## CARLA FROVA

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### THE FINANCING OF THE UNIVERSITY OF ROME (XIV-XV CENTURIES)

Founded by Pope Boniface VIII in 1303, the University of the City of Rome (*Studium Urbis*) was financed by the revenue of the city municipality, administered by the Camera Urbis. From this point of view, the economy of the Roman Studio replicates the model of the other Italian Studies of "communal" foundation. In fact, the strengthening of the papal lordship over the city, especially after the return of the popes from Avignon, while leaving the functions of the *Camera urbis* formally intact, progressively cancelled the autonomy of the municipal government, even as regards the economic management of the *Studium*. The paper presents an overview of the sources that can be

used to reconstruct the economy of the Studio from the fourteenth to the early sixteenth century (from *Bonifacius VIII* to *Leo X*), providing examples of the three main documentary typologies: 1. normative sources (papal bulls and other official documents), which testify to the evolution of the financing system in the two first centuries of the *Studium Urbis*; 2. registers of the financial institution of the Roman Commune charged with paying the professors, the *Gabella Studii*, which show the list of professorships, the names of the teachers and the salary paid to each of them; 3. *rotuli professorum*: the first preserved role, published by *Leone X* for the academic year 1514, will be examined, listing the names and salaries of almost 100 teachers, for a total budget of about 15,000 florins.

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## STEFANIA ZUCCHINI

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### THE FINANCING OF THE UNIVERSITY OF PERUGIA (XIV-XV CENTURIES)

This paper aims to illustrate the financial methods of the Perugian University and how these have influenced the origins and the functioning of the institution itself. The University of Perugia was founded at the beginning of the fourteenth century by the local government, which in the second half of the thirteenth century had already established in the city Lectures of Physics and Law at public expense. As a consequence, the Perugia's University always had a very strong link with the city. The *Ufficiali dell'Abbondanza* first and the *Conservatori della Moneta* consequently had the task of paying the University's professors, while the *Savi dello Studio* established the teaching body year after year, negotiating with the individual *doctores* and *magistri* the rules of engagement. From the second half of the fourteenth century to the beginning of the fifteenth century the annual budget of the institution was around 2000 gold florins and was established by the city council, in particular by the restricted council presided over by the *podestà*. During the fifteenth century the city lost its political autonomy under the dominion of various *signori*, until its final submission to the pope (1424). Despite changes in government, at the request of the Perugian elite, the University continued to be financed by budgets that were around 2000 florins. Starting from this general overview, the paper will illustrate three different aspects of University's financing: 1) the more technical questions as to the monetary system of Perugia in that time, and the financial and legal sources used; 2) the relationship between the economic and political situation of the city and the University's funding; 3) the urban cultural policy, that we can reconstruct on the basis of the financings given by citizen government to the various disciplinary sectors, and to specific disciplines or professors.

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### RESEARCH ON ECONOMIC AND FINANCIAL MANAGEMENT OF THE UNIVERSITIES IN THE PAPAL STATE DURING THE EARLY MODERN PERIOD

The contribution aims to propose a first overview on the funding universities subject in the Papal State during the 16th – 18th centuries. Although there were nine universities in the Church State in

this period, the research is going to focus on the most relevant and ancient of them: Bologna, Perugia and Rome. A good historiographical background is available for each one of these *Studia*; nevertheless, there is not an overall view of the papal policy on universities and, more important in this context, there are not many studies concerning finances and funding of these institutions. So the research currently underway should offer the opportunity to point out the historical sources available on this subject, a first economic and financial profile of these *Studia* in the early modern period and, lastly, it could give the opportunity to compare different situations and to verify if there was an increasing control of the State on universities and an attempt to improve uniformity

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### **L'IMPORTANCE SOCIO-ÉCONOMIQUE DES COLLÈGES PARISIENS : LES APPORTS DE *STUDIUM***

[L'université parisienne est à l'origine du système des collèges. Au XVe siècle, il y en avait plus d'une cinquantaine, qui connaissaient il est vrai des fortunes diverses. Plusieurs ont fait l'objet de monographies, souvent anciennes et difficiles à consulter (notamment celles qui avaient fait l'objet de thèses de l'École des chartes). Seuls quelques-uns ont fait l'objet de recherches moderne dans une optique résolument prosopographique : c'est notamment le cas pour les collèges de Navarre, de Dormans-Beauvais, de Laon ou pour le collège de Maître Gervais, pour ne citer que ces exemples. Seules les données concernant Navarre ont été intégrées à *Studium* : pour les autres collèges, ils ont été traités dans le cadre des dépouillements systématiques de *Studium*, qui ont aujourd'hui atteint la lettre G. Sur les 14 500 biographies en ligne de *Studium*, un peu plus d'un millier concernent des étudiants pour lesquels nous connaissons une affiliation à un ou plusieurs collèges. Grâce à la fonction recherche de *Studium*, il est possible de se faire une idée à la fois sur les origines sociales des étudiants des différents collèges et sur leurs carrières respectives. Certains comptes de collèges ont également pu être dépouillés, si bien que l'on peut récupérer des informations sur les personnes avec lesquelles les collèges étaient en relation : notaires, avocats et procureurs du Châtelet, métiers du bâtiment (maçons et tailleurs de pierre notamment) ou de l'alimentation (marchands de vin, surtout ! Nous disposons également d'informations sur le logement des maîtres et des étudiants, dans les collèges pour la plupart, mais aussi, dans le cas de la Sorbonne, par exemple, dans des maisons appartenant au Collège. Nous disposons de fonds de carte numérisés pour le Paris médiéval qui permettront à terme de visualiser ces informations]

## **MARTINA HACKE**

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### **THE PRACTICE OF ACCOUNTABILITY AT THE UNIVERSITY OF PARIS IN THE MIDDLE AGES: A NEW LOOK AT THE BOOK OF RECEPTORS OF THE ENGLISH-GERMAN NATION**

Since the early 13th century the University of Paris developed procedures of accountability, which have not yet been thoroughly investigated<sup>1</sup>. However, it can be assumed that this was done according to procedures of ecclesiastical administration and was adapted in the course of time to suit the circumstances at the university. Just what accountability at this university meant can best be studied for the time from the first third of the 15th century onwards. From that time, we have from usable university sources an answer to this question, one that is indeed especially convincing: The *Liber receptorum* of the English-German Nation. The records that were produced by the treasurers (receptors) of the Nation go back to 1425, the earlier volume has since been lost. Up to now they have primarily been examined prosopographically and in terms of their socio-historical significance, and also with regard to institutional history. But they also clearly show the practices of administrative accountability: The receptor was required to give an account in Latin of his receipts and expenses, and twice a year as a rule, once at Easter and the second time on St. Matthew's Day (21st September). He was responsible to the corporation, to the members of his Nation. The extent to which the accountability of the Parisian Nations took root at other universities can be examined in the example of the University of Heidelberg, whose first rector, Marsilius of Inghen, had held the office of receptor at the English-German Nation in Paris 1364.

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### **STUDENT MOBILITY AND COST OF STUDIES: CASE-STUDY STUDY OF SWISS UNIVERSITIES PRIOR TO WWII**

This paper aims at looking at the history of university finances through the lens of the cost of studies and the attraction that universities may exercise on migrating students depending on variations in these costs. As a matter of fact, various costs related to higher education (matriculation and graduation fees, annual fees, etc.) are one of the main pull factors at play for the choice of the host university. However, for the long 19th century, this aspect of student mobility is relatively understudied compared to other pull factors, such as university policy towards female students or foreigners, languages of tuition, level of attractiveness of university cities, to name but a few. The Swiss case illustrates well the trends of the European academic migrations of this period: during the decades preceding World War II, the Swiss institutions of higher learning led the world in their openness to both male and female foreign students, attracting far larger numbers than traditional host countries such as France or Germany. Throughout the whole period under investigation, these foreign students, amongst whom a significant proportion were women, constituted about a half of the total enrolment on the national scale. In this paper my intention is to add a new level of insight to the historical knowledge of the cost of higher education in Switzerland, from the 1870s, when its universities first received a considerable amount of foreign enrolments, until the outbreak of World War II, which radically altered the patterns of European and transatlantic student migrations. More specifically, basing myself on the analysis of university statutes, I shall attempt to identify the differences at the study costs practiced by all seven Swiss universities and the possible incidence on the attraction of foreign students and the type and length of the studies they were undertaking. In

conclusion, the paper raises question about the interest of creating a comparative European database containing exhaustive information, by university, on various costs related to studies and their modifications over time. Besides its contribution to a wider field of university history, such a tool would be of particular use to the scholars studying the dynamics of student mobility across Europe.

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### **A BIOGRAPHICAL DICTIONARY OF SPANISH ELITE COLLEGE STUDENTS**

[We are presenting a project in progress of a biographical dictionary of students who were members of the so called ‘colegios mayores’, seven elite secular university colleges founded between the 14th and the 16th centuries, and that became a major feature in the university life of Salamanca, Valladolid and Alcalá. However more significant still was the fact that a large part of those college fellows, after leaving their foundations, took over positions of relevance in the bureaucracies of the State, the Church and the Inquisition. We do not aim at producing complete biographies but to offer on-line in an orderly way the data that we have been collecting of the different individuals, even if they are scarce. We do not include those fellows who died in college or who did not have a career after leaving their institutions. On that base, and as the project has been conceived as an open and collaborative one, we invite scholars to propose to us additions and/or corrections, duly sustained, to complete and perfect those biographies as much as possible. As we shall show in the presentation, each biography includes personal data of the individual, i.e. education, career, works (when relevant) and archival and bibliographical sources. The e-facility allows for several search combinations within the dictionary. The years comprising the biographies are 1560 to 1650 but they can be extended before and after those dates at a later stage. We also propose to present the database originally constructed to deal with the data compiled for 1,500 college students and that is at the base of the Biographical Dictionary.

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## **STEFAN VISNJEVAC**

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### ***ROTOLI: A DATABASE OF ITALIAN UNIVERSITY TEACHERS IN THE RENAISSANCE***

Universities during the Italian Renaissance were intensely competitive spaces, vying for both student numbers and celebrated academics. For many teachers, short-term contracts and wide salary divergences among peers were normal. Yet, outside of individual cases, analytical comparison of career structure and progression both between and within universities has been lacking, in part made difficult by the sheer mobility of the profession. Together with Dr Peter Denley, I have been developing a pilot project database to make possible large-scale analysis of progression and structure within the Renaissance university. The current early-stage prototype is based on the rich surviving sources of Italy's oldest university, Bologna, which hold a wealth of information concerning the provision of teaching and teachers. These sources are comprised of the rotoli, lecture lists which survive largely unbroken from 1438 to 1800; the quartironi degli stipendi



(payments to teachers); and the *appuntazioni dei lettori* (fines and penalties meted out to teachers by the university). Together these sources provide extraordinary insight into career ranks, salaries and salary scales, the provision of payment, and the management of conduct. The paper will introduce the work-in-progress database, which is ultimately planned to be a dynamic, user-friendly free tool for the investigation of university teaching during the fifteenth and sixteenth centuries. In addition to describing the aims and objectives of the project, the paper will detail the construction of the database, as well as address a number of the associated challenges and issues encountered with the collation and organisation of primary and meta-sources. Some preliminary findings will be elaborated on the annual payrolls for faculties and lectures, and example profiles of individual teachers illustrated. Finally, the paper will expand upon the next steps for the project. The database is envisaged as the start of a much larger international collaborative effort, expanded geographically to include multiple universities, and potentially chronologically into the early modern period.

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### **DICTIONARY OF PORTUGUESE HISTORIANS. A CASE STUDY**

The Dictionary of Portuguese Historians, available online at the websites of the National Library of Portugal (BNP) and the History Centre at the University of Lisbon, meets a long-standing need within the social sciences in Portugal. It aims to broaden awareness of Portuguese historians and their perspectives on historical knowledge, of theories and currents within historiography, of historical and scientific associations and the journals and publications linked to them. It aims to be a reference work, making available information that will be of use to researchers and to those interested in the history of history, explaining the thinking of historians (some of them now forgotten) who were active up to the 1970s, and tracing general trends in historiography, as produced in different fields of knowledge. The period chosen takes into account the role that the Royal Academy of Sciences (founded 1779) played, alongside the University of Coimbra, in promoting the study of history, and establishing a conception of history as a science. In its turn, the year 1974 — with the restoration of democracy in Portugal — marks another milestone, after which a historiographical approach born in the 1940s was reinvigorated in many different ways, with a significant widening of the field of studies, and a greater openness to the broader international community of historians. The Dictionary considers historiography in a broad sense, taking in varying concepts of history and ways of writing it, thereby crossing frontiers — more often than not artificial — with other social sciences: philosophy, geography, anthropology, economics, linguistics, law studies, literary studies and pedagogy.

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### **MIDAS TOUCH. LOADING FINANCIAL INFORMATION IN AN ECONOMIC DATABASE ON THE PORTUGUESE UNIVERSITY**

In previous editions of Atelier Heloise, the Portuguese team of the Oeconomia Studii project had the opportunity to present the database designed to collect economic and financial information about the Portuguese university, at different moments of its gestation, from its first theorization to the later design phases. Now the time has come to make a practical introduction to the currently in use modules, already containing real information collected in the recent months by the project grantees in several funds and edited sources. This demonstration will be focused specifically in the features directly related to the financial and economic aspects of the platform, in that way emphasizing the characteristics that distinguish this database from other informational repositories, mainly concerned with prosopographic issues and with the mobility of university students and masters. The recently completed reporting module will also be publicly presented to show the potential of the system in terms of possibilities for analysis and extraction of information.

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### **A BIRD'S-EYE VIEW. CONTRIBUTIONS OF A GEOGRAPHICAL INFORMATION SYSTEM FOR A PROJECT ON THE FINANCES OF THE PORTUGUESE UNIVERSITY**

As part of the scientific production undertaken by the Oeconomia Studii project, a set of three digital humanities outputs were planned since the very beginning to deal with the quantitative data to collect: two Databases (DB) and a Geographical Information System (GIS), corresponding to three different implementation phases. Indeed, the raw data scattered by several sources required the construction of a database intended to collect economic and financial information related to the Portuguese Medieval university, and another to gather prosopographic information on Portuguese masters and students, allowing the use of analytical instruments to interrelate the information, for the identification of trends, elaboration of reports and working tools, and the creation of models of heuristic interpretation. In this context, it seemed advantageous to use Geographic Information Systems (GIS) and related spatial processing tools, as it allows the mapping of the origins of masters and students, the spatial identification of the property clusters related to the university funding, the sources of income, the identification of the several working places of the *Studium* (particularly relevant given the unique feature of Portuguese *Studium*, recurrently relocated in between Lisbon and Coimbra during the 14th and 16th centuries), in order to build up digital maps. We aim to present a beta version of this GIS, the focus of this paper, together with an explanation of the possibilities allowed by its development.

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### **RESEARCH IN THE DOMAIN OF INTEROPERABILITY OF DATABASES DEVOTED TO ACADEMIC HISTORY**

The DFG funded collaborative project: “Early Modern Professorial Career Patterns – Methodological Research on Online Databases of Academic History (PCP-on-Web)”, run by the Leipzig University of Applied Science (HTWK) and the Herzog August Bibliothek Wolfenbüttel (HAB), focuses on domain-specific research ontologies. As is befitting a project that aligns itself with the Digital Humanities, it is interdisciplinary in nature and innovatively combines classic historiographical research methods with Semantic Web technologies to investigate scholarly career patterns, a classic prosopographic research question that addresses a significant lacuna in the field. The involved partners are collaboratively producing a vocabulary suited to allow interoperability among different prosopographical databases on academic history. In the centre of interest and as a starting point the project works with biographical material given by the digitized professor catalogues of the Universities of Leipzig and Helmstedt, which had been two of the most prestigious and frequented German protestant universities during the period in question. This talk will deal with current research focusing on vocabulary alignment between academic history databases and meta-ontology propositions such as vocabularies provided by the Data for History consortium (DfH). We will look at the practice of research ontology building, which necessarily combines historical expertise and knowledge engineering methods, and introduce in which way PCP-on-Web uses RDF standards for the description of facts (RDF triples) and how it uses the OWL for a formal description of the vocabulary. Our presentation will give an insight into the interdisciplinary technical and hermeneutical process which covers the database layer, the application layer as well as the research interface layer of the Heloise Common Research Model (HCRM).

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### **FAIR DATA IN ACTION: REUSING OPEN DATA FOR HISTORICAL RESEARCH IN THE DOMAIN OF EARLY MODERN ASTRONOMY**

In the context of my research on Early Modern intellectual history and the study of the spreading of Copernicanism in the 16th and 17th centuries, I'm collecting data about professors in mathematics, astronomy and natural philosophy at European universities using the SyMoGIH project's data curation collaborative platform, which is one of the founding projects of the Heloise Network on Digital Academic History. I am especially interested not only in teaching activities in

mathematics and astronomy but also in careers of astronomers which often occur outside universities, and more generally in the social role of astronomy. Manual data collection is too onerous and time-consuming for this kind of research agenda but, fortunately, more and open data are being made available by research projects and cultural heritage institutions, according to the principles of open data, and especially FAIR principles published in 2016 and increasingly applied by research agencies as a condition of funding. In this paper, I will discuss some methodological issues which are raised by data reuse for historical research. My aim is to highlight some methodological steps and challenges that have to be taken in order to reuse the data in the context of a new research agenda and in accordance to the principles of historical research (information sourcing, data quality and provenance, etc.). Firstly, I will discuss a model for data interoperability which allows to reformat existing data from different sources and use them in the context of a new research agenda. This process is supported by a new web application (OntoME) created by the emerging consortium [dataforhistory.org](http://dataforhistory.org) with the purpose of data interoperability in the historical domain. Secondly, I will show how data can be extracted from different repositories and rewritten according to a new model and which kind of infrastructure can be effectively used for this task. Finally, I will propose some data analysis and visualization in order to assess the quality of gathered information and discuss its relevance in addressing my research agenda. This will help to identify missing information and what steps should be taken using data wrangling and cleansing in order to ensure that data quality is sufficient to allow its reuse in historical research.

# 8th HELOISE ATELIER

Universities funding and management

LISBON, 2018

## PROGRAMME

### Day 1: October 22 – Library Building | Room B1

14:00: REGISTRATION

14:30: WELCOME SESSION

15:00: KEY-NOTE SPEAKER

Chair: Hermenegildo FERNANDES (U. Lisbon)

Les finances de l'université portugaise

*Maria Helena da Cruz COELHO (U. Coimbra)*

16:00: COFFEE-BREAK

16:30: SESSION 1: STUDENT SUPPORT SYSTEM AND ECONOMIC PRACTICES (I)

Chair: Hilde de RIDDER-SYMOENS (U. Ghent)

Scholarships, benefices and foundations at medieval universities - analyses and visualizations from the *Repertorium Academicum Germanicum (RAG)*

*Rainer C. SCHWINGES (U. Bern); Christian HESSE (U. Bern); Kaspar GUBLER (U. Bern)*

Economic activity of the University of Salamanca Faculty in the Modern Age

*Francisco Javier RUBIO MUÑOZ (U. Salamanca)*

### Day 2: October 23 – Library Building | Room B1

09:30: SESSION 2: THE FINANCING OF ITALIAN UNIVERSITIES

Chair: Ferdinando TREGGIARI (U. Perugia)

The financing of the University of Rome (XIV-XV Centuries)

*Carla FROVA (U. Perugia)*

The financing of the University of Perugia (XIV-XV Centuries)  
*Stefania ZUCCHINI (U. Perugia)*

The Pope's universities: sources and research perspectives on finances and founding in the early modern period  
*Regina LUPI (U. Perugia); Maria Teresa GUERRINI (U. Bologna)*

11:00: COFFEE-BREAK

11:30: SESSION 3: STUDENT SUPPORT SYSTEM AND ECONOMIC PRACTICES (II)

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Chair: Armando CARVALHO HOMEM (U. Oporto)

L'importance socio-économique des collèges parisiens: les apports de *Studium*  
*Jean-Philippe GENET (U. Paris 1 Panthéon-Sorbonne); Thierry KOUAMÉ (U. Paris 1 Panthéon-Sorbonne); Stéphane LAMASSE (U. Paris 1 Panthéon-Sorbonne)*

The practice of accountability at the University of Paris in the Middle Ages: A new look at the Book of receptors of the English-German Nation  
*Martina HACKE (U. Dusseldorf)*

Student mobility and cost of studies: case-study study of Swiss universities prior to WWII  
*Natalia Tikhonov SIGRIST (U. Lausanne)*

13:00: LUNCH

14:00: SESSION 4: BIOGRAPHICAL DATABASES

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Chair: Manuel A. BERMEJO (UC3M)

A Biographical Dictionary of Spanish Elite College Students  
*Dámaso de LARIO (UC3M); Manuel MARTÍNEZ NEIRA (UC3M)*

*Rotoli*: A Database of Italian University Teachers in the Renaissance  
*Stefan VISNJEVAC (Queen Mary University of London)*

Dictionary of Portuguese Historians. A case study  
*Sérgio Campos MATOS (U. Lisbon)*

15:30: COFFEE-BREAK

16:00: SESSION 5: LINKING THE DATA: THE INTEROPERABILITY OF SYSTEMS (I)

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Chair: Rainer C. SCHWINGES (U. Bern)

Midas touch. Loading financial information in an economic database on the Portuguese university  
*Armando NORTE (U. Lisbon; U. Coimbra); André Oliveira LEITÃO (U. Lisbon; Portuguese Catholic University)*

A bird's-eye view. Contributions of a Geographical Information System for a project on the finances of the Portuguese university  
*Hermenegildo FERNANDES (U. Lisbon); Hermínia Vasconcelos VILAR (U. Évora)*

17:00: PAUSE

17:30: SESSION 6: LINKING THE DATA: THE INTEROPERABILITY OF SYSTEMS (II)

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Chair: Jean-Philippe GENET (U. Paris 1 Panthéon-Sorbonne)

Research in the domain of interoperability of databases devoted to academic history  
*Thomas RIECHERT (Leipzig University of Applied Sciences); Edgard MARX (Leipzig University of Applied Sciences); Jennifer BLANKE (Leipzig University of Applied Sciences)*

FAIR data in action: reusing open data for historical research in the domain of Early Modern astronomy  
*Francesco BERETTA (U. Lyon)*

20:30: FORMAL DINNER

**Day 3: October 24 – Library Building | Room B3**

11:00: MEETING OF THE SCIENTIFIC COMMITTEE OF THE HELOISE NETWORK

*Jean-Philippe GENET (President, Intuitu personae member); Francesco BERETTA; Manuel BERMEJO; Yannis DELMAS; Hilde de RIDDER-SYMOENS (Intuitu personae member); Hermenegildo FERNANDES; Kaspar GUBLER; Maria Teresa GUERRINI; Christian HESSE; Thierry KOUAMÉ; Stéphane LAMASSE; Armando NORTE; Thomas RIECHERT; Rainer C. SCHWINGES (Intuitu personae member); Ferdinando TREGGIARI; Stefania ZUCCHINI*

13:00: LUNCH

15:00: SOCIAL PROGRAMME: TOUR OF THE UNIVERSITY CAMPUS THROUGHOUT HISTORY

Visit to the Rectory of the University of Lisbon and to the School of Arts and Humanities of the University of Lisbon; Visit to the National Museum of Natural History and Science (Ancient Polytechnic School of the University of Lisbon); Visit to “Rua das Escolas Gerais” (Medieval School District)

**ORGANIZING COMMITTEE:**

Hermenegildo FERNANDES

Armando NORTE

André Oliveira LEITÃO

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