

ÖAW
AUSTRIAN
ACADEMY OF
SCIENCES

**Czech Academy
of Sciences**



PAN
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JOINT ACADEMY DAY 2019

With a special view to strengthen the cooperation with foreign partner academies, the OeAW decided to organize an annual "Joint Academy Day". Within this event series, representatives of the Austrian Academy of Sciences will discuss scientific and science policy issues together with members of her partner academies.

In its second edition, we are pleased to welcome experts from five European Countries. Participants will be representatives of the Czech Academy of Sciences, the Hungarian Academy of Sciences, the Slovak Academy of Sciences, the Slovenian Academy of Sciences and Arts and the Polish Academy of Sciences.

15 NOVEMBER 2019
AUSTRIAN ACADEMY OF SCIENCES
DR. IGNAZ SEIPEL-PLATZ 2
1010 VIENNA

PROGRAMME

14:00–14:30 **Welcome and Introduction** (Festsaal)
Anton Zeilinger | President of the Austrian Academy of Sciences
Oliver Jens Schmitt | President of the Division of Humanities and the Social Sciences

14:30–16:00 **Panel Discussions**

Panel 1 (Johannessaal)
A fully functioning language inside the EU: An emphasis on developing the academic and technical language

Panel 2 (Sitzungssaal)
Implication of climate change with regard to water supply and related issues

Panel 3 (Clubraum)
The impact of the European Research Council in low-performing EU member states

16:00–16:30 COFFEE BREAK

16:30–18:00 **Panel Discussions**

Panel 4 (Johannessaal)
Role and position of academies / learned societies

Panel 5 (Sitzungssaal)
Direct democracy

Panel 6 (Clubraum)
Young Science

18:10–19:00 **Presentation and discussion of the workshop results** (Festssaal)

19:00 **Reception**

VENUE: Austrian Academy of Sciences, Festsaal, Sitzungssaal and Clubraum, Dr. Ignaz Seipel-Platz 2, 1010 Vienna

REGISTRATION by completing the registration form until 13 November 2019:
www.oeaw.ac.at/en/registration/joint-academy-day/

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TOPIC OUTLINES

▶ Panel 1 A fully functioning language inside the EU: An emphasis on developing the academic and technical language

Lead: Slovenian Academy of Sciences and Arts (SAZU)

Chairperson: Andreja Žele | SAZU

Panelists:

Nicole Dołowy-Rybińska | PAN, Martin Prošek | CAS, Katalin É. Kiss | MTA,

Dušan Gálik | SAS, Stefan Michael Newerkla | OeAW

Emphasising the importance of multilingualism opens up greater possibilities of preserving and widening the full functioning of individual national languages within the European Union. A fully functioning language is involved in all the vital areas of human activity: the public role and use of language (the language landscape, the media, computer-based and information-communicational uses), bureaucratic and legal language, and language at all levels of education and research. Education involves the development of academic and technical language: the development of terminology in every field is an essential element of every modern language. For the successful development of multilingualism and the full functioning of a language, the development of translation and lexicographical disciplines are also essential. The panel discussion will present the current situation and language planning within particular languages, search for common guidelines for identifying solutions, and evaluate the scope for realisation in the short and long term.

▶ Panel 2 Implication of climate change with regard to water supply and related issues

Lead: Czech Academy of Sciences (CAS)

Chairperson: Václav Šípek | CAS

Panelists:

Paweł Rowiński | PAN, Franci Gabrovšek | SAZU, János Józsa | MTA,

Pavol Nejedlik | SAV, Günter Blöschl | OeAW

Water resources have been a relatively non-limiting factor in Central European countries for a very long time. The ongoing climate change is changing this paradigm and new challenges are emerging. The human society therefore stands before the crucial task of transforming its water management system to adjust to new conditions. It will be necessary to deal with changes not only in the available water volume but also in its seasonal distribution. The volume of available soil water will decline noticeably during the growing season. This will strongly influence agricultural practices and suitability of particular crops. The volume of groundwater will also gradually decrease, which will immediately reduce the water supplies available for municipal consumption. Besides

the sole volume of water, the water quality will also be affected as the amount of water in streams will decrease throughout most of the year and the water temperature will increase. This will strongly influence the abilities of water to dilute and decompose pollutants.

▶ Panel 3 The impact of the European Research Council in low-performing EU member states

Lead: Hungarian Academy of Sciences (MTA)

Chairperson: Éva Kondorosi | MTA

Panelists:

Jerzy Duszyński | PAN, Ladislav Kavan | CAS, Roman Jerala | SAZU,

Ján Tkáč | SAS, Francesca Ferlino | OeAW

How do ERC grants contribute to the advancement of national research systems and what is needed to improve success rates?

Since the launch of the European Research Council in 2007, the ability of scientists, research institutions and countries to win ERC grants have become a measure of both individual and institutional excellence. The overwhelming success of the ERC funding model and its peer-review evaluation system, based on excellence as the sole criterion, made a huge impact on how scientific performance is measured and how funding is distributed in Europe and worldwide.

It has, however, also become clear that the results of ERC show an amplified image of the gap between the leaders in science and the rest lagging behind. This division, often interpreted as an expression of the Matthew effect of accumulating advantage in science, is in contrast with the consolidating concept of the European Research Area. The European Research Council seems not to reduce but at best to highlight Europe-wide differences in science.

► **Panel 4**
Role and position of academies / learned societies

Lead: Slovak Academy of Sciences (SAS)

Chairperson: Peter Moczo | SAS

Panelists:

Roman Słowiński | PAN, Zdeněk Havlas | CAS, Oto Luthar | SAZU,

László Lovász | MTA, Miriam Unterlass | OeAW

In some countries, an academy is both a research-performing institution and, at the same time, a learned society. In other countries, there is an academy as a research-performing institution and an (partially or fully) independent learned society. In any case, there are joint major priorities towards science and society: promoting and supporting excellent frontier research, supporting international collaboration, demonstrating excellent research and progress in knowledge as a necessary condition for a reasonable development and survival of society, and advising politicians, industry managers and the society at large based on timely identification of major problems and strategies to solve the problems.

► **Panel 5**
Direct democracy

Lead: Polish Academy of Sciences (PAN)

Chairperson: Andrzej Rychard | PAN

Panelists:

Tomáš Kostelecký | CAS, Simona Kustec Lipicer | SAZU,

Anna Kende | MTA, Gabriel Bianchi | SAS, Sonja Puntscher Riekmann | OeAW

The idea of direct democracy should be discussed in the broader context of the crisis of representative democracy. Therefore the issues to be discussed are the causes of the rising popularity of direct democracy mechanisms and the potential consequences of their implementation. This context should include also the historical and social conditions under which these mechanisms could emerge.

► **Panel 6**
Young Science

Lead: Austrian Academy of Sciences (OeAW)

Chairperson: Michael Drmota | OeAW

Panelists:

Nicole Dołowy-Rybińska | PAN, Hana Sychrová | CAS,

Martina Klemenčič | SAZU, Benő Csapó | MTA, Martin Venhart | SAS

How can you get children and adolescents excited about science?

On the one hand, to help to understand the meaning of scientific questions and on the other hand to support the potential new scientific generation.

Children are influenced very early in their development. It is therefore important to provide early and frequently offers for children and adolescents to create their interests, especially for scientific issues.

In addition to supporting the education of children and adolescents, the social dimension must also be taken into account: for children with disadvantaged background, for children from disadvantaged regions, but also to strengthen generally critical thinking in times of „fake news“.