

# ALLEA General Assembly 2018

## *Conference Opening*

Bulgarian Academy of Sciences

16 May 2018

# Welcome Address

Julian Revalski  
President of the Bulgarian Academy of  
Sciences

# Welcome Address

Ivan Dimov  
Deputy Minister of Education and Science  
of Bulgaria

# Opening Address

Günter Stock  
President of ALLEA

# ALLEA General Assembly 2018

## *Science in Times of Challenged Trust and Expertise*

Bulgarian Academy of Sciences

16 May 2018

# Introduction to the Symposium

Ed Noort  
Vice President of ALLEA

# #TrustingScience

Lisa Herzog

Robert Lepenies

Global Young Academy





## Session 1

# The Loss of Trust(worthiness) in Science

Susan  
Owens

Boris  
Grozdanoﬀ

Cathrine  
Holst

## Keynote Lecture

# *Trust in Experts? Knowledge, Advice and Influence in Environmental Policy*

Susan Owens

Emeritus Professor of Environment and Policy  
University of Cambridge & Fellow of the British Academy

# Coffee Break

## Session 2

# Spectra of Science & Knowledge Production

Antonio  
Loprieno

Nikolay  
Vitanov

Milena  
Žic Fuchs

## Keynote Lecture

# *European Universities: How to Generate Trust in Knowledge Production?*

**Antonio Loprieno**

Incoming President of ALLEA and the Swiss Academies of Arts and Sciences

# European academies and university: how to generate trust in knowledge societies?

Antonio Loprieno, University of Basel  
President of the Swiss Academies of Arts and Sciences  
President-elect of ALLEA

Symposium *Science in Times of Challenged Trust and Expertise*  
Bulgarian Academy of Sciences, 16 May 2018

# At the origins of trust in academia: the early history of European universities

From its inception in the Middle Ages through the 18<sup>th</sup> century, European academia was an institution aiming at a trust-building formation of elites:

- Focus on usefulness of contents preparing to an elite function in church, law and medicine on the basis of a scholarly (*trivium*) and scientific curriculum (*quadrivium*) in the faculty of *artes liberales*.
- Consequence of this utilitarian perspective (cf. contemporary discourse of return on investment in higher education) was the higher position of academia vs. other societal groups: eminent → trustworthy.
- A globalized academia: academic formation provided membership in a community of scholars who moved freely across local political boundaries. There was no “national” university in the modern sense.
- Culturally bound, European vs. Islamic universities



The Academia Basiliensis, from S. Münster, *Cosmographia*, 1544-50, BM London

# Academies as elite platforms

The Renaissance brings about a semantic split between academies as *learned societies* (cf. the noun “academy”) and universities as institutions of *higher education* (cf. the adjective “academic”):



16<sup>th</sup> century: Italy (Naples, Florence, Rome), foundation of academies of humanities, later of natural sciences (Lincei), emulated in the following centuries throughout Europe: Royal Society, Leopoldina. Academies as learned societies, as opposed to universities fulfilling an educational function.



17<sup>th</sup> century: France (Paris), development of the *Académie Française* (Institut de France) founded on the idea that the support of science represents a “national” endeavour. Academies as players within the state’s scientific and educational policy.

## Three reasons for trust: (a) research, (b) citizenship, (c) training

In the 19<sup>th</sup> century, three models of academic practice, each with a different cultural setting within a specific national agenda, find their way into academia: the Humboldt model (research-driven education), the Newman model (liberal arts education), and the *grandes écoles* (technological training):

- The Humboldt model holds a disciplinary view of academic formation (cf. *Fach*): students are seen as junior colleagues and confronted with research. *Ausbildung* entails general *Bildung*. The institutional unit is the *faculty* (Dr. phil.).
- In the Newman model, general education introduces students to a canon of texts and methods which prepare them to social, professional or scientific activity. *Education* precedes *specialization*. Main unit is the *college* (BA > MA).
- In post-Napoleonic France and in federal CH, the Schools of Engineering are the ideal education path in view of an elite profession and civil service. The purpose of academic *training* is professional *qualification* (diploma).

# The German model of academy and its ownership of trust in science

- State funded, but autonomously run learned societies without teaching function, but with a strong research agenda, administered by professorial governance.
- Divided in classes, usually for humanities and natural sciences, sometimes also for arts and medicine. Prototypical function is the support of long-term scholarly endeavors (dictionaries, collective works).
- Enlightenment agenda: American Academy of Arts and Science 1780, Schweizerische Naturforschende Gesellschaft 1815, Österreichische Akademie der Wissenschaften 1847, British Academy 1902, etc.
- University level research and elite position in society → trust



# 1800-: trust derives from status

While there were indeed considerable differences in the type of academic education aimed at in these models and in their impact on their respective societies, all of them entailed a hierarchical break between “academia” and “society” that – in largely poorly educated contexts – fostered the equation

**academic → eminent → trustworthy**

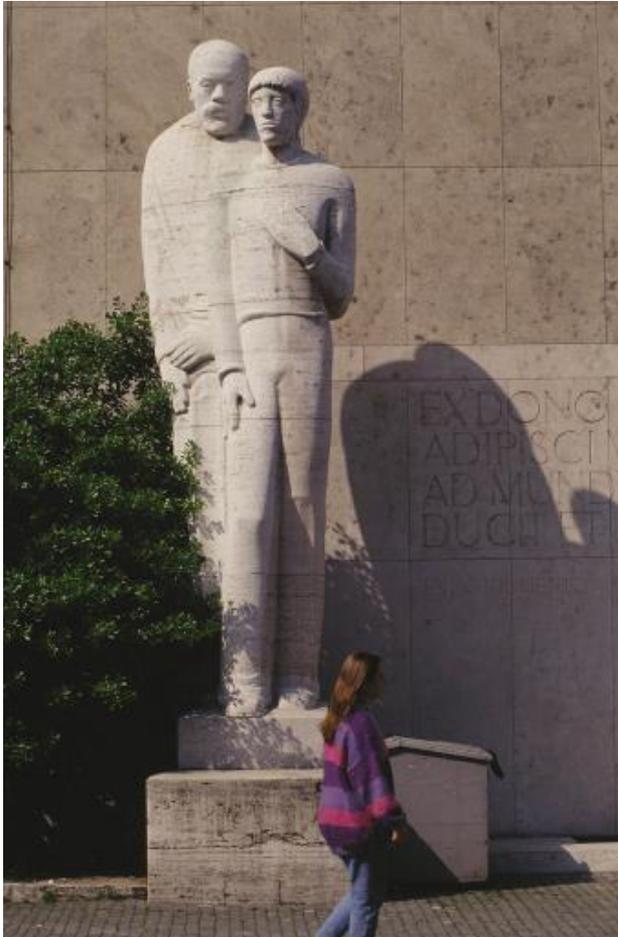
Until the end of the 20<sup>th</sup> century, trust in science and scholarship was firmly controlled by the academic communities.

Methodological debates (e.g. monism vs. dualism or positivism vs. hermeneutics) were confined to the academic circles.

# A cultural turn in academia: European higher education since the late 90s

- *Governance*. European universities gradually emancipate from political control, but their newly acquired *autonomy* does not reduce their financial dependence on public policy makers → institutional *strategies* replace traditional *mission statements*.
- *Organisation*. European universities move from a decentralized culture which privileged the identity of the academic unit (*Fach, Institut*) to an organisational model which privileges the success of the institutional brand (how many logos?) → importance of rankings, development of institutionally-centered approaches to higher education.
- *Administration*. After their emergence in the UK in the 80s, various forms of *new public management* are established as a response to political and social expectations of transparency and accountability → efficiency tends to be privileged over effectivity, including in instructional aspects (cf. the recurrent curricular reforms in the wake of Bologna 1999).

# From an institution with a *mission statement* to an organization with a *strategic plan*



Institutions of higher education until 1999:  
operating with a set of *common values*.



Institutions of higher education since 2000:  
operating with different *institutional goals*.

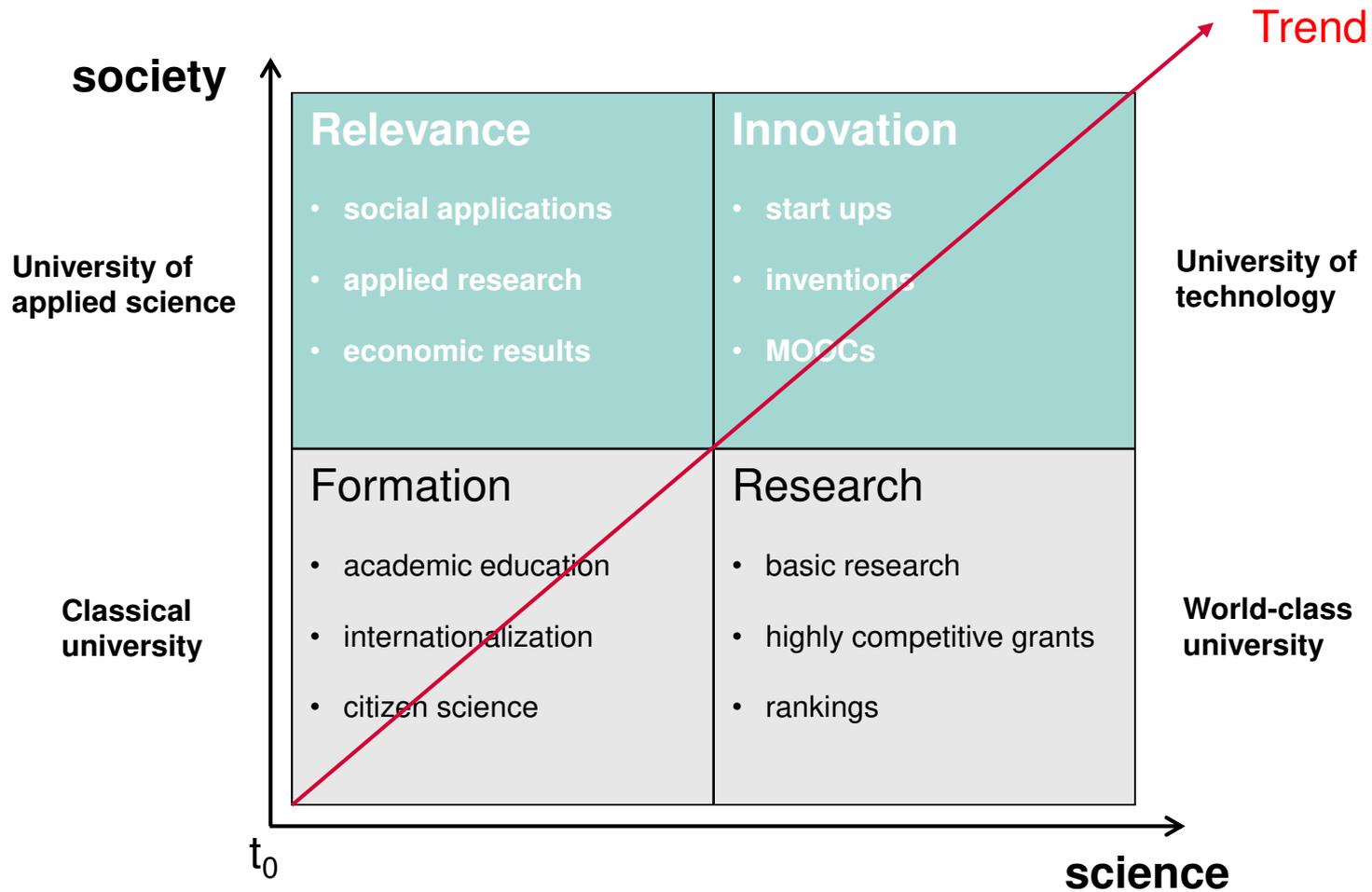
## **2000-: trust derives from evidence**

The “societal turn” (*Vergesellschaftung*) of European higher education since the turn of the century has brought about the emergence of a competitive “academic market”. As a consequence of these changes, that have been accompanied by the Bologna-reform, the so-called “economization” of higher education or the development of a professional academic leadership, the ownership of scientific “trust” (and of other emotionally loaded concepts such as “excellence” or “evidence-based results”) has shifted from the scholarly community as a whole to the academic institutions themselves.

**trust : scientists → institutions**

This process has weakened the position of academies vis-à-vis universities, because they have remained at the margins of the institutional turn of the late 20<sup>th</sup>–early 21<sup>st</sup> century.

# From eminence-based to evidence-based trust



## **2016-: trust derives from algorithms**

The perceived loss of trust in science is the result of the inflationary availability of information brought about by the digital turn (big data), which dialectically interconnects with the success of populism. While the cumulative effects of previous layers (status-based and institution-based) are still in place, making a statement by a professor more “trustworthy” than a statement by a politician, and a paper by a scientist at Harvard more “trustworthy” than a paper by a scholar from a junior college, trust generally tends to be measured in quantitative terms:

**popular → trustworthy**

This “democratization” of trust represents an enormous challenge for the classical understanding of trust based on Enlightenment values.

# Challenges to trust in academic education

- *From individual to social knowledge.* The digital turn neutralizes the individual, authorial or professorial ownership of knowledge (from Wikipedia to *open access* to the MOOCs) and confronts academic education with the constant need to emphasize the individual contribution to contextual social knowledge.
- *Enlightenment 2.0 or Academic instruction in the post-factual age.* The end of post-68 academic culture and the gradual emergence of a dichotomy between ever more *specialized research* and ever less *social openness* calls for attention by the world of *academic* education, which should become more involved in securing a broader access to knowledge.
- *Specialized knowledge and the loss of frames of reference.* The knowledge society is based on a large number of specialized (foregrounded) fragments of knowledge based on punctual research, rather than on general (backgrounding) interpretative horizons likely to generate trust. Thus, focus on research turns out to be a mixed blessing for academic education.

# **2018-: trust derives from contextual knowledge!**

**To meet these challenges, academic institutions (academies as much as universities) should concentrate on the *contextualization* of knowledge: in times of social (as opposed to individual) knowledge, the challenge is *not* so much to *convey knowledge* that is in general broadly accessible online, but rather to provide hermeneutic frames that allow the public to *discriminate between plausible and implausible knowledge*.**

**Many thanks four your attention!**

**antonio.loprieno@akademien-schweiz.ch**

Antonio Loprieno, University of Basel  
President of the Swiss Academies of Arts and Sciences  
President-elect of ALLEA

Symposium *Science in Times of Challenged Trust and Expertise*  
Bulgarian Academy of Sciences, 16 May 2018

# Coffee Break

## Session 3: Changing Landscapes of Communication

José  
van Dijck

Vassil  
Kirov

Christiane  
Woopen

## Keynote Lecture

# *Trust in Expertise: Communicating Knowledge in a Digital Age*

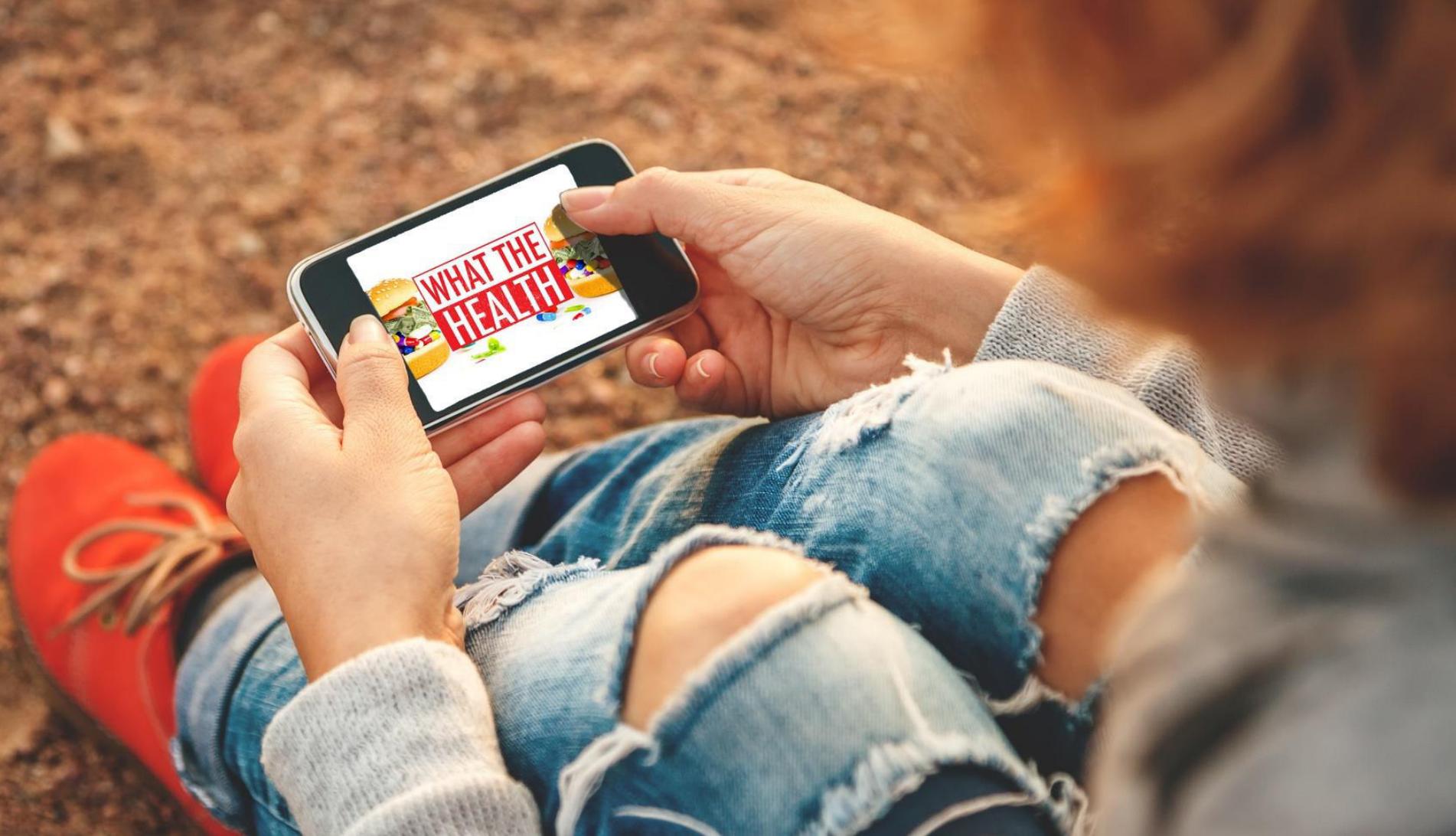
**José van Dijck**

President of the Royal Netherlands Academy of  
Arts and Sciences



# TRUST IN EXPERTISE IN A DIGITAL SOCIETY

José van Dijck | KNAW | Utrecht University





March 15, 2016

[HTTP://HEALTHIMPACTNEWS.COM](http://healthimpactnews.com)

[Print This Post](#)

## ZERO U.S. Measles Deaths in 10 Years, but Over 100 Measles Vaccine Deaths Reported

1043
105K
392
176
123K
309

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**Deaths in the U.S. during the past 10 years:**  
2004 to 2015

**Due to Measles**

**ZERO**

**Due to Measles  
Vaccines**

**108**

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🏠 [Homepagina](#) » [Gezondheid](#) » "Vaccins kunnen homoseksuele gevoelens opwekken bij kinderen"



## "Vaccins kunnen homoseksuele gevoelens opwekken bij kinderen"

📍 in [Gezondheid](#) ⌚ 19 december 2014 17:00 🗨️ 70 Reacties 👁️ 3.934 Bekijken

Een anti-vaccinatiegroep beweert dat kinderen homoseksuele gevoelens kunnen krijgen als ze worden ingeënt. De claim, die niet wordt ondersteund door wetenschappelijk bewijs, heeft veel losgemaakt op Twitter. Er bestaat al geruime tijd controversie over verbanden tussen vaccins en autisme, maar naar deze claim is nog geen onderzoek verricht.

Afgelopen week plaatste VacTruth een bericht op zijn Facebookpagina waarin wordt gesteld dat vaccinaties de hormoongehalten in het bloed van kinderen kunnen wijzigen waardoor ze homoseksuele gevoelens kunnen krijgen. De groep plaatste ook een link naar een studie waarbij is gekeken naar hormoongehalten en seksuele geaardheid.

### ADVERTENTIE

om te zoeken, typ hier en druk op enter



5979



14895



263



234



4636



307



26314

Totaal Fans

### NIEUWSBRIEF

Meld je nu aan op de **NineForNews** Nieuwsbrief en ontvang **GRATIS** het e-boek



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**AANMELDEN!**

Je privacy is belangrijk voor ons. Wij sturen nooit spam en je kunt je te allen tijde weer afmelden.

# This is the 'evidence' Flat Earthers say prove our planet is flat

Posted 3 months ago by [Darin Graham](#) in [news](#)

 [Vind ik](#)



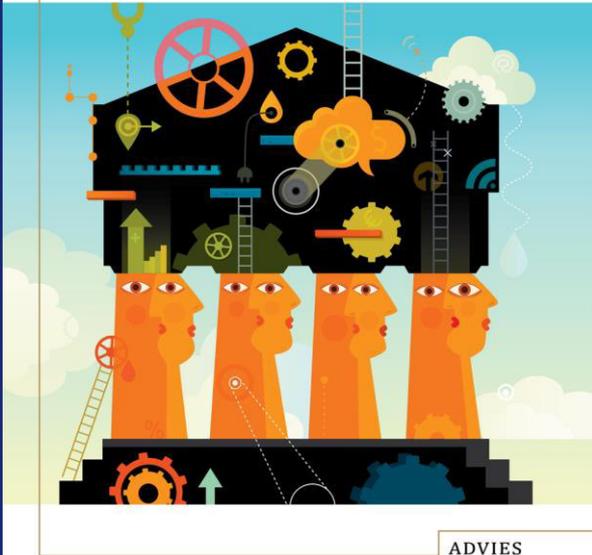


**HOW CAN TRUST IN EXPERTISE BE ANCHORED IN A DIGITAL SOCIETY?**



KONINKLIJKE NEDERLANDSE  
AKADEMIE VAN WETENSCHAPPEN

## VERTROUWEN IN WETENSCHAP



ADVIES

# Trust in science

**Integrity**

**Transparency**

**Independence**

**Accountability**

VDAIE2

- 
- The image features two silhouetted figures shaking hands in the foreground. The background is a large, blue-tinted geodesic dome structure, likely a skylight or a large indoor dome, with a grid of triangular panels. The overall lighting is soft and blue, creating a professional and collaborative atmosphere.
- **Research**
  - **Discussion**
  - **Consensus**
  - **Uncertainty**

➔ **COMMON GROUND**

...ever in everyone  
...t when self-taught.

WikiScholar

A book? I can find all the info I need  
online for free, thank you very much.

# THE DEATH OF EXPERTISE

AGeniusIRL

Is that really how you spell expertise?

AnAmPatr

According to my  
little reason to as

The Campaign Against  
Established Knowledge  
and Why it Matters

DrMom\_312

This title just sounds like yet  
another elitist appeal to authority.

## TOM NICHOLS

Luv2Read

And why do we care what this  
so called "expert" has to say???

WebSurfBum

out this great cat video from



# Trust in media

**Integrity**  
**Transparency**  
**Independence**  
**Accountability**



**LOST**

**CONFUSED**

**UNSURE**

**UNCLEAR**

**PERPLEXED**

**DISORIENTED**

**BEWILDERED**



# HEALTH IMPACT NEWS

News that Impacts Your Health that Other Media Sources May Censor!

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April 26, 2018

Print This Post

## Vaccines-Autism Denial Continues with Fraudulent Research in Effort to Expand Vaccine Market

153

Share

# CONTEXT COLLAPSE

### Age at First Measles-Mumps-Rubella Vaccination in Children With Autism and School-Matched Control Subjects: A Population-Based Study in Metropolitan Atlanta

Journal of Pediatrics 2004 Feb;113(2):259-66.

Frank DeStefano, MD, MPH\*; Tanya Karapurkar Bhasin, MPH†; William W. Thompson, PhD\*;  
 Marshalyn Yeargin-Allsopp, MD§; and Coleen Boyle, PhD§

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The New York Times

LOG I

TECHNOLOGY

## *It's True: False News Spreads Faster and Wider. And Humans Are to Blame.*

By STEVE LOHR MARCH 8, 2018

f t e ↻

The article page includes a navigation menu, the New York Times logo, a login button, a technology category label, the article title in italics, the author and date, social media sharing icons, and a photograph of people using their smartphones.



**CONFIRMATION BIAS**



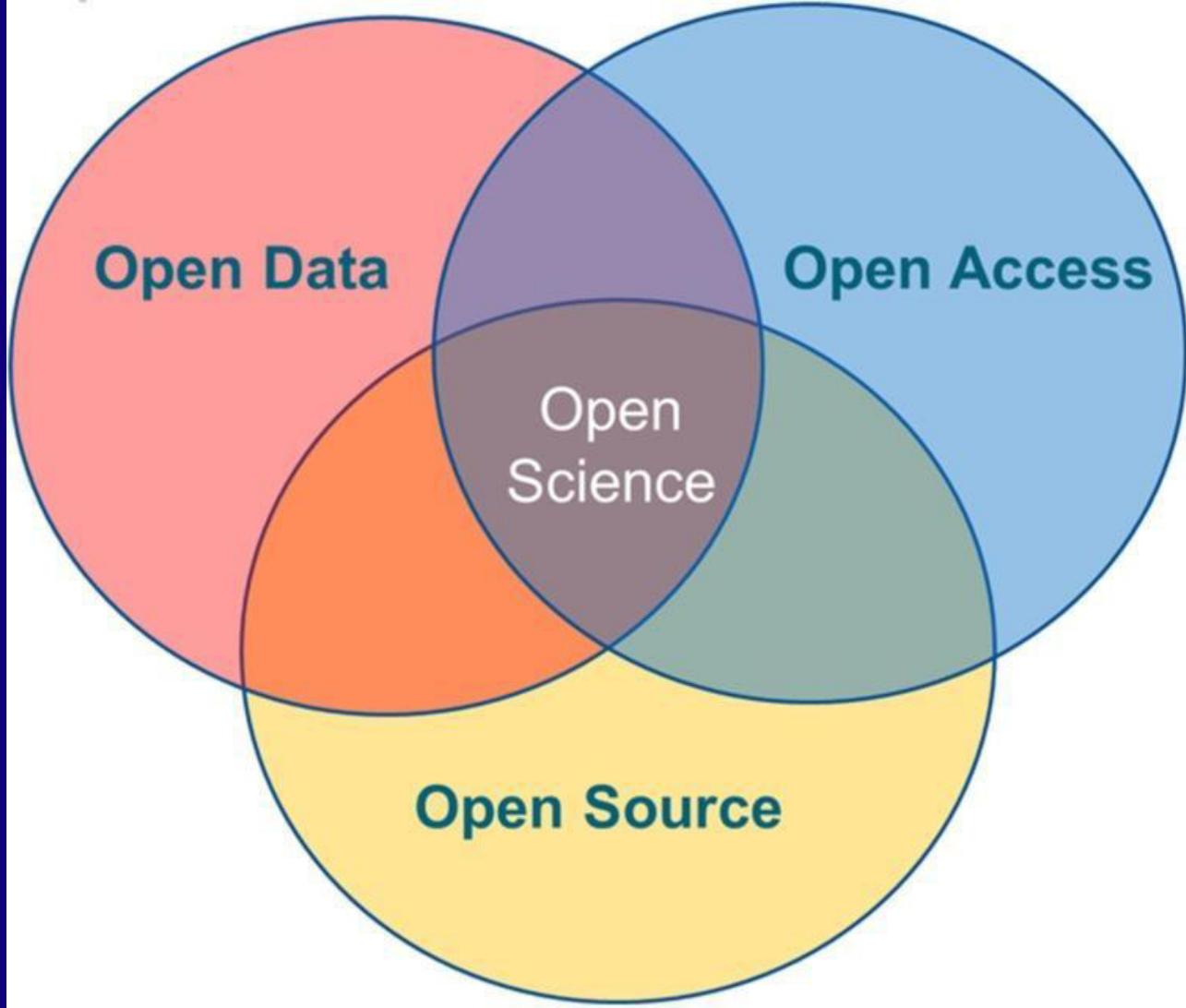
*Climate Change Denialists  
Say Polar Bears Are Fine.  
Scientists Are Pushing Back.*



**POLARISATION PUSH**



**THE TRANSFORMATION OF  
TRUST IN A DIGITAL SOCIETY**



**Open Data**

**Open Access**

**Open  
Science**

**Open Source**

A close-up photograph of a person's hand placing a wooden block with the letter 'E' on top of a block with the letter 'K'. The blocks are arranged in a row on a light-colored wooden surface. The word 'FACT' is already formed by the first four blocks. The word 'FAKE' is being completed by the fifth block. The background is a soft, out-of-focus grey.

**F A C T**  
**K E**



An overhead view of three students sitting around a dark wooden table, focused on their studies. One student in the foreground is wearing a blue plaid shirt and a blue headband, leaning over a laptop. Another student in a light blue shirt is looking at a notebook. A third student in a plaid shirt is partially visible on the left. The table is cluttered with educational supplies: a silver laptop, a tablet, several spiral-bound notebooks (one green, one pink), a white coffee cup, a smartphone, and various pens and pencils. The scene is lit with soft, natural light, creating a studious and collaborative atmosphere.

**Invest in education**

- 
- A large crowd of people at a concert, many holding up their smartphones to take photos or videos. The scene is illuminated with blue and purple stage lights. In the foreground, the backs of several people's heads are visible, and their arms are raised holding up their phones. The background shows a stage with bright lights and a large screen.
- **Common ground**
  - **Common sense**
  - **Common good**

# wisdom

information

internet

data

abstract

literature

knowledge

learn

science

education



relation writing

imagination

student

research

processing

encyclopedia

creativity

reading

info

publication

business

fact

book

learning

schooling

answers

digital

technology

publisher

idea

communication

concept

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understanding

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innovation

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literary

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content



**THANK YOU!**

**José van Dijck | [j.f.t.m.vanDijck@uu.nl](mailto:j.f.t.m.vanDijck@uu.nl)**

# Conclusions & Closing of Scientific Symposium

Ed Noort  
Vice President of ALLEA

# Refreshment Break

# *All European Academies Madame de Staël Prize for Cultural Values*

## **Award Ceremony**

Bulgarian Academy of Sciences

# Andrea Pető: Parallel Stories in European History

Anne Louise Germaine de  
Staël-Holstein  
(1776–1817)



Júlia Rajk  
(1914–1981)

