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**EU-SPRI Early Career Researcher Conferences (ECC) IRCRES Rome, Italy  
14-15-16 October 2015**

**CROSSING BOUNDARIES IN SCIENTIFIC KNOWLEDGE CREATION AND TRANSMISSION:  
TRENDS, CHALLENGES AND POLICY IMPLICATIONS  
INVITED KEYNOTE SPEAKERS**



Antoaneta L. Dimitrova is Associate Professor at the Institute of Public Administration, Leiden University. The democratic and market transformations of the post communist states of Central and Eastern Europe have been an enduring theme in her work, as well as the role of the European Union in this process. She is currently working on research investigating the evolution of the European Union's relations with its neighbours and the interaction between EU institutions and domestic actors in third countries. She is jointly coordinating the research collaboration under the FP7 funded project 'Maximizing the integration Capacity of the European Union: Lessons and Prospects for Enlargement and Beyond' (MAXCAP).

MAXCAP ([www.maxcap-project.eu](http://www.maxcap-project.eu)) investigates the political and economic effects of the 2004-2007 EU enlargement, the strategies the EU developed to cope with the political, social and economic challenges accompanying it, and the lessons for current and future enlargements and the neighbourhood policy. In recent years, Antoaneta has been invited speaker at various international events, among others at the conference '25 Years After the Fall of the Iron Curtain', at the Directorate General for Research and Innovation (DG RTD) of the European Commission, at the European University Institute conference at the occasion of the 10<sup>th</sup> anniversary of Eastern enlargement of the EU and many others. Her work has appeared in leading European journals such as *European Union Politics*, *the Journal of Common Market Studies*, *West European Politics*, *Journal of European Public Policy*, *Democratization* and others.



Yrjö Engeström is Professor of Adult Education and Director of the Center for Activity Theory and Developmental Work Research at University of Helsinki. He is also Professor of Communication at University of California, San Diego, where he served as Director of the Laboratory of Comparative Human Cognition from 1990 to 1995. He is Honorary Professor in the School of Education at University of Birmingham, UK. He works within the framework of cultural-historical activity theory and he is known for his theory of expansive learning. Currently, he focuses especially on co-configuration as a new way of organizing work, and expansive learning in multi-activity settings.

Yrjö Engeström studies transformations in work and organizations, combining micro level analysis of discourse and interaction with historical analysis and modeling of organizations as activity systems working through developmental contradictions. His research groups use intervention tools such as the Change Laboratory, inspired by Vygotsky method of dual stimulation, to facilitate and analyze the redesign of activity systems by practitioners. His current research is focused on health care organizations, a bank, and a telecommunications company striving toward new forms of co-configuration and knotworking.

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Jeroen Huisman is professor of Higher Education at the Centre for Higher Education Governance Ghent (CHEGG), department of Sociology, Ghent University. Before that he was PhD student and researcher at the Center for Higher Education Policy Studies (CHEPS), University of Twente (1991-2005) and professor of Higher Education Management at the University of Bath, UK (2005-2013). He holds a Master's degree Educational Studies, University of Groningen, the Netherlands (1991).

He is editor of Higher Education Policy and co-editor of the Routledge/SRHE Higher Education book series (with Jenni Case).

He is co-editor of the Emerald Theory and Method in Higher Education Research book series (with Malcolm Tight). He is member of the editorial board of various higher education journals. He is also chair of the Executive Committee of EAIR, a European society for linking policy, research and practice in higher education.



Andreas Pyka is Professor in Innovation Economics, University of Hohenheim, Germany. His fields of research are Neo-Schumpeterian Economics and Evolutionary Economics with a special emphasis on numerical techniques of analyzing dynamic processes of qualitative change and structural development. The major focus of his research is the industrial organization of innovation processes, the impact of structural change on economic growth, long run economic development and the transformation processes of economic systems. Andreas Pyka published around 100 papers and book chapters in the leading academic journals in the field of innovation economics.

He is Research Area coordinator of the Section Innovation and Technical Change at EAEPE, editor of the International Alois Schumpeter Society and President of the German Evolutionary Economics Group and the European Think Tank "Lisbon Civic Forum". Additionally, Andreas Pyka is in the scientific advisory board of the Helmholtz Alliance Energy-Trans in Stuttgart and the European Academy in Bad Neuenahr. Furthermore, Andreas Pyka holds a research professorship at the Institute of Economic Research in Halle.



Celia Whitchurch is Senior Lecturer in Higher Education at the Institute of Education, University College of London, where she teaches on master's and doctoral programmes. Her current research includes academic and professional identities; staffing models and the management of human resources; and leadership, policy and management in higher education. Celia was founding Editor of *Perspectives: Policy and Practice in Higher Education*, and is currently an editor of *Higher Education Quarterly*. Between 2005 and 2009 she undertook two studies funded by the UK Leadership Foundation for Higher Education

Studies concerned the changing roles and identities of professional staff, and the emergence of a "Third Space" between academic and professional spheres of activity. Her book, *Reconstructing Identities in Higher Education: The Rise of "Third Space" Professionals* is based on this work. She has also recently completed, with George Gordon, a further project for the Leadership Foundation on Staffing Models and Institutional Flexibility. She has published widely on higher education identities and professional development.