PUBLICATIONS in 2015-16 (open-access full-text available at http://scholar.harvard.edu/manja_klemencic/ns)

Books, edited volumes, reports and special issues published in 2015-16 and in press


In press


KLEMENČIČ, M. (2016). Intergovernmental regional cooperation in European higher education. Higher Education Forum (HEF), the Research Institute for Higher Education (RIHE), Hiroshima University, Japan (article)

KLEMENČIČ, M. (2016). Regional perspectives on higher education in Europe. In Engaging with Europe: Enduring Ties, New Opportunities, International Briefs for Higher Education Leaders (edited by Patti McGill Peterson and Hans de Wit) by American Council on Education’s (ACE) Center for Internationalization and Global Engagement (CIGE) and the Center for International Higher Education (CIHE) at Boston College (policy brief)
Activity Report 2015/2016
Manja Klemenčič, Fellow in Sociology, Department of Sociology, FAS, Harvard University on research leave at POLIS, University of Cambridge

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KLEMENČIČ, M. (2016). On students’ university citizenship. Voprosy obrazovaniya / Educational Studies (Moscow) 1/2016, pp. 10-17, Higher School of Economics, Russia (interview)

KLEMENČIČ, M (2016) How to develop a sense of belonging, University World News (global), 26 February 2016 Issue No: 402 (commentary)

In press


Forthcoming


KLEMENČIČ, M. and Fernando M. Galan Palomares (forthcoming). European Students’ Union and student associations in European higher education politics, in special issue Transnational actors in the multi-level governance of knowledge policies, European Educational Research Journal (article)

KEYNOTES and INVITED LECTURES in 2015-16

Keynotes in 2015-16

“Conceptualising and implementing student centred learning environments”, at PASCL Conference – Assuring Student Centred Learning, University Foundation, Brussels, 27 May 2016

"How students' university citizenship contributes to self-formation and well-being of students and their universities?”, at “INTCESS 2016- 3rd International Conference on Education and Social Sciences”, Istanbul, Turkey, 8-10 February, 2015 http://www.ocerint.org/intcess16/
"The main challenges of implementing students centred learning in higher education institutions", at Conference "Implementation of student centred learning within higher education institutions", Centre for Quality Assessment in Higher Education (SKVC), Vilnius, Lithuania, 1 December 2015


Invited lectures in 2015-16


“Students centred learning”, Technical Assistance Mission in Kazakhstan (in framework of the EU initiative Centralised Support for Higher Education Reform Experts (HERE) in European Neighbourhood countries), 16-20 May 2016

“Student agency and student engagement – two sides of the same coin?”, University of Limerick, 31 May 2016

“Transnational association in EU multilevel governance – the case of European Students’ Union”, University of Oslo, 3 May 2016

“Students centred learning approaches in higher education”, University of Maribor, 13 April 2016


“Student-centred teaching and learning”, 30th European Student Convention organised by the European Students’ Union, European Parliament, Brussels, 28-30 September, 2015

ORGANISATION OF SCIENTIFIC MEETINGS in 2015-16

Member of Scientific Advisory Board: International Conference on Strengthening Quality of Teaching and Learning, CMEPIUS, Brdo, Slovenia, 6 April, 2016

Member of Scientific Advisory Board: Improving University Teaching, 40th Annual Conference of the global association IUT, Ljubljana, July 15-17, 2015 (IUT is chaired by James Wilkinson, Harvard University)

COMMISSIONS OF TRUST ongoing in 2015-16


2016 Peer review for South Africa’s National Research Foundation (NRF) in evaluating the quality of the research outputs and standing of an academic (declined)
2016 Peer reviewer for New research proposals to the Research Foundation Flanders – FWO (declined)
2016 Peer reviewer for Romanian research agency (declined)
2016 - Peer reviewer for ESRC/NRF Newton Higher Education project proposals (declined)
2016 - Member of ECPR (European Consortium for Political Research) Judging Panel for Excellent Paper Award from an Emerging Scholar, ECPR Standing Group on the Politics of Higher Education, Research, and Innovation
2016 - Member of Editorial Board: Europa World of Learning (Taylor & Francis)
2016 - Member of Editorial Board: IJAEDU- International E-Journal of Advances in Education
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2016 - Member of Editorial Board: IJASOS- International E-journal of Advances in Social Sciences
2015 - Member of the Editorial Board of the Tertiary Education and Management
2015 - Member of the Editorial Board of the Policy Reviews in Higher Education
2015 - Member of the International Advisory Board of the Global Forum Improving Advisory Teaching (IUT)
2015- Co-Editor (with Paul Ashwin) of the book series “Understanding Student Experience in Higher Education” (Bloomsbury)
2014 - Editor-in-Chief, European Journal of Higher Education (Routledge/Taylor&Francis)
2014 - Member of the Editorial Board, Higher Education in Russia and Beyond (HERB)
2013 - Member (elected) of the Governing Board of the Consortium of Higher Education Researchers (CHER)
2013 - International Advisory Board Member, Journal of Student Affairs in Africa

MEMBERSHIPS OF SCIENTIFIC SOCIETIES ongoing in 2015-16
Society for Research into Higher Education (SRHE); Consortium of Higher Education Researchers (CHER)(member of the Governing Board); European Association for Institutional Research (EAIR); Comparative and International Education Society (CIES); European Consortium for Political Research (ECPR; via University of Ljubljana); European Educational Research Association (EERA, network 22 Research on higher education)(via SLODRE, Slovenian Educational Research Association)
RESEARCH WORK in progress

1. **Student Power in Neoliberal Age**

A book manuscript entitled “Student power in neoliberal age” addresses the implications of contemporary higher education reforms on student agency in higher education. It seeks to make theoretical and empirical advances to understanding how students exercise agency to access higher education and influence their own academic, professional, personal and social self-formation.

The book develops on my chapter “What is student agency? An ontological exploration” conceptualising student agency as the quality of students’ self-reflective and intentional actions and interactions with and within higher education environment for purposes of self-formation and well-being; sensitive to the students’ agentic possibilities (“power”) and agentic orientations (“will”). The book explores conceptual links between student agency and student belonging (loyalty), student values (individualism & choice vs collectivism & directive) and student cultural capital.

Some of the empirical questions tackled include: What are the forms and possibilities for student agency in higher education? Do students behave differently when (self) conceived as customers? How student develop sense of belonging (role of groups/networks)? How can universities empower student agency to influence own self-formation (and educational and life trajectory) and nurture students’ commitment and service to the wellbeing of the entire university community?

2. **MyShouty project: Investigating Student Experience with Digital Ethnography**

The STUDEX Project: “Investigating Student Experience with Digital Ethnography” seeks to adapt ethnographic methods of inquiry for digital use to collect data on student college experience; thus creating conditions for large-scale participatory qualitative data collection for use by institutional researchers and scholars. MyShouty Project applies this method to collect authentic, continuing and in-time data – including visual and audio data - into lives and experiences of students in higher education for purposes of strengthening quality of teaching and learning and overall student experience in higher education.

Students are involved as auto-ethnographers prompted by the app to stream “shouts” of their experience and communicate these to “Alma” - the student affairs coordinator at their university or their course lecturer or a designated student representative. The interactive digital media platform enables students to generate “shouts”, allow other students and Alma to interact with the shouts, but it also gives them possibility to create personal records tracking how they spend their time and the activities they involve in. Adhering to the strictest ethical principles of
conducting human subject research on internet, digital ethnographers analyse the contents of the platform in order to develop “intelligence” to support university management.

The specification of the app have been built by redesigning ethnographic and phenomenological research methods to digital use and add features that strengthen student agency – capabilities of students to intervene in and influence their learning environments (Klemenčič 2015 – what is student agency; Klemenčič forthcoming – From student engagement to student agency). The conceptual underpinning revolves around research on student-centred learning (Klemenčič forthcoming – From student engagement to student agency), student belonging (Klemenčič 2016 – On student belonging) and student involvement in quality of higher education (Klemenčič 2015 – student involvement in university quality).

3. **The Changing Academic Profession (CAP) – “the second generation” of global comparative study**

This is a global collaborative network for study of academic profession. The study includes two surveys administered in over 30 countries:

- the Academic Profession in the Knowledge-Based Society: the impact on the knowledge society and the new, innovation centred, framework of science and technology policies on the academic profession (differences between disciplines)

- the Formative Years: the career experiences, expectations and attitudes toward the academic life of academics in the formative phase of the career, which includes the years of doctoral training, postdoctoral experience up to the first more stable academic contract.

4. **Global university brands (forthcoming)**