

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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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

KLEMENČIČ, M. (2016) Feasibility study towards a new Higher Education Strategy 2016-2015 for Armenia. Paris: UNESCO, pp. 152.

LUESCHER-MAMASHELA, T., KLEMENČIČ, M., OTIENO JOWIE, J. (eds.) (2016) *Student Politics in Africa: Representation and Activism, African Higher Education Dynamics Series, Vol. 2*. Capetown, South Africa: African Minds Publisher. (edited volume)

LUESCHER-MAMASHELA, T., KLEMENČIČ, M., OTIENO JOWIE, J. (eds.) (2016) Student Power in Africa, *Journal of Student Affairs in Africa*. (special issue)

KLEMENČIČ, M., FLANDER, A., ŽAGAR PEČJAK, M. (2015) Conditions of academic work in Slovenia. Findings from the 2013 EUROAC survey. Ljubljana: Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS). (book)
In press

KLEMENČIČ, M. (ed.) (in press) Elite and Mass Higher Education in the 21st Century. In Shin, J. C., Teixeira, P. (eds.) *Encyclopaedia of International Higher Education Systems and Institutions* (Springer, 2017) (thematic editor)

Journal articles and book chapters published in 2015-16, in press and forthcoming

KLEMENČIČ, M. (2016) Reflections on a New Flagship University. In J. A. Douglas (ed.) *A New Flagship University: Changing the Paradigm from Global Rankings to National Relevancy* (Palgrave Macmillan) (chapter)

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)

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LUESCHER-MAMASHELA, T., KLEMENČIČ, M., OTIENO JOWIE, J. (2016). Introduction by the Editors. In *Student Politics in Africa: Representation and Activism*, edited by LUESCHER-MAMASHELA, T., KLEMENČIČ, M., OTIENO JOWIE, J. (Capetown, South Africa: African Minds Publisher) (introductory chapter)

KLEMENČIČ, M., LUESCHER-MAMASHELA, T., MUGUME, T. (2016) Student Organising in African Higher Education: Polity, Politics and Policies. In *Student Politics in Africa: Representation and Activism*, edited by LUESCHER-MAMASHELA, T., KLEMENČIČ, M., OTIENO JOWIE, J. (African Minds Publisher) (book chapter)

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

KLEMENČIČ, M. (in press). The role of institutional research in positioning universities: Practices in Central and Eastern European countries. In Prichard, R., Taylor, J. and Pausits, A. (eds.) *Positioning universities* (Rotterdam: Sense Publishers) (chapter; adapted keynote from 2015 EAIR)

LUESCHER-MAMASHELA, T., KLEMENČIČ, M. (in press) Student power in twenty-first century Africa: The character and role of student organising. In R. Brooks (ed.) *Student politics and protest: International perspectives* (Routledge) (chapter)

KLEMENČIČ, M. (ed.) (in press) Alternative, experimental, emerging higher education. In Shin, J. C., Teixeira, P. (eds.) *International Encyclopedia of Higher Education Systems and Institutions* (Springer, 2017). (encyclopedia entry)

KLEMENČIČ, M. (ed.) (in press) Students and higher education expansion. In Shin, J. C., Teixeira, P. (eds.) *International Encyclopedia of Higher Education Systems and Institutions* (Springer, 2017) (encyclopedia entry)

KLEMENČIČ, M. (in press). Student-centred approach in higher education: making a conceptual shift from student engagement to student agency. Special issue: Critical and Alternative Perspectives on Student Engagement, eds. Bruce Macfarlane and Michael Tomlinson. *Higher Education Policy* (article)

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KLEMENČIČ, M. (in press). Internationalisation of universities in the peripheries, in *The Globalization of Internationalization*, edited by Elspeth Jones, Jocelyne Gacel-Avila, Hans de Wit and Nico Jooste (Routledge, Series Internationalisation of Higher Education) (chapter)

Forthcoming

KLEMENČIČ, M. (forthcoming in 2017) The student voice in quality assessment and improvement. In *Research Handbook on Quality, Performance and Accountability in Higher Education*, edited by Ellen Hazelkorn, Hamish Coates and Alex McCormick (Bloomsbury) (chapter)

KLEMENČIČ, M. (forthcoming in 2017) Student associations between corporatism and activism. In *Handbook on the Politics of Higher Education*, edited by Hamish Coates, Brendan Cantwell and Roger King (Palgrave) (chapter)

KLEMENČIČ, M. (forthcoming in 2017). Conclusions: From the Outside Looking In, in *Higher Education in an Age of Austerity: Looking to Europe*, edited by Jon Nixon (Bloomsbury) (chapter)

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

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education institutions", Centre for Quality Assessment in Higher Education (SKVC), Vilnius, Lithuania, 1 December 2015

"Five theoretical propositions concerning research on students", at the 6th International Conference on Higher Education Research with special topic "Rethinking Students: Ideas and New Research Approaches" (The Russian Association of Higher Education Researchers and Higher School of Economics, Moscow, October 15-17, 2015) <http://educonf.hse.ru/en/2015>

"The role of institutional research in positioning higher education institutions - practices in CEE countries", at the 37th Annual Forum of the European Higher Education Society - Linking research, policy and practice (EAIR) (the Danube University of Krems, Austria, August 30th – September 3rd, 2015) <http://www.eairweb.org/forum2015/>

Invited lectures in 2015-16

"Student engagement surveys", The PASET Regional Benchmarking Initiative to Strengthen African Universities (Partnership for Skills in Applied Science, Engineering and Technology), supported by World Bank, Nigerian High Commission, Association of African Universities, Abuja, Nigeria, 14-16 June 2016

"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

"Implementation of student centred learning approaches in quality assurance", Higher Education Reforms in Spain – project student centred learning (HERE-ES), University of Alcalá, Alcalá de Henares, Madrid, 7-8 April 2016

"Innovating learning and teaching: the next phase of the Bologna Process", at the annual HERE Conference - Centralised Support for Higher Education Reform Experts (HERE) in European Neighbourhood countries (www.supportthere.org), 3-4 December in Tbilisi, Georgia.

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“Student-centred learning – Political construct or Pedagogical Concept”, 10th European Quality Assurance Forum, 19-21 November, hosted by Quality Assurance Agency and UCL Institute of Education, London.

“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

Reviewer: *Studies in Higher Education; Higher Education; Educational Researcher; Educational Policy; London Review of Education; Policy Reviews in Higher Education; Tertiary Education and Management; European Educational Research Journal; Bloomsbury Book Series*

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| 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 |
| 2016 - | Member of Editorial Board: IJASOS- International E-journal of Advances in Social Sciences |

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- 2015 Assessor for category “Student Experiences” and Lead Assessor for category “International Perspectives and Contexts” for Society for Research into Higher Education (SRHE) Annual Research Conference 2015
- 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 - Associate Editor, thematic section “Elite and Mass Higher Education in the 21st Century”, in *International Encyclopaedia of Higher Education Systems and Institutions*, edited by JC Shin and P Teixeira (Springer)
- 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)

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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

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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)

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