

Univerza v Ljubljani



Enhancement-led Visits to the faculties of the University of Ljubljana

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What will we cover?

- What do we do and the context – Vanja
- Where to put our efforts? – Vanja
- Developing enhancement-led visits – practical challenges -
Vanja
- Success factors – Katja
- Brief insight into the enhancement-led visits – Katja
- Feed-back, outcomes – Katja



What do we do? Context?



23 faculties, 3 academies

Diversity, complexity, low level of integration...



Where to put our efforts? (I)

More **reporting, control, rules, administrative burden**

or

More **engagement, sense-making
and reflection**





Where to put our efforts? (II)

- **Internal audit OR our own approach** aiming to empower and support the faculties?





Developing enhancement-led visits to faculties

- Previous experience (preparation for external evaluation)
- Involvement of faculties in the preparations (needs, challenges, dilemmas)





Practical challenges (I)

How to make it:

- Worthwhile? Creative but still efficient?
- Engaging everybody (hierarchy!)?
- Constructive?

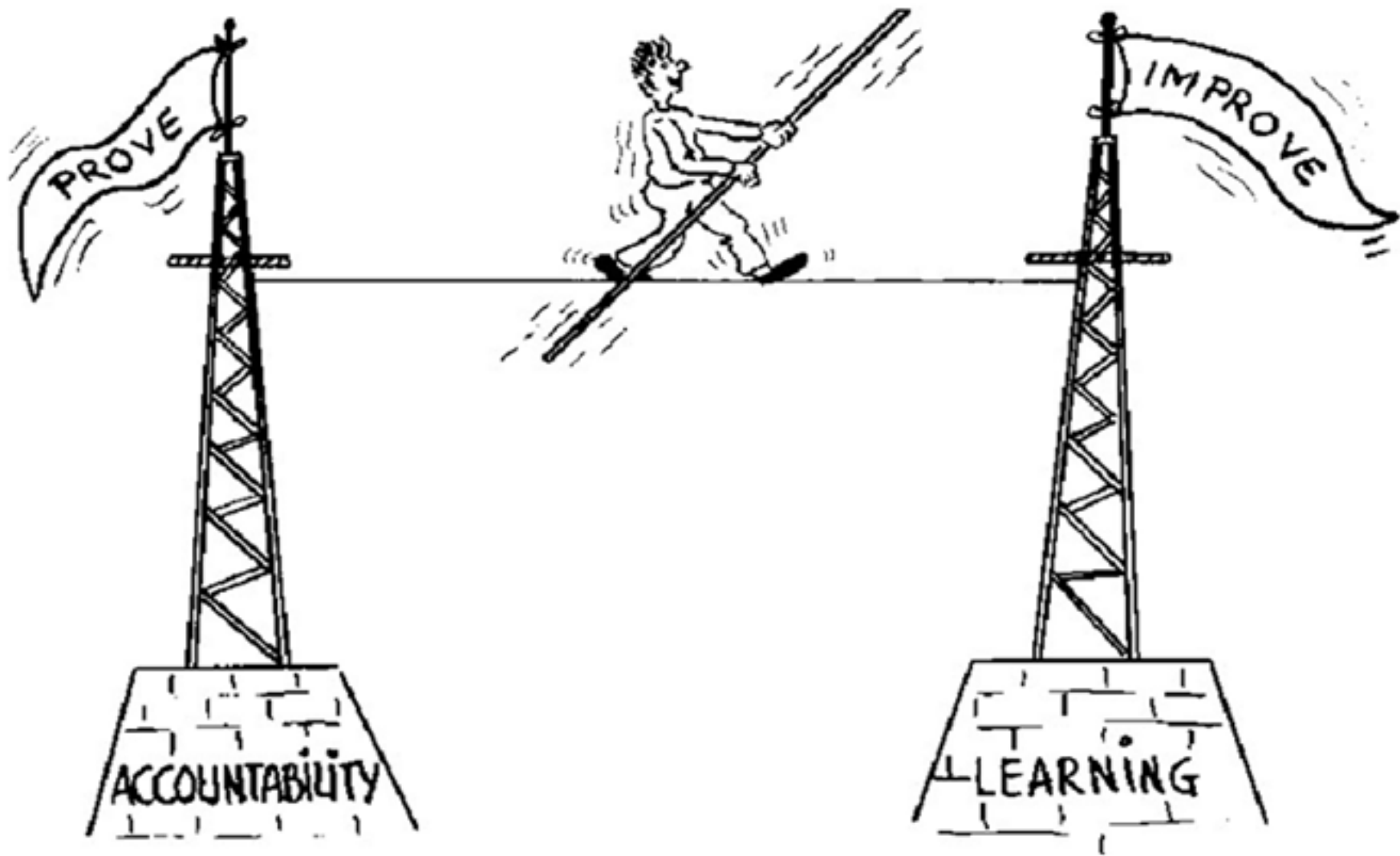




Practical challenges (II)

- Advising or coaching?
- Reflective?
- Motivating?
- Decisions or proposals?







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Key success factors:

- Powerful questions
- Working in small groups with facilitator



Before the visit

- Time to reflect,
- Most topics chosen by faculty,
- Few pages of material only.





During the visit



Photo: Marjeta Novak, Humus d. o. o.



After the visit

- Brief report
- Joint session (30 people) to report on actions taken



1. Training – the challenges

- Creating powerful question
 - How to lower the student drop out rate?
 - How to achieve an empowering learning experience?
- Capacity to hold silence



Example from practice

- How to support the development of faculty's own ideas



Powerful questions - feedback

- Identified as success factor
- Useful for setting improvement-led atmosphere
- Helpful for maintaining it
- Faculties created their own ideas
- Feelings of being heard
- Increased internal motivation
- Safer place for open discussion



Working in small groups - feedback

- Identified as success factor
- Surprised – approach works within university settings
- All actively involved, time flew
- Vivid discussions
- More results created than anticipated
- Meaningfully spent time
- Proposal to introduce approach earlier in the process



Overall outcomes

- Faculties perceive visits as supportive and useful.
 ,These are faculty-led visits‘
- Growing trust
- Strengthened ownership for the quality at the faculty level
- Higher affiliation of faculties with university
- Changed role of central administration
- Network of trained pedagogical and non-pedagogical staff, able to use the methods also in their own work environment



Summary

Combining

- powerful questions
- working in small groups,

enabled us to strengthen quality culture in the direction of

- deeper improvements
- higher trust
- stronger internal cooperation.



Powerful questions

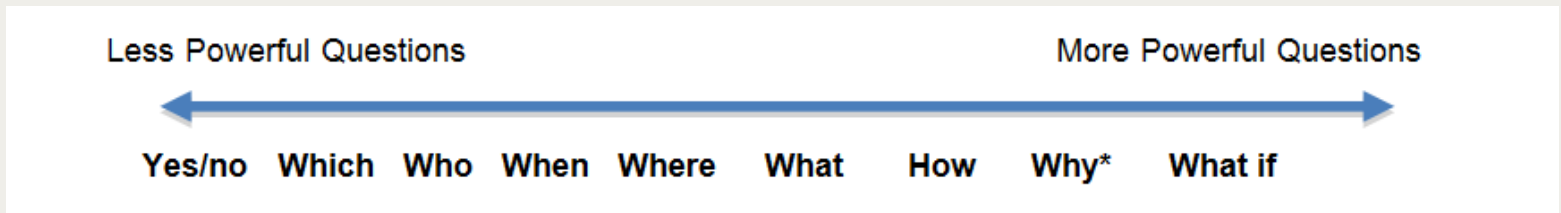
(introduction to the exercise)

- open new perspectives, new possibilities
- empower the person,
- deepen the understanding, deepen the question,
- address the assumptions, question them,
- are asked from “I don’t know” perspective - curiosity



Creating powerful question

- Construction



- Scope

- Assumptions

(Source: Vogt, E., Brown, J., and Issacs, D. (2003). *The Art of powerful questions: Catalyzing insight, innovation, and action*. Whole Systems Associates: Mill Valley, CA. (additional information <http://www.artofhosting.org/what-is-aob/methods/>))