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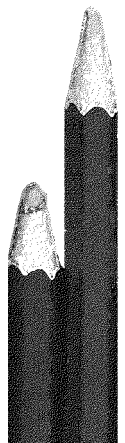
The Facilitator Role

THE FACILITATOR ROLE

FACILITATOR CASE-STUDIES

INTERPRETING THE FACILITATOR ROLE

FACILITATION: SKILLS & KNOWLEDGE



The Facilitator Role

As the Introduction highlights, part-time lecturers are often left out of staff development activities. Information and knowledge considered essential for other members of staff can all too easily pass them by. Even when funding and opportunities exist to include them in central staff development activities, part-time lecturers may be reluctant to take part – whether because of time constraints and conflicting priorities, because they see themselves primarily as professional artists and designers rather than teachers, or because they perceive centrally delivered staff development as irrelevant.

THE FACILITATOR'S ROLE

Your role as facilitator is likely to be central in bridging this gap. Whether your background is academic or in staff development, you will need to be seen as a “local champion” for the part-time lecturers. Your role is likely to include:

- ❖ **GAUGING THE DEVELOPMENT NEEDS OF THE LECTURERS, FROM THEIR OWN PERSPECTIVE AND THAT OF THE DEPARTMENT**
- ❖ **ENSURING ADEQUATE INDUCTION FOR NEW PART-TIME LECTURERS**
- ❖ **PLANNING APPROPRIATE DEVELOPMENT ACTIVITIES, TO BE DELIVERED AT FLEXIBLE TIMES**
- ❖ **LIAISING AND COMMUNICATING WITH THE PART-TIME LECTURERS, AND SEEING THAT ESSENTIAL INFORMATION REACHES THEM**
- ❖ **ORGANISING FUNDING AND PAYMENT FOR TIME**

The Facilitator Role

- ❖ **SETTING UP ONGOING SUPPORT SUCH AS MENTORING, PEER OBSERVATION AND SELF-HELP GROUPS**
- ❖ **EVALUATING AND REPORTING ON THE SUCCESS OF THE ACTIVITIES**

The ADEPTT Facilitator and Lecturer Packs have been designed to provide help and flexible resources for each of these stages.

Facilitator Case Studies

THESE ARE EXAMPLES OF HOW THE
FACILITATOR ROLE HAS BEEN ADAPTED IN DIFFERENT CONTEXTS

UNIVERSITY OF HERTFORDSHIRE The Facilitator Role

We discussed the facilitator role at an early stage of our involvement in the project, and decided to split out the various elements involved, as no one person had sufficient time to undertake all of it. Firstly, a full-time member of the administrative staff agreed to become the first point of contact for part-time lecturers; someone they could approach about practical issues such as car-parking, pay, identity cards and the like. As she was also responsible for processing the lecturers' pay claims, she was already familiar to them and was probably the only person who had all their contact details, making communication easier.

The second aspect of the role was discussing with the lecturers what topics would be useful to them, and setting up workshops. This role was undertaken by the ADEPTT team themselves, which worked well during the lifetime of the project, but would need to be more integrated into the faculty in the longer term.

The third area of involvement was facilitating the workshops, and four programme leaders agreed to do this. Each picked topics that had been identified as areas of need by the lecturers, but which also linked in with their own areas of interest and experience. Thus the faculty disability officer ran a session on student support, the Art Therapy leader ran one on students with mental health problems, and the Graphic Design programme leader led a session on teaching large groups.

Although the ideal was initially seen as having one "local champion" who would be the point of contact, mentor and facilitator for the part-time lecturers, in practice heavy workloads made this impractical, and splitting the role meant that everyone could bring their own expertise while no-one felt over-burdened.

LOUGHBOROUGH UNIVERSITY
SCHOOL OF ART & DESIGN
The Facilitator Role

There are two facilitators at Loughborough University, one of whom is also the project co-ordinator. From the second year of the project the roles of facilitator and co-ordinator have not been separate: both are involved with policy decisions. Loughborough University has an excellent Professional Development support unit and the facilitators co-ordinated input into the first staff development event for part-time lecturers held in December 2003.

The focus during the final year has been to hold a number of meetings with part-time staff to identify how the materials from the ADEPTT project might be incorporated into an induction pack for part time lecturers, and how the Loughborough University infrastructure might be strengthened to provide more support and guidance for them. The facilitators are both academic members of staff, with previous experience of lecturing on part-time contracts and therefore this knowledge has meant that they are conversant with the needs of the part-time staff whilst they are also more aware of University-wide policies and procedures that may have an impact on their teaching. Two developments through involvement with the ADEPTT project have been the establishment of an internet discussion board, the only one within the School of Art & Design, and an intranet website, authored by one of the facilitators.

The facilitators therefore are more concerned with providing an interface with the part-time lecturers and in particular, attempting to ensure the experienced part-time lecturers play a proactive part in the development of an ADEPTT legacy.

SURREY INSTITUTE OF ART & DESIGN
UNIVERSITY COLLEGE
The Facilitator Role

The Surrey Institute used two facilitators during the project, one who also doubled as project co-ordinator in the last two years and one who co-presented at ADEPTT workshops, and who also ran one to one mentoring for new teaching staff. In some respects the facilitator was akin to the role of staff and educational developer, but also acted as a point of connection to draw together various national and institutional agendas such as equal access, mentoring pilots, awareness of special needs and compliance with national legislation, as well as respond to particular programme needs. The facilitators have worked out of a specific Faculty and a department, Academic Services, with one acting as a local point of reference (the former) and cross-Institute (the latter). Focussed sessions have been run for hourly paid programme staff on understanding assessment practices, one to one sessions on planning for teaching, whole team workshops on planning for diversity and institutional days open to all staff on inclusive learning and teaching, with activities built around the ADEPTT materials. On an informal level, the facilitators were available as a point of reference for staff in terms of progressing teaching qualifications or responding to particular teaching objectives.

UNIVERSITY OF THE ARTS, LONDON
LONDON COLLEGE OF FASHION
The Facilitator Role

Although there was discussion at the start of the project to identify staff members to take on the facilitator role within the different Schools, due to increasing demands on staff time, the staff development coordinator took the initial stages of this work forward. The strategy taken was both working on new developments to raise the profile of the specific needs of part time staff while at the same time attempting to integrate their staff development needs into existing practices.

New developments

1

The facilitator introduced regular Associate Lecturer events across college which were well attended and feedback positive. This year an Associate Lecturer Forum has been established to provide a space for staff to meet to network and discuss common issues.

These take place in designated admin weeks each term and Associate Lecturers are paid at meeting rates to attend. The focus of the last session was on the implications of SENDA and some of the ADEPTT materials were piloted. It cannot be underestimated the importance of such events to encourage networking across the college and share experiences. The 'social' dimension is crucial for a group of staff that often feel quite marginalised.

2

The facilitator also provided some one to one support for a small number of new staff. This support was face to face, on line, or on the phone and the main areas discussed were lesson planning and working with diverse groups of students. Although this was only working with a small group of staff it proved to be quite useful.

This model could be integrated into the emerging mentoring model for new staff. The regular contact throughout the year, trying out some of the learning and teaching strategies suggested within the materials and evaluating them is a flexible approach to working with associate lecturers.

Integrating into existing structures and practices

3

The college which is based on six sites has a very developed Blackboard site which is used to communicate with staff and students on a day to day basis. There is a staff intranet which contains important college information and relevant teaching & learning support materials. The facilitator has up loaded the ADEPTT materials onto the staff intranet and the link to the website. This enables all staff both full and part time to access the materials from college or from home. This has proved useful but is limited. Staff can access the materials but need to be encouraged to use them. This accessible resource needs to be used in combination with one to one or small group sessions so effective feedback is given and members of staff are clearly supported.

4

Working in collaboration with a number of course directors, the facilitator has jointly delivered a number of successful course team events tailored to their specific needs. Associate lecturers were included and had the chance to meet with other members of the team and share experiences in a supportive atmosphere. These events were highly effective for making the Associate Lecturers feel part of the team and the sessions were relevant to their needs. At these events some of the ADEPTT materials were introduced and evaluated.

Conclusion

At the college the facilitator role fell for the most part to the staff development co-ordinator. This enabled a variety of approaches to be carried out at college, course and individual level to support Associate Lecturers to access relevant staff development. Sharing this role with course directors to identify relevant staff development for their team involving where possible all Associate Lecturers, while using parts of the materials pack, has been one way of embedding this practice within the college. One to one support also proved most effective and needs to be integrated into a mentoring scheme for all new staff, full or part time.

Interpreting the Facilitator Role

THINK ABOUT THESE CASE-STUDIES IN THE CONTEXT OF YOUR OWN SKILLS AND EXPERIENCE, YOUR ROLE, AND YOUR DEPARTMENT OR INSTITUTION. WHAT IS GOING TO BE THE MOST APPROPRIATE APPROACH TO TAKE?

Personal Context

HOW MUCH TIME DO YOU HAVE AVAILABLE?

WHAT IS YOUR CURRENT RELATIONSHIP WITH THE PART-TIME LECTURERS IN YOUR DEPARTMENT?

WHAT IS YOUR OWN ROLE?

WHAT DO YOU PERSONALLY WANT TO GET OUT OF TAKING ON THE FACILITATOR ROLE?
FOR EXAMPLE:

- TEACHING RELIEF
- EXPERIENCE
- PROMOTION

IS THERE ANYONE ELSE YOU COULD SHARE THE ROLE WITH?

FACILITATION: SKILLS & KNOWLEDGE

WHAT ADDITIONAL SKILLS OR KNOWLEDGE WOULD HELP YOU TO WORK MORE EFFECTIVELY WITH THE PART-TIME LECTURERS IN YOUR DEPARTMENT?

WOULD THIS SKILL BE USEFUL TO YOU?

WHERE COULD YOU LEARN OR FIND OUT ABOUT THIS?

COMMUNICATION SKILLS

FACILITATION SKILLS

PRESENTATION SKILLS

OTHER SKILLS OR KNOWLEDGE:

