

## Tertiary Learning Advisors in Aotearoa/New Zealand: Appendices

Caitriona Cameron

(Past President of ATLAANZ)

Lincoln University

### Appendix A. Additional data tables

This appendix includes data tables with additional detail not included in the publications. Potentially sensitive data have been aggregated.

#### *1 Respondent demographics 2014*

Table 1. *Respondent gender (Question 1.1)*

Institution type	Female	Male	No response	Total
ITP	39	7	1	47
University	38	9	0	47
Wānanga	7	1	1	9
Other/PTO	2	0	0	2
Unstated	1	0	0	1
<b>Total</b>	<b>87</b>	<b>17</b>	<b>2</b>	<b>106</b>

Table 2. *Respondent age (Question 1.3)*

Institution type	20-29 years	30-39 years	40-49 years	50-59 years	60-69 years	No response	Total
ITP	0	2	14	18	12	1	47
University	1	6	15	10	15	0	47
Wānanga	1	2	1	4	1	0	9
Other/PTO	0	0	0	0	2	0	2
Unstated	0	0	0	0	1	0	1
<b>Total</b>	<b>2</b>	<b>10</b>	<b>30</b>	<b>32</b>	<b>31</b>	<b>1</b>	<b>106</b>

## 2 Employment arrangements 2014

Table 3. *Type of employment contract (Question 4.1)*

Institution type	Continuing	Fixed term	Casual	No response	Total
ITPs	44	2	0	1	7
Universities	42	3	1	1	47
Wānanga	9	0	0	0	9
Other /PTOs	2	0	0	0	2
Unstated	1	0	0	0	1
<b>Total</b>	<b>98</b>	<b>5</b>	<b>1</b>	<b>2</b>	<b>106</b>

Table 4. *Full time employment status of respondents (Question 4.3)*

Institution type	Full time	Part time	No response	Total
ITPs	22	24	1	47
Universities	28	17	2	47
Wānanga	7	2	0	9
Other / PTOs	1	1	0	2
Unstated	1	0	0	1
<b>Total</b>	<b>59</b>	<b>44</b>	<b>3</b>	<b>106</b>

Table 5. *Employment agreement type (Question 4.2)*

Institution type	Academic		General		Other	No resp.	Total
	Faculty scale	Separate scale	Admin scale	Separate scale			
ITPs	28	11	4	2	1	1	47
Universities	17	5	11	11	2	1	47
Wānanga	2	4	2	1	0	0	9
Other/PTO	0	0	1	0	1	0	2
Unstated	1	0	0	0	0	0	1
<b>Total</b>	<b>49</b>	<b>19</b>	<b>19</b>	<b>14</b>	<b>3</b>	<b>2</b>	<b>106</b>

### 3 Qualifications & experience

Table 6. *Highest completed qualification (Questions 3.1 & 3.2)*

Institution type	Bachelors	Masters	PG Cert / Dip/Hons	PhD	Total
ITP	14	18	12	3	47
University	3	26	6	12	47
Wānanga	2	5	2	0	9
Other/PTO	0	1	1	0	3
Unstated	1	0	0	0	1
<b>Total</b>	<b>20</b>	<b>50</b>	<b>21</b>	<b>15</b>	<b>106</b>

Table 7. *Completed teaching qualification<sup>1</sup> (Question 3.1)*

Institution type	Teaching Qualification	No Teaching Qualification	Total
ITP	43	4	47
University	40	7	47
Wānanga	8	1	9
Other/PTO	2	0	2
Unstated	1	0	1
<b>Total</b>	<b>94</b>	<b>12</b>	<b>106</b>

<sup>1</sup> Respondents holding at least one teaching qualification: among these, 35 held two, 16 held three.

Table 8. *Current enrolment in further qualification (Question 3.4)*

Institution type	Cert.	Bachelors	PG Cert / Dip/Hons	Masters	PhD	Not enrolled	Total
ITP	5	2	3	3	4	30	47
University	1	1	3	0	3	39	47
Wānanga	1	0	1	4	1	2	9
Other/PTO	0	0	0	0	0	2	2
Unstated	0	0	0	0	0	1	1
<b>Total</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>7</b>	<b>8</b>	<b>74</b>	<b>106</b>

Table 9. *Further qualification required/encouraged by institution (Question 3.4)*

Institution type	Required	Encouraged	Optional	Not enrolled	Total
ITP	1	3	13	30	47
University	1	2	5	39	47
Wānanga	2	2	3	2	9
Other/PTO	0	0	0	2	2
Unstated	0	0	0	1	1
<b>Total</b>	<b>4</b>	<b>7</b>	<b>21</b>	<b>74</b>	<b>106</b>

Table 10. *Number of years working as a TLA in any institution (Question 3.6)*

Institution type	< 2 yrs	2-5 yrs	6-9 yrs	10-14 yrs	15-19 yrs	20+ yrs	No resp.	Total
ITP	7	8	9	16	3	3	1	47
University	6	11	11	9	3	5	2	47
Wānanga	2	5	1	1	0	0	0	9
Other/PTO	0	0	2	0	0	0	0	2
Unstated	0	0	1	0	0	0	0	1
<b>Total</b>	<b>15</b>	<b>24</b>	<b>24</b>	<b>26</b>	<b>6</b>	<b>8</b>	<b>3</b>	<b>106</b>

#### 4. TLA role focus

Table 11. *Management content (Question 2.2)*

Institution type	Solely TLA	Primarily TLA	Equal TLA & mgmt	Primarily mgmt	Solely mgmt	No resp.	Total
ITP	33	8	2	3	1	0	47
University	33	7	3	2	1	1	47
Wānanga	9	0	0	0	0	0	9
Other/PTO	1	1	0	0	0	0	2
Unstated	0	1	0	0	0	0	1
<b>Total</b>	<b>76</b>	<b>17</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>106</b>

Table 12. *Area of focus*<sup>2</sup> (Question 2.3)

Focus	Total
Study skills	97
Academic writing	93
Pastoral care	51
Research skills	72
English language	40
Library/Info skills	36
Disability support	29
ICT	26
Maths/Statistics	26
Research supervision	12

<sup>2</sup> Most respondents cited at least 5 of the 10 categories

Table 13. *Staff development involvement* (Question 8.1)

Institution type	Involved in SD	Not involved in SD	No resp.	Total
ITP	33	11	3	47
University	33	10	4	47
Wānanga	5	3	1	9
Other/PTO	2	0	0	2
Unstated	0	0	1	1
<b>Total</b>	<b>73</b>	<b>24</b>	<b>9</b>	<b>106</b>

Table 14. *Pan-institution committee involvement* (Question 8.2)

Institution type	Involved in committees	Not involved in committees	No response	Total
ITP	8	36	3	47
University	17	26	4	47
Wānanga	2	6	1	9
Other/PTO	1	1	0	2
Unstated	0	0	1	1
<b>Total</b>	<b>28</b>	<b>69</b>	<b>9</b>	<b>106</b>

Table 15. *Status on committees (N=28) (Question 8.2a)*

Institution type	Chair	Member only	Observer only	No response
ITP	0	7	0	1
University	3	10	2	2
Wānanga	0	1	0	1
Other/PTO	0	0	0	1
<b>Total</b>	<b>3</b>	<b>18</b>	<b>2</b>	<b>5</b>

## 5. Research activity

Table 16. *Research activity in past 5 years (Question 7.1 & 7.1a)*

Institution type	Research active		Not research active	No resp.	Total
	Optional	Required			
ITP	12	8	24	3	47
University	22	6	15	4	47
Wānanga	4	2	2	1	9
Other/PTO	2	0	0	0	2
Unstated	0	0	0	1	1
<b>Total</b>	<b>40</b>	<b>16</b>	<b>41</b>	<b>9</b>	<b>106</b>

Table 17. *Potential research activity (Question 7.1d)*

Institution type	Currently research active	Wish to be research active	No wish to be research active	No resp.	Total
ITP	20	14	9	4	47
University	28	8	7	4	47
Wānanga	6	0	2	1	9
Other/PTO	2	0	0	0	2
Unstated	0	0	0	1	1
<b>Total</b>	<b>56</b>	<b>22</b>	<b>18</b>	<b>10</b>	<b>106</b>

Table 18. *Number of respondents presenting & publishing in past 5 years (Question 7.2)*

Institution type	Conference presentations	Peer-reviewed papers & conference presentations	None	No or unclear response	Total
ITP	20	11	11	5	47
University	13	20	10	4	47
Wānanga	6	2	0	1	9
Other/PTO	0	1	1	0	2
Unstated	0	0	0	1	1
<b>Total</b>	<b>39</b>	<b>34</b>	<b>22</b>	<b>10</b>	<b>106</b>

## 6. Recognition & career progression

Table 19. *Annual full-time equivalent salary: all respondents (Question 4.3b)*

Institution type	< \$50,000	50,000-59,000	60,000-69,000	70,000-79,000	80,000-89,000	<89,000	No resp.	Total
ITP	4	4	18	19	1	0	1	47
University	1	5	13	10	9	7	2	47
All others	0	3	4	3	1	0	0	11
Unstated	1	0	0	0	0	0	0	1
<b>Total</b>	<b>6</b>	<b>12</b>	<b>35</b>	<b>32</b>	<b>11</b>	<b>7</b>	<b>3</b>	<b>106</b>

Table 20. *Annual full-time equivalent salary: solely/primarily/equally<sup>2</sup> TLAs (N=98) (Question 4.3b)*

Institution type	< \$50,000	50,000-59,000	60,000-69,000	70,000-79,000	80,000-89,000	<89,000	No resp.	Total
ITP	4	4	17	17	1	0	1	44
University	1	5	13	10	9	3	2	43
All others	0	3	4	3	1	0	0	11
<b>Total</b>	<b>5</b>	<b>12</b>	<b>34</b>	<b>30</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>98</b>

<sup>2</sup>. 'Equally' means 50% TLA: 50% management or 'other' role.

Table 21. (*Learning & Teaching or Excellence*) Awards (Questions 5.5 & 5.6)

Institution type	Received awards	No awards	No resp.	Total
ITP	4	42	1	47
University	13	30	4	47
Wānanga	0	9	0	9
Other/PTO	1	1	0	2
Unstated	0	1	0	1
<b>Total</b>	<b>18</b>	<b>83</b>	<b>6</b>	<b>106</b>

Table 22. Number of promotion applications in the past five years (Question 5.2)

Institution type	None	1	2 apps	3 apps	4 apps	5 apps	No response	Total
ITP	24	11	6	2	0	2	2	47
University	26	9	2	4	1	2	3	47
Wānanga	4	3	1	0	0	1	0	9
All others	3	0	0	0	0	0	0	3
<b>Total</b>	<b>57</b>	<b>23</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>106</b>

Table 23. Promotion success of those applying (N=44) (Questions 5.2, 5.3)

Institution type	Always successful	Sometimes successful	Never successful	Unclear response	Total
ITP	9	5	5	2	21
University	14	4	0	0	18
Wānanga	3	1	1	0	5
<b>Total</b>	<b>26</b>	<b>10</b>	<b>6</b>	<b>2</b>	<b>44</b>

Table 24. *TLA seniority levels in learning centre (Question 5.7)*

Institution type	Seniority recognised by salary, title and/or role	No recognition of seniority	No response	Total
ITP	22	24	1	47
University	26	16	5	47
Wānanga	2	6	1	9
Other/PTO	0	2	0	2
Unstated	0	1	0	1
<b>Total</b>	<b>50</b>	<b>49</b>	<b>8</b>	<b>106</b>

Table 25. *Professional development opportunities in past five years<sup>3</sup> (Questions 6.1, 6.2)*

Institution type	Conferences	Mentoring	Teaching-related workshops	No professional development
ITP	39	21	40	2
University	37	14	39	2
Wānanga	6	5	5	1
Other/PTO	2	1	1	
<b>Total</b>	<b>84</b>	<b>41</b>	<b>85</b>	<b>5</b>

<sup>3</sup> The two most valuable professional development opportunities mentioned were mentoring and peer observation, and ATLAANZ conferences and hui.

Table 26. *Number of conferences attended in past five years<sup>4</sup> (Question 6.1)*

Institution type	0	1-2	3-5	6-8	9-11	No response	Total
ITP	7	16	17	5	1	1	47
University	8	11	13	12	1	2	47
Wānanga	3	2	3	1	0	0	9
Other/PTO	0	1	1	0	0	0	2
<b>Total</b>	<b>18</b>	<b>30</b>	<b>34</b>	<b>18</b>	<b>2</b>	<b>3</b>	<b>105</b>

<sup>4</sup> The majority of respondents who attended conferences reported being fully funded to do so. Of the 14 who partly or fully self-funded attendance, four had always done so and one all but once; the other 9 had been fully funded to between 3 and 6 conferences over the five years and had partly/fully self-funded the remainder.

## 7. Satisfaction

Table 27. Overall satisfaction with TLA role (Question 9.3)

Institution type	Very satisfied	Satisfied	Some what satisfied	Neutral	Dis-satisfied	Very dis-satisfied	No resp.	Total
ITP	11	21	8	1	3	0	3	47
University	15	17	8	1	2	0	4	47
Wānanga	5	0	0	0	2	1	1	9
Other/PTO	0	2	0	0	0	0	0	2
Unstated	0	0	0	0	0	0	1	1
<b>Total</b>	<b>31</b>	<b>40</b>	<b>16</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>9</b>	<b>106</b>

Table 28. Intention to leave institution or role (Questions 9.4, 9.5)

Institution type	Move to another institution				Move to another role			
	Likely	Possibly	Unlikely	No resp.	Likely	Possibly	Unlikely	No resp.
ITP	2	5	37	3	4	15	25	3
University	3	10	30	4	6	10	27	4
Wānanga	2	2	4	1	2	4	2	1
Other/PTO	0	0	2	0	0	0	2	0
<b>Total</b>	<b>7</b>	<b>17</b>	<b>73</b>	<b>8</b>	<b>12</b>	<b>29</b>	<b>56</b>	<b>8</b>

Table 29. Morale compared to 5 years ago (Question 9.6)

Institution type	Much better	Slightly better	Un-changed	Slightly worse	Much worse	In role < 5 yrs	No resp.	Total
ITP	5	5	8	7	11	8	3	47
University	7	6	7	4	9	9	5	47
Wānanga	2	1	2	2	1	0	1	9
Other/PTO	0	0	2	0	0	0	0	2
Unstated	0	0	0	0	0	0	1	1
<b>Total</b>	<b>14</b>	<b>12</b>	<b>19</b>	<b>13</b>	<b>21</b>	<b>17</b>	<b>10</b>	<b>106</b>

## Appendix B. Survey questions, limitations and recommendations

To reduce space, the survey text has been presented in a simplified form: for example, answer options have been omitted or simplified, and skip logic is not included. The full questionnaire is available from the author.

### **Survey Text: Tertiary Learning Advisors in Aotearoa/New Zealand.**

#### **1. Personal demographics**

- 1.1. What is your gender?
- 1.2. What is your ethnicity?
- 1.3. What is your age group?
- 1.4. Are you a member of ATLAANZ (Association of Tertiary Learning Advisors Aotearoa/New Zealand)? (currently member; previously member; have never been member; have never been member but intend to become one)

#### **2. Your role**

- 2.1. What type of institution do you work for? (ITP; University; Wānanga; PTO; Other)
- 2.2. Which of the following best describes your role? (Solely a Learning Advisor; primarily a TLA but some management, supervision and/or coordination component; approximately equal time spent in learning advising and management/supervision/ coordination; primarily management/ supervision/coordination; solely management/ supervision/ coordination)
- 2.3. Please indicate the areas your role focuses on [Choose all that apply] (e.g. study skills/ learning strategies; academic writing; maths & stats)
- 2.4. Please indicate which groups you work with (Choose all that apply) (Levels 2-6, 7, 8, 9, 10; staff; other)

#### **3. Qualifications and experience**

- 3.1. What completed teaching qualifications do you hold? (Level; title; rating of relevance to learning advisor role)
- 3.2. What other completed qualifications do you hold? (Level; title; rating of relevance to learning advisor role)
- 3.3. Please list here any qualifications that could not be included above. (Level; title; rating of relevance to learning advisor role)
- 3.4. Are you currently enrolled in any qualifications?
  - 3.4a Please indicate the qualification(s) you are currently enrolled in. (Level; title; discipline area)
  - 3.4b. Has your institution required you to complete this qualification as a condition of your employment? (a condition; strongly encouraged; optional)
  - 3.4.c. What support are you receiving from your institution to complete this qualification? (Fees subsidy; time allowance; other support; no support)
- 3.5. If you completed a further qualification, would your institution reward you in some way? (yes - salary increase or promotion; yes - another reward; maybe – salary/promotion; maybe – another reward; no salary or promotion; unsure)

Cameron, C. (2018). Tertiary learning advisors in Aotearoa New Zealand: Appendices. *ATLAANZ Journal* 3 (Special Issue: Identity and Opportunity): 67-80.

3.6 During your entire career, how many years have you worked as a learning advisor? (fewer than 2 years; 2 to 5 years; 6 to 9; 10 to 14; 15 to 19; 20 to 24; 25 or more years)

3.7. How many years have you worked in your current institution as a learning advisor? (fewer than 2 years; 2 to 5 years; 6 to 9; 10 to 14; 15 to 19; 20 to 24; 25 or more years)?

3.8. Please list the prior roles you have worked in (other than as a learning advisor) that you consider to be most relevant to your learning advisor role. (List up to 3 roles.) Please also indicate how many years you worked in each role.

Optional: Additional information on prior positions. (Please use this to include any information about your prior positions you could not include above.)

3.9. Optional comments

#### 4. Contracts and salary

4.1. What type of contract are you employed on? (Continuing/permanent/tenured; fixed term; casual)

4.2. What type of employment agreement are you employed on? (e.g. Academic/ same scale as faculty/department teaching staff; Academic/Separate scale; General/ same scale as administrative or library staff; General / separate scale; Other)

4.3. Do you work full time or part time as a learning advisor?

4.3a. What proportion of a full-time position are you employed for? (Or, how many hours a week do you work as a learning advisor?)

4.3b How much is your full-time equivalent annual salary? (less than \$30,000; \$30,000 – 39,000; ... \$110,000 or more)

4.3c How much is your annual salary?

4.4. Do you receive any extra/bonus payments in addition to your official salary?

4.5. Optional comments

#### 5. Career opportunities and recognition

5.1. How are your salary increases determined? (Choose all that apply) (Automatic annual steps; application for salary progression or promotion; other)

5.2. How many times have you applied for salary progression or promotion in the last 5 years?

5.2a .Please explain why you have not applied for salary progression or promotion in the last 5 years

5.3. How many times have you been successful in applying for promotion or salary progression in the last 5 years?

5.4. Please comment on your experience of promotion or salary progression opportunities for learning advisors in your institution

5.5. Have you been nominated for any awards for your work as a learning advisor? (e.g. a Teaching Excellence award)

5.6. Have you received any awards for your work as a Learning Advisor? (e.g. a Teaching Excellence award)

5.7. Are there different levels of learning advisor seniority in your centre/unit? (Choose all that apply) (seniority recognised by salary; ... by title; ... by taking on a specialised role; no different levels of seniority)

5.8. Please comment on the career opportunities (as a learning advisor) in your institution.

## 6. Professional development

- 6.1. How many conferences have you attended in the last 5 years? (NZ conferences fully funded by institution or other agency; NZ ...partly or fully funded by me; International ... fully funded by institution or other agency; International ... partly or fully funded by me)
- 6.2. What other professional development opportunities have you received in the last 5 years? (Choose all that apply.) (e.g. Formal mentoring; informal mentoring; teaching –related workshop or seminar; personal development workshop or seminar; other; no professional development)
- 6.3. What professional development or mentoring (that you have received in the last 5 years) has been most valuable in your learning advisor role?

## 7. Research and publications

- 7.1. Have you carried out any research in the last 5 years?
- 7.1a. Are you expected to engage in research as part of your contract?
- 7.1b. What research areas have you been involved in? (Teaching and learning; area other than teaching and learning)
- 7.1c. While you are doing any research, do you receive a time allocation for the research? (Regular; variable; regular and variable; none;)
- 7.1d. Please explain the regular time allocation
- 7.1e. Please explain the variable time allocation
- 7.1f. Please explain the regular and variable time allocation
- 7.1g. Please explain how you organise time for research.
- 7.1h. Would you like to be involved in research?
- 7.1i. What changes in your role or institution would enable you to engage in research?
- 7.2. How many conference papers / presentations have you given in the past 5 years?
- 7.3. How many peer reviewed papers have you had published in the past 5 years ?
- 7.4. Optional comments

## 8. Institutional role

- 8.1. Are you involved in improving teaching and learning through staff development (either by working directly with teaching staff or through collaboration with staff developers)?
- 8.2. Do you serve on any cross-institutional committees related to teaching and learning? (i.e. those involving a range of departments across your institution, such as orientation committee, academic board, postgraduate committee)
- 8.2a. Please list the cross-institutional committees you serve on and indicate your status on each committee. (Title of committee; Chair/Member/Observer)
- 8.3. Please comment on your ability to influence teaching and learning in your institution (through staff development, committee work and other means).

## 9.. Satisfaction

9.1. What do you consider are the key rewards of your role? (i.e. what keeps you in the job?)

9.2. What are the key challenges facing you in your role?

9.3. How satisfied are you with your current role as a learning advisor ? (Very satisfied; satisfied; somewhat satisfied; neutral; dissatisfied; very dissatisfied)

9.4. How likely are you to seek a learning advisor position in another institution in the next year? (Likely; Possibly; Unlikely)

9.4a Please explain why you might seek another learning advisor position.

9.5. How likely are you to seek a completely different role in the next year? (Likely; Possibly; Unlikely)

9.5a. Please explain why you might seek a different role.

9.6. Compared to 5 years ago, how would you describe morale and job security in your workplace? (Much better; slightly better; unchanged; slightly worse; much worse)

9.7. Please explain why you think morale is better/unchanged/worse.

## 10. Other comments

Are there any other comments you would like to make that have not been addressed in this survey?

## Limitations and recommendations

**Institution:** TLAs in the wānanga were under-represented. Fixed-term and casual staff also appear to have been under-represented.

**Gender** (Question 1.1): The only options provided were female/male; a 3<sup>rd</sup> option of “other” (or an open question) should have been included.

**Role** (Question 2.2): While seven respondents indicated their role included a significant management, coordination and/or supervision component, all but one of these reported working concurrently with students as a TLA. Given that finding, and the fact the survey invitation was directed to ‘learning advisors’, it was assumed that all respondents self-identified as TLAs. Any differences in data associated with a management role have been noted throughout the series of papers.

**Qualifications** (Question 3.1, 3.2): There were three potential sources of confusion in responses: respondents used different criteria for determining which of their qualifications were ‘teaching’ qualifications; many listed the level incorrectly (e.g. Honours degrees were often classified as Level 7 instead of Level 8); some omitted the title and/or discipline of ‘other’ qualifications.

Cameron, C. (2018). Tertiary learning advisors in Aotearoa New Zealand: Appendices. *ATLAANZ Journal* 3 (Special Issue: Identity and Opportunity): 67-80.

Now that an initial scoping of the range of qualifications has been completed through this project, the survey data could be used to develop a set of closed options (with an open “other” category) for any future research; this would reduce survey response time and requirement to clean data, and increase reliability of data.

**Progression & promotion** (Questions 5.1, 5.2, 5.3): The questions sought data on the various progression systems available to respondents. However, data gathered on successful progression was limited to promotion; respondents were not asked whether they had received salary increases through automatic steps or other systems. In future surveys, it would be valuable to include questions on progression via all systems. It would also be useful to gather data on when application for promotion or progression is necessary.

**Research activity** (Questions 7.1): Respondents may have adopted different interpretations of ‘research’. It would be useful in future research to probe in more detail the production of scholarly outputs. The availability of professional development hours for ITP respondents, and whether those hours were used for research activity, was unclear. (Some ITP respondents, for instance, considered the professional development time provided in their contracts as, in part, a allocation for research; some regarded it as not available for that purpose; others did not state whether or not they received PD hours.) Future surveys could clarify the time available for research by including a set of closed options based on the responses given in this survey.

**Satisfaction** (Questions 9.3, 9.4, 9.5): A 7 point Likert scale would allow more reliable comparison with other studies.

**Morale** (Questions 9.6, 9.7): This question was included to allow a comparison with the views of learning centre managers in the previous study (Cameron & Catt, 2014). Since this survey did not ask respondents to rate their morale at the start of the period, a response of “unchanged” might mean morale had been – and still was – high, or low. If surveys are to be undertaken regularly, replacing this question with one rating the current state of morale would allow more reliable comparison over time.

## Acknowledgements

Many thanks to all those learning advisors who gave feedback on the survey tool at 2014 ATLAANZ regional hui, completed the survey, and participated in the follow-up workshop at the 2014 conference. I am grateful, too, for the statistical advice from my colleague, Dean O’Connell. Finally, I particularly want to acknowledge the role of my colleague and friend Charlie Catt, who was a co-researcher in the 2008 and 2013 studies, and encouraged me to extend the focus to individual TLAs; Charlie retired at the end of 2014 and tragically died in a mountaineering accident in December 2016.

Cameron, C. (2018). Tertiary learning advisors in Aotearoa New Zealand: Appendices. *ATLAANZ Journal* 3 (Special Issue: Identity and Opportunity): 67-80.