

2019/2020 Learning Centre Practice in Aotearoa New Zealand: Report

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Abstract

Data on the services and staffing in tertiary learning centres are necessary for providing professional support for tertiary learning advisors (TLAs). Full scale surveys of Aotearoa New Zealand centres were conducted in 2008 and 2013, and in 2019, a third survey was conducted to explore whether the identified trends were continuing and whether there were any changes. This survey was sent to managers and team leaders at 26 tertiary learning institutions in Aotearoa New Zealand. Four topics were investigated: 1) the professional status of TLAs; 2) learning centre organisation; 3) the services provided by TLAs; and 4) trends and changes since 2013. In 2020, when the lockdown resulting from the Covid-19 pandemic meant all centres had to cease operating face-to-face services for an extended period, some follow-up questions about the impact of Covid-19 were sent to the respondents of the 2019 survey. This report presents the five main findings of the 2019/2020 surveys, and provides comparisons with the previous surveys. First, more TLAs had postgraduate qualifications, and more TLAs were given general/professional contracts than academic contracts. Second, fewer learning centres were part of libraries or teaching and learning development units. Third, centres provided a similar range of services, with an increase in pastoral and wellbeing support. Fourth, services were more embedded, and more were delivered in online/blended modes, particularly since Covid-19.

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Lastly, changes in learning centres' structures and service delivery were due to institutional financial pressure and student needs. We make some recommendations, including changing some questions in future surveys, updating the ATLAANZ professional practice document regularly, and implementing a TLA accreditation scheme in Aotearoa New Zealand.

Keywords: Learning centre practice, tertiary learning advisors, professional status, Covid-19.

1. Background

There have been tertiary learning advisors (TLAs) in Aotearoa New Zealand since the mid-1980s, making it a relatively young profession. In 2000, the Association of Tertiary Learning Advisors Aotearoa New Zealand (ATLAANZ) was established. In 2003 and 2004, ATLAANZ created an initial draft professional practice document to describe the roles, knowledge, and principles that form the work of TLAs in New Zealand (Cameron et al., 2003). In 2007, restructuring at several institutions led to a desire to benchmark the practice and contribution of TLAs (Cameron & Catt, 2008). Projects investigating TLA practice in Australia provided the opportunity for comparison (Learning Development, University of Wollongong, 2007, as cited in Cameron & Catt, 2008, p. 2). Furthermore, ATLAANZ members at conferences and other hui expressed strong interest in benchmarking the practice of TLAs. In response, in 2012 ATLAANZ reviewed the 2004 draft document in light of the findings of the 2008 survey and adopted a professional practice document that outlined the values, principles, skills, knowledge, responsibilities, and roles of TLAs practising in Aotearoa New Zealand (ATLAANZ, 2012). As the profession of TLA is still developing (Chanock, 2007; Crozier, 2007; Laurs, 2010; Samuels, 2013; Strauss, 2013) this professional practice document was intended to be a live document that would continue to be developed by being reviewed every two years.

Surveys of TLAs and learning centres are one way to gain a fuller understanding of the developing practice of TLAs in Aotearoa New Zealand. A project investigating TLA practice was proposed at the 2007 ATLAANZ conference and was conducted in 2008, with the intention to elicit TLAs' reflections on their practice, supply baseline data for

comparison with other countries, such as Australia (James & Maxwell, 2012), and research effective practice. This project surveyed tertiary learning centres about institutional settings, job titles, qualifications, remuneration, salary progression, staffing, funding, and other roles performed by learning centres (such as research activity) and users, and its initial findings were presented in 2008 (Cameron & Catt, 2008). The 2008 survey was repeated and extended in 2013 (Cameron & Catt, 2014). At the 2018 ATLAANZ conference it was suggested that surveys of TLA practice should continue at five yearly intervals, as such data could track the development of the profession and help formulate the professionalism and practice of TLAs. Also, there was continued interest among ATLAANZ members regarding the topics of the previous surveys, including qualifications, remuneration, salary progression, and research activity, as well as interest in other staff-related topics, including levels of seniority.

The 2019 survey was carried out on behalf of ATLAANZ and addressed the same four research questions as the 2013 survey:

1. What is the professional status of TLAs?
2. Where do tertiary learning centres fit in their institutional structures?
3. What services do tertiary learning centres provide for students?
4. What significant changes have occurred in tertiary learning centres since the previous survey?

In 2020, the Covid-19 pandemic lockdown resulted in all centres ceasing face-to-face services for a significant period. Thus, the trends and changes survey questions were sent again to the respondents of the 2019 survey, in order to address the following question:

5. What significant changes have occurred in tertiary learning centres as a result of Covid-19?

This report presents the 2019/2020 survey and its key findings.

2. Method

2.1. Survey Design

To ensure consistency and allow comparison, the 2019 survey followed the design of the 2013 survey. We consulted Catriona Cameron (one of the 2008 and 2013 survey

researchers) and Barbara Morris (ITP representative) on changes required for the survey. Based on the discussions, we refined some of the 2013 survey questions to improve clarity and ask for more detail (e.g., questions about entry qualifications and experience) and added some new questions (e.g., questions to accommodate the interest in staff demographics and levels of seniority). We also deleted questions that did not provide useful data in previous surveys (e.g., questions about students enrolled in different qualifications, and learning centres' mission statements). The resulting survey consisted of an information sheet, a consent form, and a questionnaire. The questionnaire asked a mixture of closed, multiple choice, and open-ended questions (both text and numerical). Questions in the 2019 survey were presented in six sections:

- 1) learning centre organisation (type of institution, name of centre, TLA titles, physical location of centres, place in institutional structure, centre funding)
- 2) staffing (staffing numbers, demographics, contract types, recruitment criteria, qualifications, pay scales, salary progression)
- 3) user information (enrolment information in institutions and demographics information of centre users)
- 4) services provided (types of services, modes of delivery, operation hours)
- 5) roles in the institutions (involvement in research, improving teaching and learning, and committee memberships)
- 6) trends and changes (organisation, staffing, users, services, morale).

We formatted and distributed the survey using Qualtrics, and made a paper version available for those who preferred not to complete the survey online. (See Appendix A for the full 2019 survey.)

In July 2020, we sent a follow-up survey to measure the impact of Covid-19. We wanted to find out if Covid-19 had changed the morale, operation, and other aspects of learning centres. We repeated the questions from the trends and changes section of the 2019 survey. Using the same questions allowed us to compare and identify differences in the responses, and hence the impact of Covid-19. (See Appendix B for the 2020 follow-up survey.)

This project (and the minor amendment to collect additional data in 2020) was reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 19/45.

2.2 Data Collection and Analysis

As participants in learning centre surveys require knowledge of staffing and management, we followed the 2008 and 2013 surveys and targeted team leaders or managers to be the primary participants. To determine potential participants for the 2019 survey, we drafted an initial list of targeted institutions based on ATLAANZ memberships. We later conducted a wider web search to identify wānanga or tertiary providers that did not have ATLAANZ memberships. In order to collate a list of managers or team leader contacts, we telephoned or emailed a total of 29 institutions (eight universities, 14 institutes of technology and polytechnics (ITPs), three private tertiary providers, and three wānanga), although not all responded to our requests. In the end, we sent the 2019 survey to managers and team leaders in 26 institutions. (See Appendix C for a full list of institutions.)

We asked participants to complete (and return, if in paper form) the survey by 30 November 2019. Shortly before the closing date, we sent follow-up email reminders to all potential participants. During the week after the closing date, we telephoned centres that had not responded. We distributed the 2020 follow-up survey to those who responded to the 2019 survey and followed with an email reminder.

A total of 55 responses were captured in Qualtrics. No paper-based responses were returned. Of the Qualtrics data, 13 were complete responses and 42 were incomplete responses. A scan of the incomplete responses showed 17 of the respondents had answered more than 60% of the questions and were therefore retained, making a total of 30 retained responses. We removed the remaining 25 responses from the data set because they were mostly blank or were duplicated, incomplete responses from the same individuals. We further reduced the 30 retained responses to 22, as eight of the responses were duplicated responses from different individuals in the same institutions. We used these eight responses as supplementary data to cross-check for accuracy or missing information.

The final data set of 22 responses mostly represented 21 different institutions and one respondent who did not indicate the name of their institution. The responses represented eight universities, 10 ITPs, three private providers, and one wānanga. The institutional response rate was 81% (21 out of 26), which was similar to the 2008 and 2013 surveys (84% and 81% respectively). Respondents had a variety of job titles (including Senior Tutor, Manager, Learning Advisor, and Head of Department). Of the 22 respondents, 12 (55%) were managers, three were team leader level (14%), and seven were TLAs (32%).

We sent the 2020 post-Covid follow-up survey to those of the 22 respondents that had provided contact details (not all did), and a total of 12 responses were captured in Qualtrics. Two blank responses were removed from the data set, leaving 10 responses.

The responses for both the 2019 and 2020 surveys were exported from Qualtrics to Excel spreadsheets, and we analysed each question separately. We grouped responses for each question based on institution type and calculated the percentage for each institution type if appropriate. As not all respondents had answered all the questions in the survey, the number of responses for each question varied. The number of responses for each topic or question are provided in the section below.

3. Results and Discussion

This section reports on the results of the survey under the five main topics investigated. Comparison with the 2008 and 2013 surveys have been made where possible.

3.1 TLA Professional Status

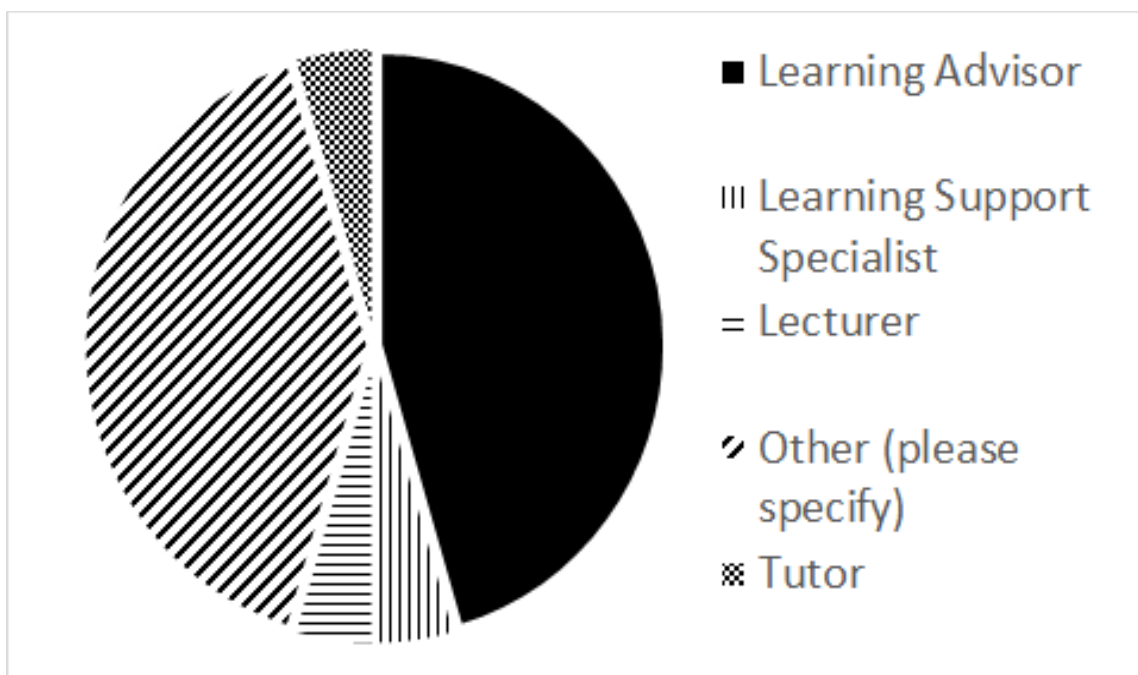
3.1.1 Titles

In 2019, 10 (45%) learning centres used the title Learning Advisor, one (5%) used Learning Support Specialist, one (5%) used Tutor, one (5%) used Lecturer, and the other nine (41%) centres used other titles, including Learning Skills Tutor, Senior Tutor, Learning Facilitator, Tauira (student) Support Advisor, Writing Consultant, and Academic Development Lecturer. Learning Advisor was used in different types of institutions: universities (4; 18%), ITPs (4; 18%), and other types of institutions (2; 9%). Many of the

centres used more than one title or variations of the same title (e.g., Pasifika Learning Advisor and Postgraduate Learning Advisor) to distinguish different kinds of learning advisor roles. However, there was still a lot of variety in job titles (see Figure 1). The title Learning Advisor was adopted late in the 1990s; by 2008 40% of centres used that title formally and others used it informally (Cameron & Catt, 2008). Although the title Learning Advisor was already in use, it was considered useful to include the question about job title to find out if the title had become more common. There were no data available on job titles from the 2013 survey (Cameron & Catt, 2014), but the 2019 results indicate that the formal use of the title has become more common since 2008.

Figure 1

Title of Staff 2019 (N = 22)



One respondent indicated that titles were linked to whether roles were on an academic or other salary scale: “Since all our team have academic status, some staff feel strongly that they want to be known by the above term [Academic Development Lecturer]”

(Respondent 28). However, another respondent's answer reflected some confusion within institutions about the role and title of TLAs: "Often called Learning Advisors but we also have Student Advisors who provide pastoral support so it can be confusing for staff and students" (Respondent 33).

3.1.2 Tenure, Contracts, and Remuneration

3.1.2.1 Tenure

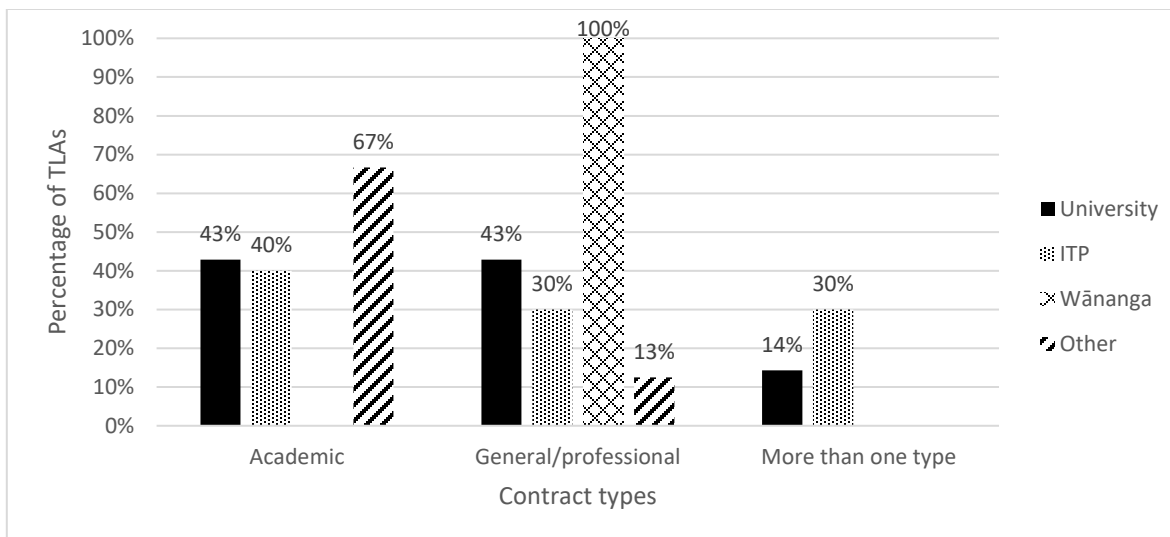
Based on the number supplied by respondents, 92% of TLAs were employed in permanent positions in 2019 (based on 21 responses). This was higher than those reported in 2013 and 2008, which were 79% and 80%¹ respectively. The most notable increases were in ITPs and universities. TLAs in permanent positions in ITPs increased from 72% in 2013 to 87% in 2019. Similarly, TLAs in permanent positions in universities increased from 80% in 2013 to 93% in 2019. No breakdown of permanent positions in different types of institutions was available in the 2008 survey.

The 2019 data (based on 21 responses) showed that approximately 67% of TLAs were employed in full-time positions, which was higher than the 2013 survey (57%). The institution breakdown figures were also higher for both universities and ITPs which were 67% and 60% respectively, compared with 57% and 42% in 2013 (Cameron & Catt, 2014). However, the 2019 figures should be read with caution since some responses may have included library staff or student advisors in their staff count. Nevertheless, the 2019 survey indicated more TLAs were in full-time employment.

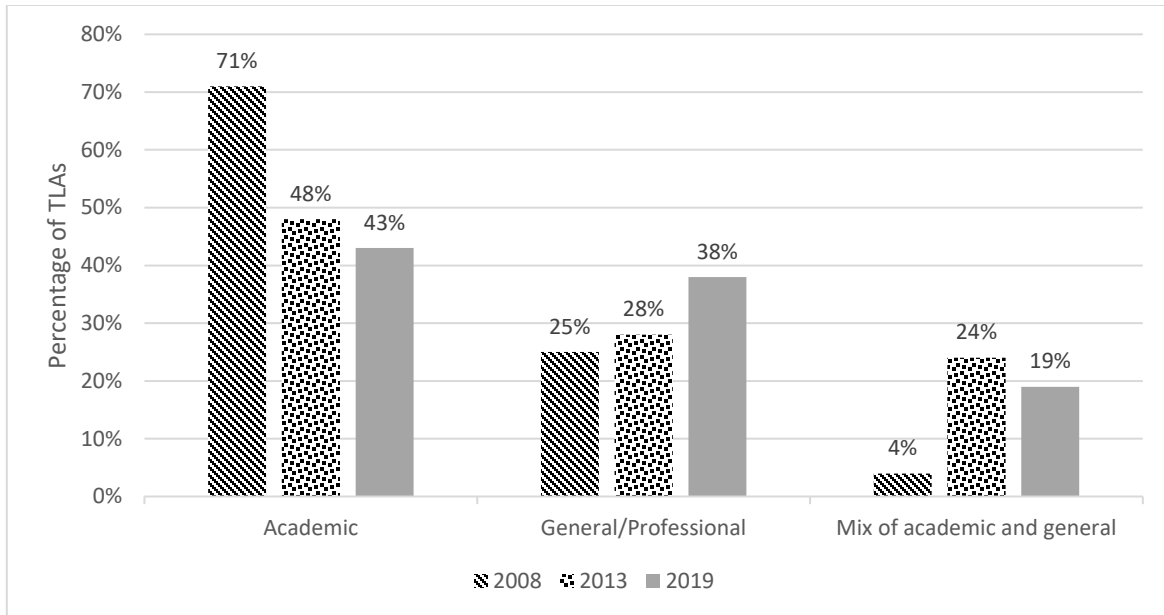
3.1.2.2 Contracts

Twenty-one respondents provided information on the types of contracts TLAs were offered in 2019. Nine of the responding institutions (43%) offered academic contracts to TLAs, and eight (38%) offered general/professional contracts. Four (19%) offered more than one type of contract, such as individual contracts, union contracts, or support staff contracts. Two respondents explained that the mixture of contracts was due to a merger or other historical reason. Figure 2 summarises the contracts offered by different institutions.

¹ The 80% figure in the 2008 survey included both TLAs and administrative staff.

Figure 2*Contract Types by Institutions 2019 (N =21)*

One observable trend is the gradual decline of TLAs employed on academic contracts. Since the 2008 and 2013 surveys (see Figure 3), there has been an obvious decline of academic contracts and increase of general/professional contracts. While in 2008, 71% of responding tertiary institutions offered academic contracts to TLAs, by 2019 the percentage had dropped to 43% of institutions. At the same time, those offering general or professional contracts had steadily increased from 25% in 2008 to 38% in 2019. Furthermore, while the 2013 survey (Cameron & Catt, 2014) found over twice as many ITPs (60%) as universities (25%) offered academic contracts to TLAs, ITPs in 2019 had fewer TLAs on academic contracts (40%) than universities (43%).

Figure 3*Contract Types Comparison 2008-2019*

The 2019 survey further asked respondents to elaborate about the pay scales TLAs were on (see Appendix A, question 3.18); for example, whether TLAs on academic contracts were placed on the same pay scale as faculty teaching staff, or as teaching staff in support roles, or on a separate scale for learning advisors. Although 43% of TLAs were employed under academic contracts, only those TLAs in five institutions (out of 9 institutions) were paid on the same scale as teaching staff. Others either had a separate pay scale or were paid as teaching staff in support roles. TLAs with general/professional contracts tended to be on a pay scale for learning advisors, separate from other professional contract pay scales. One respondent indicated that although the TLAs were on the same scale as administrative staff, TLAs were paid at the higher steps of the scale.

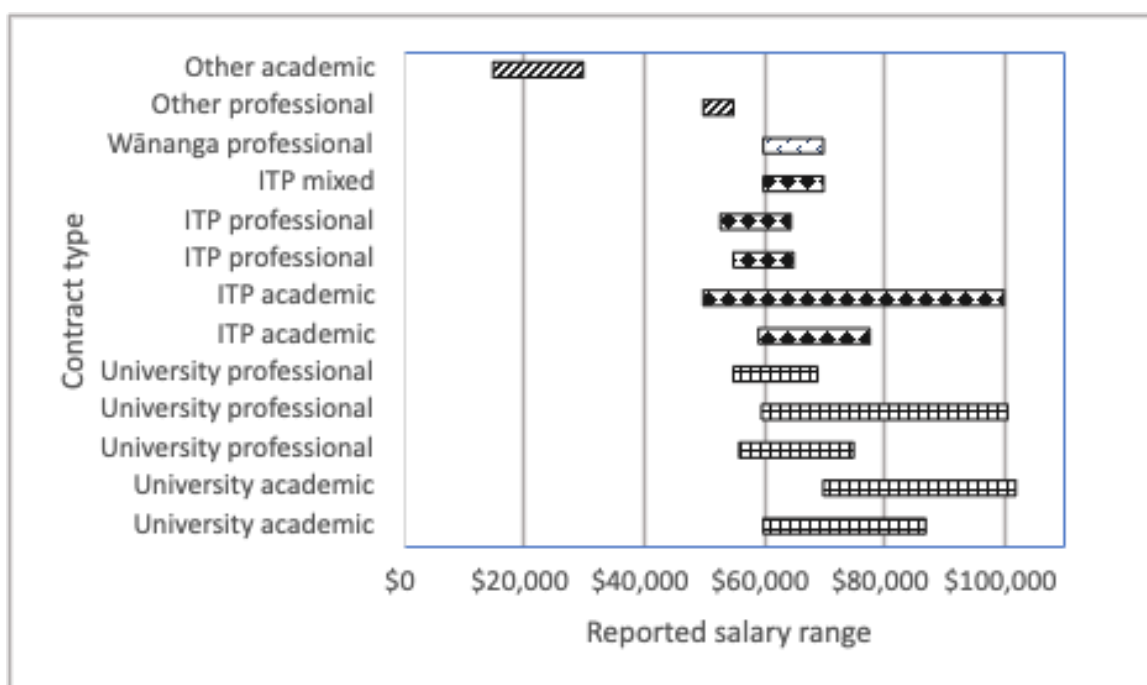
3.1.2.3 Remuneration

Questions on remuneration were added in the 2013 survey in response to request, so no data were available in the 2008 survey. In 2019, only 12 respondents provided answers to the questions about TLAs' salary ranges. Figure 4 presents the reported salary

ranges based on contract types and institutions. Thirteen scales were listed because one respondent provided both the academic contract scale and the professional contract scale. The graph shows that although those on academic contracts at universities may have a slightly higher salary range, the overall salary ranges were fairly similar for those on academic or professional contracts at universities and academic contracts at ITPs. TLAs on mixed or professional contracts at the ITPs and those working at wānanga or private tertiary providers were paid at a lower salary scale.

Figure 4

Salary Range by Contract and Institution Types 2019 (N = 12)



The 2019 survey showed an obvious increase in the lower end of the salary scales since the 2013 survey. The salary scale of seven of the 15 responded institutions in 2013 started between \$40,000 and \$50,000 (Cameron & Catt, 2014), while in 2019, 10 of the 13 responding institutions reported the scales started between \$50,000 and \$60,000.

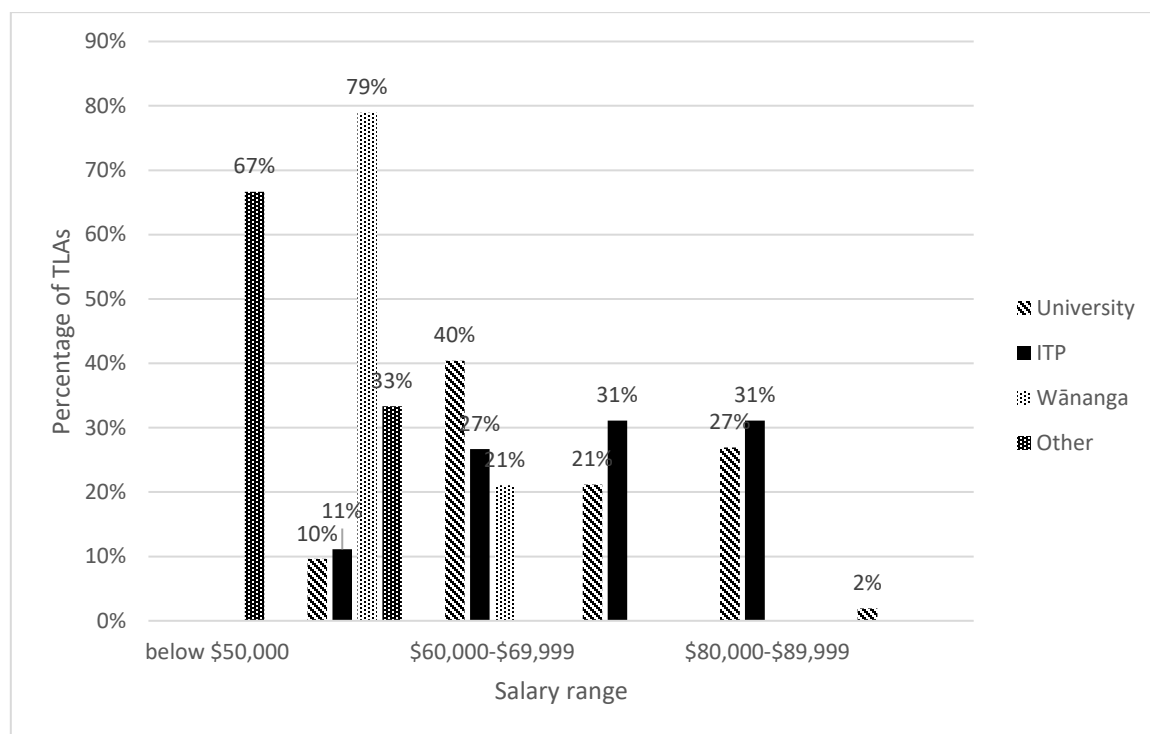
Respondents were further asked to indicate how many TLAs were paid within each salary range (Question 3.29), which was new in the 2019 survey. Twelve respondents provided some information for their institutions. For ease of comparison, ratios were

calculated based on the reported number of TLAs paid within each range against the total number of TLAs provided in each institution type.

Figure 5 presents the ratios based on institution types. The figure shows that similar ratios of TLAs at ITPs (58%) and universities (61%) were paid between \$60,000-\$80,000, with more TLAs at universities paid in the \$60,000-70,000 range than those at ITPs. The ratios of TLAs paid above \$80,000 at universities and ITPs were also similar.

Figure 5

Percentages of TLAs in Different Salary Range by Institutions 2019 (N = 12)



As no salary information was available in the 2008 and 2013 surveys, we compared the results with Cameron's (2018b) survey of individual TLAs conducted in 2014. Even though Cameron's survey was of individual TLAs, it provided a snapshot of the pay differences between TLAs in different types of institutions. She reported 80% of TLAs in ITPs versus 53% at universities were paid in the \$60,000-80,000 range, and 29% of TLAs at universities were paid above \$80,000 compared with "few" in ITPs (p. 31). Cameron

concluded that TLAs at universities “were more likely to be paid at higher salary ranges” than TLAs in ITPs (p. 31).

Compared with the figures reported in Cameron’s (2018b) survey, the 2019 survey shows a reduction in pay differences between TLAs at universities and those at ITPs. This could be due to two reasons. Firstly, although this survey found slightly more TLAs at universities had academic contracts than those in ITPs, there were also more TLAs at universities with general/professional contracts than those in ITPs. Secondly, three ITPs reported TLAs being placed on the same scale as faculty teaching staff responsible for courses, and only one university reported the same. This means TLAs with academic contracts in ITPs may be paid more than some on academic contracts at universities.

3.1.2.4 Progression

The 2019 survey added three open questions to elicit information about salary and career progression (see Appendix A, questions 3.30-3.32). Sixteen respondents provided some information on salary progression. The results showed that performance reviews and annual increments were two common approaches for salary increase. Seven respondents (44%) said their institutions used annual performance reviews to determine TLAs’ salary increases, and six of these responses were linked to general/professional contracts. Two respondents (12%) said the TLAs’ salary increases were based on experience or individual negotiation. Six respondents (38%) stated that increases were based on union agreements and/or steps within the salary band. However, increases based on contractual agreements may not all occur automatically, as two respondents commented that increases were conditional on satisfactory performance. One respondent (6%) said they received 1% annual increase without stating if it was based on contractual agreement.

Information on career progression opportunity was not clear enough for in-depth analysis, due to the wording of question 3.31, which asked about “opportunities... for salary progression” instead of career progression. The survey also did not explicitly ask for information on the frequency of promotion opportunities for TLAs or the regularity of TLAs being promoted. Nevertheless, the data suggest career progression opportunities for TLAs were limited. Two respondents commented that once TLAs (on professional contracts) reached the top of their pay scale, there would be no further promotion. Three

respondents said TLAs (on academic contracts) could apply for promotion from Academic Staff Member to Senior Academic Staff Member, but the promotion application required a substantial portfolio of evidence, which was a barrier. Another respondent said although their centre had Learning Advisors and Senior Learning Advisors, there was no clear pathway to progress from one to the other. Two other respondents commented moving to a different role within the institution as the mean of career progression. Despite limited information, the difficulty discerning a clear career pathway for TLAs was obvious.

3.1.3 Qualifications and Experience

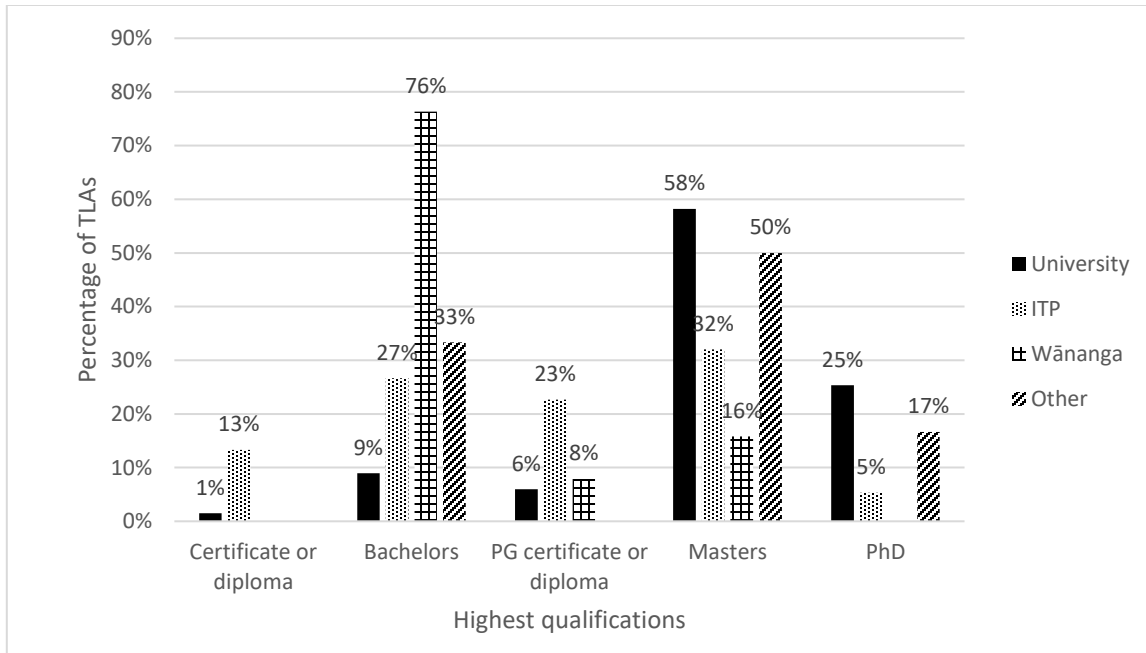
3.1.3.1 Qualifications

Eighteen of the 2019 respondents provided information on TLAs' highest qualifications. For ease of comparison, percentages were calculated based on the reported number of TLAs with each qualification against the total number of TLAs provided in each institution type. However, these percentages should be read with caution as some were based on smaller numbers, such as those provided by private tertiary providers.

Figure 6 shows that in 2019 bachelor's degrees tended to be the highest qualifications of most TLAs in the responding wānanga, while master's degrees or doctorates were the highest qualifications of most TLAs at responding universities. The highest qualifications of most TLAs at the responding ITPs were more evenly spread among bachelor degrees, postgraduate diplomas and masters. The private tertiary providers (i.e., the 'other' category) tended to have twice the number of TLAs with postgraduate qualifications than those with a bachelor's qualification. Comparing ITPs and universities, the numbers of TLAs with master's degrees or doctorates (90%) at universities was considerably higher than TLAs with these qualifications in ITPs (37%).

Figure 6

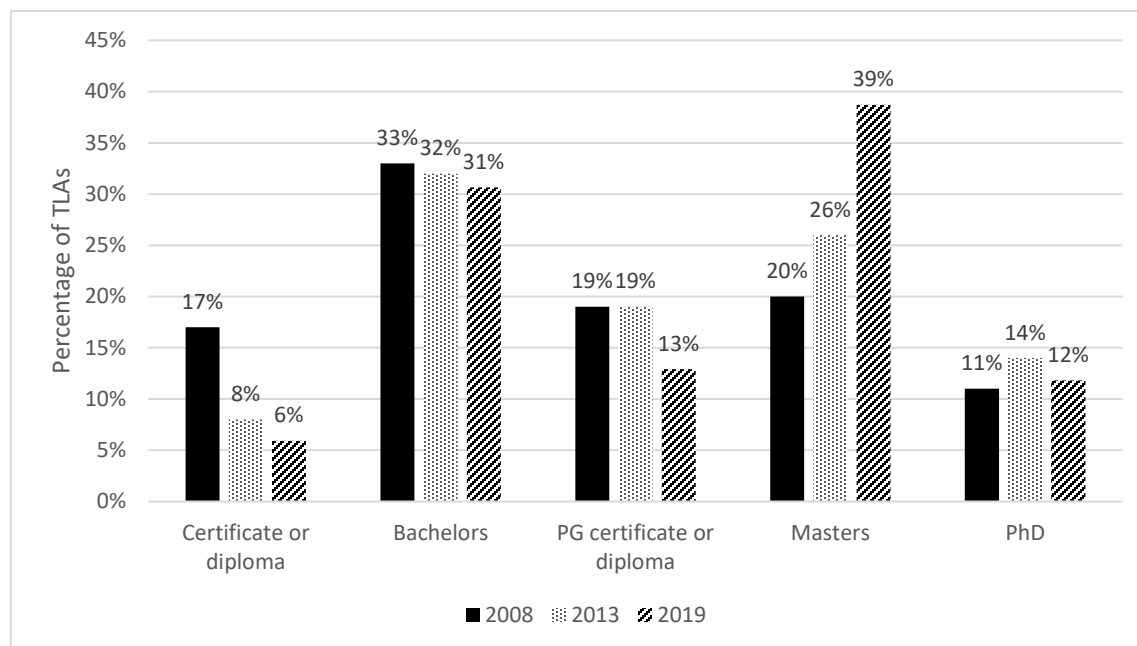
Number of TLAs by Qualification and Institution Types 2019 (N =18)



Overall, the 2019 survey showed, with the exception of wānanga, over two-thirds of TLAs in tertiary institutions had postgraduate qualifications as their highest qualifications. This reflects a continuing trend of more TLAs with postgraduate qualifications, particularly with masters (see Figure 7). TLAs with a master's degree at universities had increased from 36% in 2013 to 58% in 2019, and from 21% in 2013 to 32% in 2019 at ITPs.

Figure 7

Comparison of the Number of TLAs by Highest Qualifications 2008-2019



The increase in postgraduate qualifications among TLAs may be due to two reasons. First, recruitment requirements may explain the increase at universities, as five of the seven responses from universities specified that a master's degree was one recruitment criterion for TLAs. Secondly, Cameron and Catt (2014) attributed the increase of postgraduate qualifications among TLAs in ITPs to a competitive job market, particularly when ITPs only required a bachelor's degree for TLAs. The same reason may also explain the increase of postgraduate qualifications among TLAs in ITPs in 2019.

3.1.3.2 Teaching qualification and experience

The 2019 survey did not ask if teaching qualifications were a recruitment criterion but did ask for the number of staff with an initial teacher education programme qualification, an adult or higher education qualification, a language teaching qualification, or other teaching qualification. Overall, 68% of TLAs (based on 17 responses) had some form of teaching qualification. Fifty-four percent of TLAs at universities and 66% in ITPs had teaching qualifications. While the situation at universities remained similar (56% in

2013), the number of TLAs with teaching qualifications in ITPs was lower than the 85% reported in the 2013 survey. The drop may be due to under-reporting in the data or the inclusion of non-TLAs in the total staff count.

The 2019 survey asked if teaching experience was required as a recruitment criterion. This was a newly added question, so no prior data were available for comparison. Twelve of the 22 responding institutions (64%) indicated teaching experience was required or preferred. Nine of the 12 responding institutions further indicated the length of teaching experience required or preferred. Five universities, three ITPs and one wānanga required from six months up to three years of teaching experience for TLA positions. The remaining ten institutions either did not specify teaching experience as a requirement or did not answer the question.

3.1.4 Research Activity

The 2019 survey showed the expectation for TLAs to engage in research was low. Of the 16 institutions that responded to the question, only six (38%) had research as part of contractual agreement (four ITPs, one university, and one wānanga). Nevertheless, despite the lack of contractual expectation, in 2019 all but one of the 16 institutions (94%) had TLAs involved in some form of research. The contrast between expectation and reality was similarly stark compared to 2013 where 28% of institutions had research expectations and 80% of the institutions had TLAs involved in research (Cameron & Catt, 2014).

TLAs' engagement in research is impressive considering only two institutions reported that TLAs were given regular research time or research leave. Three institutions stated that although research was not required, it was encouraged, and TLAs negotiated the research time they required. However, some responses reflected the struggle TLAs have trying to conduct research. One respondent said, "Any research undertaken by a Learning Advisor has been during Learning Support time allocation." Another commented, "This is something we need to encourage more - there is a small amount but they [TLAs] are so busy it is difficult."

3.2 Learning Centre Organisation

3.2.1 Funding, Location, and Structure

Centres where TLAs work had very varied titles. Of note, nearly all of the responding centres (21 of the 22) had different names; these included Academic and Career Skills Team, Academic Support, Centre for Tertiary Teaching and Learning, and Student Learning and Achievement. Only two had the same title (Learning Success). No information about centre title was provided in the 2008 or 2013 reports so it is not possible to make a comparison. The majority of centres (17; 78%) served more than one campus, with 12 (55%) serving more than two campuses, and several serving up to six. There was no information available on the number of campuses in 2008 or 2013 so it is not possible to make a comparison.

Most centres were centrally funded (19; 86%). Some funding came from student associations (2; 9%) and some from other sources (6; 27%), including external and government funding. No data about funding were provided in the 2008 or 2013 reports, so it is not possible to make a comparison.

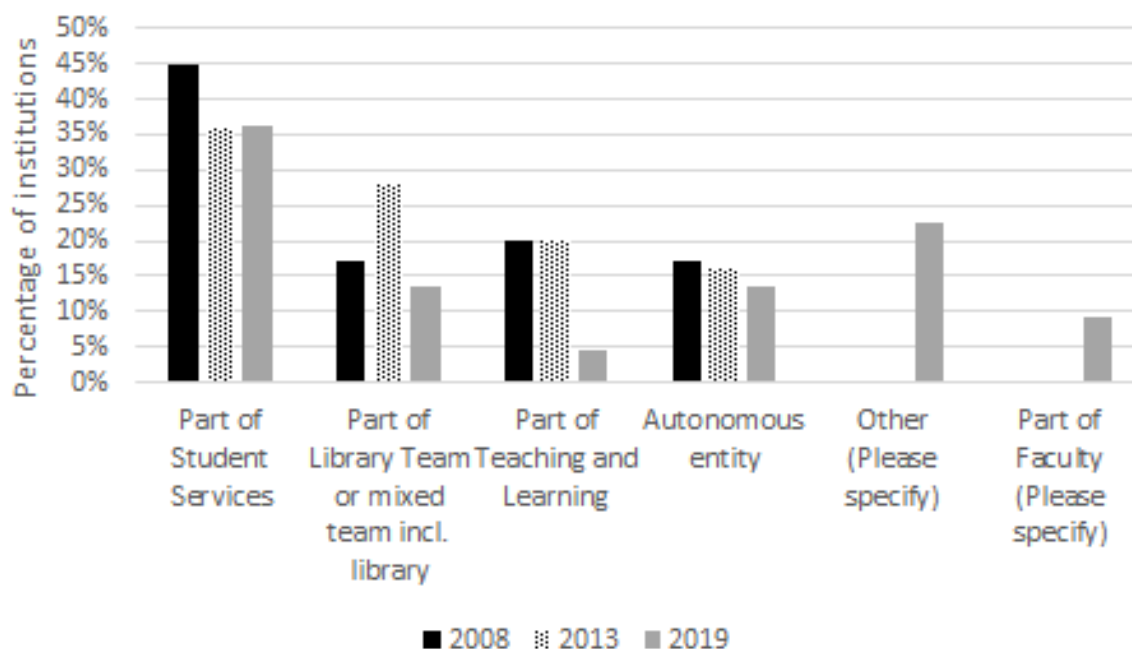
The location of learning centres varied significantly across the responding centres. Eight (36%) centres were located in library buildings, and nine (41%) centres were located in other buildings, including student hubs, learning centres, and main buildings. Some respondents reported that their centres were in different locations on different campuses. The location of centres in 2019 differed from 2008 and 2013, when nearly half of the centres were in the library (48% in 2013 and 48% in 2008).

However, similar to 2008 and 2013, the physical location of a learning centre was not necessarily aligned to its place in the institutional structure. While eight (36%) learning centres were physically located in library buildings, only three (14%) were part of the library team. In fact, as shown in Figure 8, fewer centres were part of the library or a teaching and learning unit than in either 2008 or 2013. In 2019, most centres were part of wider units. Two (9%) teams were part of faculty, one (5%) was part of a teaching and learning unit, and five (23%) were parts of other teams, with eight (36%) being part of Student Support Services. The proportion of autonomous units (3; 14%) has remained

fairly stable since 2008. Two categories (other, and part of faculty) were added to the 2019 survey.

Figure 8

Comparison of Learning Centre Structural Alignment 2008-2019



3.2.2 Staffing of Learning Centres

Although 20 out of 22 respondents provided some information about the number of TLAs employed at their respective learning centres, not all provided information on the number of full-time equivalent (FTE) TLAs. Two of the responses seemed to have given the total staff number instead of the number of FTE (e.g., one response was 38). Of the 13 responses with detailed FTE information, six had between 4-10 FTE TLAs, and five had fewer than four FTE. Only two institutions had over 10 FTE, but one included non-TLAs (e.g., disability advisors) in the count. Five of the institutions also reported having a very small number of casual or fixed-term TLAs.

Overall, about 58% of TLAs were aged between 40 and 59, while about 17% each were over 60 and between 30-39 (based on 18 responses) and the rest under 30. Over two-thirds (77%) of TLAs were female, and the remainder (23%) male.

Most learning centres also employed other staff. Twelve centres reported having administrators, and eight also employed student advisors (e.g., Student Advisors or PASS co-ordinators), or employed students as student leaders (e.g., PASS leaders or Peer Writers), with most on part-time casual contracts.

Questions regarding learning centre staff numbers and demographics were included in the 2013 survey but the results were not reported and hence comparison was not possible.

3.2.3 Learning Centre Influence Within Institutions

Learning centres' influence within institutions was examined through their involvement in teaching and learning development, and memberships on academic and other pan-institution committees. Sixteen of the 22 participants responded to the questions. While five respondents (31%) indicated their centres had no membership on such committees, 11 (69%) of the 16 respondents (four universities, six ITPs, and one private provider) said their centres were members of institutional committees or boards: ten reported their centres were full members and one had an observer role. Teaching and learning committees were the main committees where TLAs had some influence, followed by research/ethics committees and academic boards. Six respondents reported having one to three TLAs representing their centres on different committees, and two had four to six TLAs representing the centres.

Learning centres' memberships in pan-institution committees in 2019 was lower than the 75% reported in the 2013 survey, but it is difficult to determine if the lower rate in 2019 reflected the declining influence of learning centres overall, or was more a result of the low response rate for the questions.

Similar to the two previous surveys, TLAs continued to contribute to their institutions' teaching and learning through academic staff development. Nine of the 16 respondents indicated that up to three TLAs in their centres were involved in staff development and four centres had four to six TLAs involved. However, such influence

seemed to be more at the individual level (that is, through TLAs working with academics individually) or workshops initiated by TLAs.

3.2.4 Reported Changes to Learning Centres

Respondents were asked to report on trends and changes that had occurred to learning centres. Only 16 (73%) of the 22 respondents provided data about trends or changes in centres. Fourteen (88%) commented that institutional restructuring had resulted in line management changes and reporting line changes. This was similar to the 2013 survey, where institutional restructuring was reported as a common theme (Cameron & Catt, 2014). Respondents also reported changes to roles (10; 63%), including job description changes, role expansion, cooperation with other parts of the institution, new roles being created, and the focus of roles changing to have a stronger focus on either one-to-one or one-to-many work. Most respondents (14; 88%) reported that these changes were mostly driven by institutional level factors, such as institutional restructuring, combining with another institution, senior leadership changes, or institutional needs/performance (staffing cuts, the need to increase student numbers, and the need for efficiency). The need for efficiency was also a continuation of the trend reported in the 2013 survey. Student demand or needs drove the change for four (25%) respondents' centres; for example, increased demand for online delivery. Staff driven and external factors (e.g., funding organisations) drove some other changes.

The impacts of the changes were varied and included some positive impacts (e.g., refining programmes, workspace improvements, more collaboration with faculty, new positions focusing on supporting Māori and Pacific students, and staff upskilling). Only 14 (73%) of the 22 respondents provided data about the impact of trends or changes in centres. However, most who responded (11; 79%) to this part of the survey reported negative impacts. Most of these impacts related to workload and the work environment, including increased insecurity, increased stress, increased workload, and the negative impact on staff wellbeing.

The impact of Covid-19 on Aotearoa New Zealand from March 2020 onwards further increased some of the changes and negative impacts. Of the 10 respondents to the follow-up survey, five (50%) reported institutional needs (particularly financial) were the

biggest drivers of change. The changes resulted in staff turnover, financial restrictions, and increased workload. However, some positive impacts were also reported for both staff and students. Positive impacts for staff included professional development, and positive impacts for students included changes in how support was delivered (that is, more inclusive student support).

3.3 Users and Services

3.3.1 User Demographics

As in the previous surveys (Cameron & Catt, 2008, 2014), the 2019 survey asked participants about the numbers of students using the service and the students' demographic profiles (disability, ethnicity, level of study [foundation, bachelor's degree, master's degree etc.], English as a second or additional language, domestic or international). However, collecting demographic data was problematic for many respondents. Thus, the demographic data were not reported in either of the two previous surveys due to insufficient information. Similarly in 2019, it was not possible to draw any conclusions about demographics because so few of the participants were able to provide data about demographics as the data were not available within their institutions. In the 2019 survey, 13 (59%) provided some data about institutional enrolments, but most centres did not record (or record separately) data on student demographics. One respondent said, "We do not separate those with learning disabilities and mature students" and "We don't collect stats on language background but... [most] of our international Ss are EAL." Seven (32%) respondents did not provide any demographic data. However, those that did provide information indicated that students from most of the various demographic groups (domestic, mature etc.) used the centre. Of those responded to the questions on users, most centres provided services for students from pre-degree to master's and some provided services for PhD students. Some of the centres also provided services for staff.

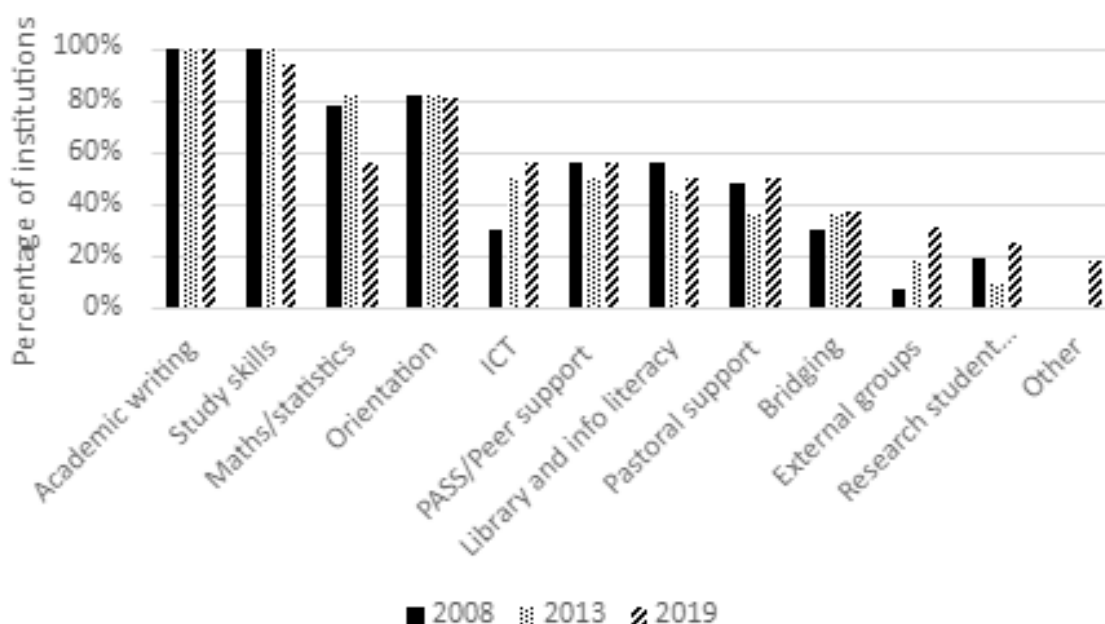
3.3.2 Services, Modes of Delivery, and Opening Hours

Details of services provided by learning centres is shown below in Figure 9. (See also Appendix D.) The percentages exclude the six respondents who did not provide data. As in previous years all centres provided academic writing support. However, there was a

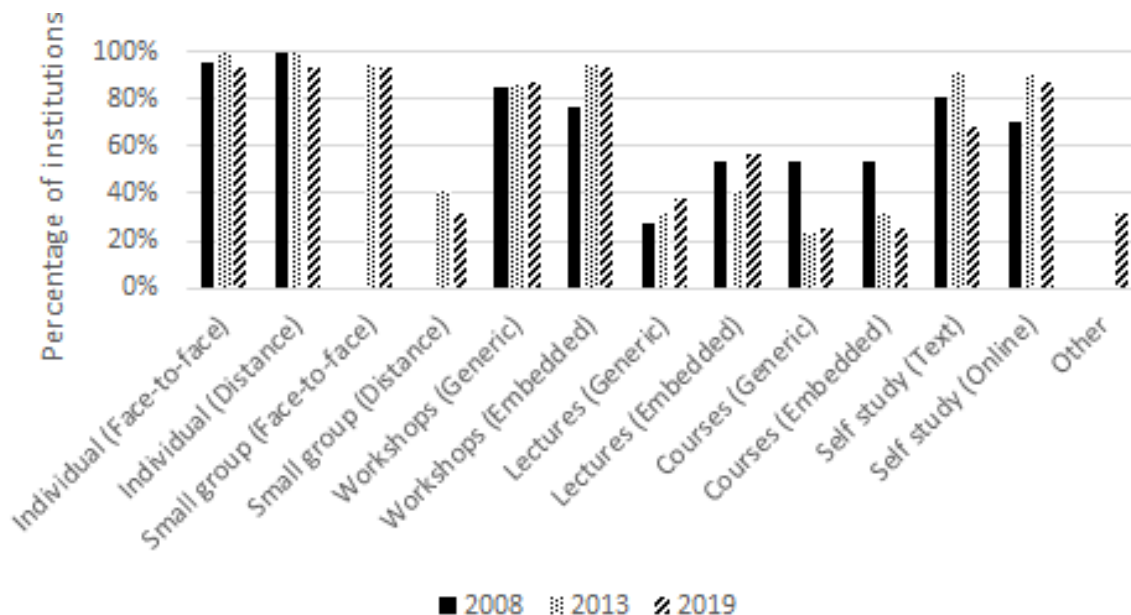
reduction in those offering maths support, while the percentage offering external groups and research students' supervision had increased. Services for external groups were mostly for students, such as high school students, but some were for other groups, such as external professional groups.

Figure 9

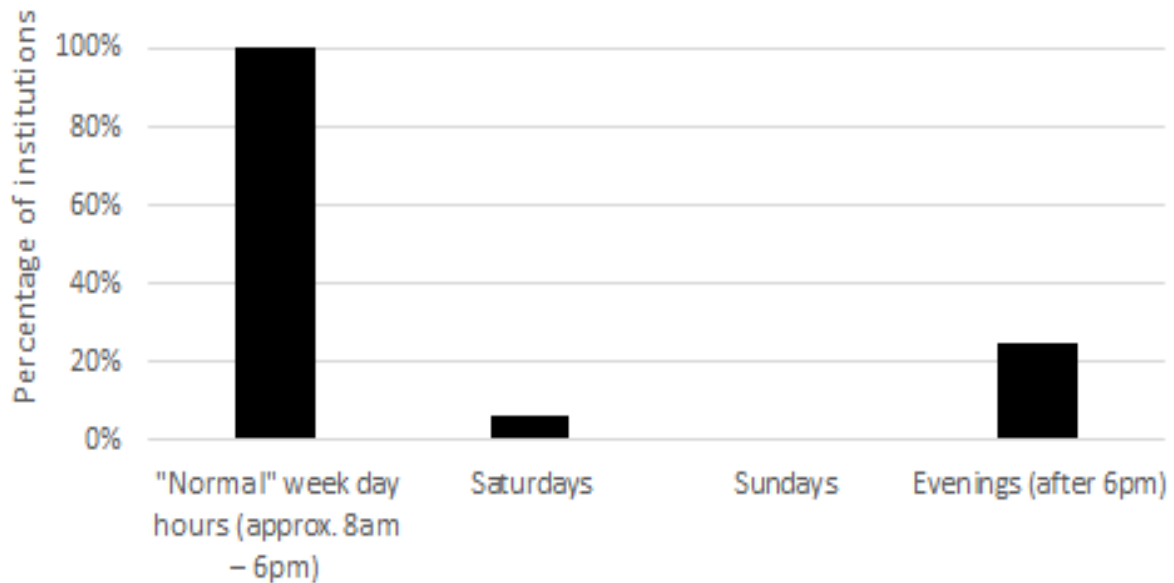
Services Provided by Learning Centres 2008-2019



As Figure 10 shows, the major modes of delivery of services for students have continued to be individual consultations, face-to-face small groups, and self-study materials. In 2019 lectures saw a general increase, and since 2013 there has been a drop in the number of centres offering services to small groups at a distance. While the proportion of centres offering embedded lectures had increased since 2013, continuing the trend towards embedded teaching reported by Cameron and Catt (2014), the number of generic and embedded courses being offered had reduced. The number of centres offering self-study materials (both online and text) had also reduced (see Figure 10; see also Appendix E).

Figure 10*Modes of Delivery Comparison 2008-2019*

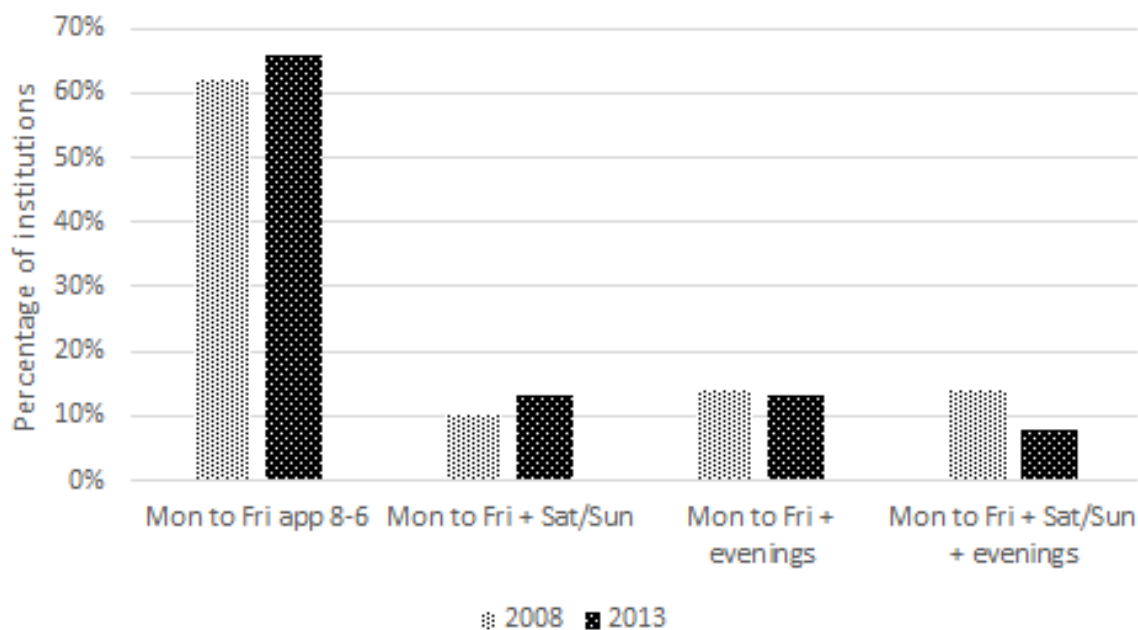
In 2019, most centres were only open for normal weekday hours (approx. 8am-6pm Monday to Friday; see Figure 11). Only 16 (73%) of the 22 respondents provided data about opening hours. All 16 (100%) were open normal hours. In addition to the normal weekday hours, one (6%) respondent's centre opened Saturdays (though only occasionally) and four opened in the weekday evenings, but none opened Sundays. One respondent (6%) indicated that "extended hours of service is [*sic*] only during term Mon-Thurs." However, one respondent indicated they were looking at offering support outside their opening hours. Respondents were also asked whether they provided email/phone advice outside these "open" hours. Most (12; 75%) who provided email/phone advice did not offer this outside their opening hours, three (19%) did provide it outside open hours, and one (6%) did not answer this question.

Figure 11*Learning Centre Opening Hours 2019 (N = 16)*

In the 2019 survey, there was a change to the question about opening hours, making direct comparison difficult. In the 2008 and 2013 surveys, respondents were asked to indicate if they were open only Monday to Friday 8am-6pm, or Monday to Friday and Saturday and Sunday, or Monday to Friday and evenings, or Monday to Friday and Saturday and Sunday and evenings, and selected only one answer (see Figure 12). Whereas in 2019, respondents were asked which days they were open and to choose all that apply; Saturdays, Sundays, and evenings were separated. As in 2008 and 2013, in 2019 all centres were open during normal weekday hours. However, in 2019 there was a reduction in the percentage of centres open over weekends, but a small increase in the number open in the evenings.

Figure 12

Learning Centre Opening Hours Comparison 2008-2013



3.3.3 Reported Changes to Users and Services

Only 12 (55%) of the 22 respondents provided data about trends or changes in users and services. The trends and changes were quite varied, ranging from more referrals to greater cooperation with other departments. The majority (9; 75%) of the 12 respondents reported a change in focus, including focusing more strongly on a particular area (e.g., more transition workshops), types of support (e.g., more embedded support), or supporting more students from a particular cohort (e.g., international students). Over half of respondents also reported an increase in the number of students using services, which has resulted in the centres expanding existing programmes/services (e.g., peer support), adding new/different services. One respondent indicated they were stretching existing resources by “finding ways of doing more with the same resource”. A significant trend was the increase in pastoral support, such as by including the topics of resilience or well-being in programmes and seeing more students who were anxious and/or depressed.

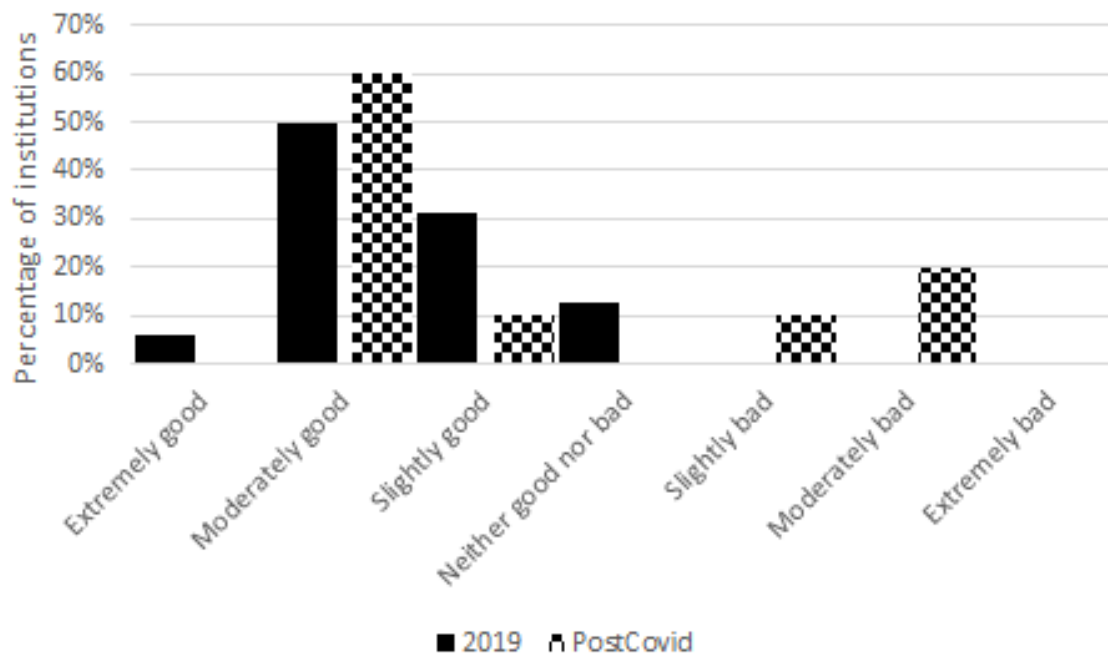
The changes in services were largely driven by student needs (5; 42%) and by increases in student numbers (3; 25%). Institutional factors (3; 25%) also played a role

(e.g., strategic and financial issues). The desire for centres to improve services for students was also a driver. Impacts of these changes to users and services were perceived quite differently. Of the 12 responses, four (36%) considered the impacts to be negative for staff, four (36%) considered them to be positive, and four (36%) neutral. Impacts included changes in skills requirements, increased job satisfaction, more stress, more influence, increased workload, and different work/emphasis.

The negative trends increased after the outbreak of Covid-19. Nine (90%) of the 10 respondents to the 2020 follow-up survey provided additional answers to the questions about trends and changes to users and services. There was a clear trend towards centres delivering services online (4; 44%) or blended (2; 22%). One respondent reported more distance students, and another respondent reported more students requiring pastoral support, for example, for coping with anxiety. Nine (90%) respondents indicated that the key drivers of the change were student needs (4; 44%), institutional factors (3; 33%; e.g., finance), Covid-19 (3, 33%), the availability of technology (2; 22%), and external factors (2; 22%). Those (8; 80%) who responded to the question about the impact changes had on their centre indicated that most impacts were negative (6; 75%), including difficulty of delivering blended services, staff working from home, lack of staff, lack of funding, and staff stress. The negative impact the changes had on staff post Covid-19 was captured in the question on staff morale (see Figure 13). Although only 16 (73%) respondents provided data on staff morale in 2019, those who did provide that data reported morale was relatively high. However, the 10 responses to the same question post Covid-19 showed a shift towards low morale.

Figure 13

Staff Morale in 2019 and Post-Covid (2019 N = 16; 2020 N = 10)



4. Conclusion

The aim of the 2019 survey was to collect learning centre information and contribute to tracking the development of the learning advising profession in Aotearoa New Zealand. This report has described the professional status of TLAs, the institutional positioning of learning centres, services provided by learning centres, and any key trends and changes as of 2019/2020. The report has also compared the 2019 survey findings with the 2013 and 2008 ATLAANZ survey results where possible. The report has five key findings based on the 2019/2020 ATLAANZ survey of learning centre practices.

First, although more TLAs had postgraduate qualifications compared with the results of the 2008/2013 surveys, more TLAs were given professional contracts than academic contracts. Some TLA pay scales had increased and the pay differences between TLAs at universities and ITPs had reduced, but overall there was little change to pay conditions. Certain aspects of TLA employment conditions (the lack of opportunities for

promotion, having no clear career pathway, and the lack of research allowance) remained unchanged. Furthermore, the 2019 survey showed that although two-thirds of the respondents reported their learning centres had representations on institutional committees (primarily teaching and learning committees), that has not translated into recognition of TLA status. As Cameron (2018a) pointed out, TLAs are knowledgeable, highly skilled, and highly qualified, yet these traits are not visibly recognised.

Second, there had been structural changes for learning centres, with fewer centres forming parts of libraries or teaching and learning development units. The majority of learning centres were part of support services, were located in a variety of different buildings, serviced multiple campuses, and most were centrally funded.

Third, learning centres provided a similar range of services as identified in previous surveys and continued to provide a range of services to a wide range of students from pre-degree to postgraduate. However, there was an increase in pastoral care provided by TLAs and a reduction in other areas of support, for example, maths support.

Fourth, there was a trend towards online/blended modes of delivery, particularly since Covid-19, and an increase in embedding support in faculty or courses. Learning centres tended to provide services during normal working hours, and fewer were open over weekends.

Fifth, there had been structural changes for some learning centres and changes to the way services were delivered. These changes to learning centre practices tended to be a response to institutional factors (such as finances) and, to a lesser extent, to student needs (such as increase in student number and need for pastoral support). Although the changes had led to programme improvement and better collaboration with faculty in some cases, they had a negative impact on staff workload and wellbeing, which was more obvious after the onset of Covid-19.

Despite changes such as delivery mode, student and institutional demand, and the variety of names of learning centres and TLAs, the essence of learning centres (their purpose and functions) remains steadfast in tertiary institutions in Aotearoa New Zealand. Nevertheless, similar to the 2008 and 2013 ATLAANZ surveys, the current survey highlighted the lack of visible recognition of TLA work, even though learning centres were

highly adaptive to change and meet institutional and student needs. The issues raised in the report could have further negative impacts on TLAs and learning centre practices, so we call for actions from ATLAANZ to help strengthen the profession.

5. Recommendations

ATLAANZ

To help provide a clear and unified understanding and definition of the TLA role and title, as well as the qualifications and experience required to perform the role, we recommend that the ATLAANZ (2012) professional practice document be updated and extended approximately every five years to reflect the learning centre survey results. Furthermore, we recommend that ATLAANZ should use the results of learning centres' surveys to inform an accreditation scheme for learning advisors in Aotearoa New Zealand, to reflect the qualifications that TLAs hold, and to address the lack of visibility and recognition of TLA work highlighted by all three surveys.

Changes to Future Surveys

We recommend that the full results of future surveys (including numbers of respondents) are submitted to ATLAANZ to ensure that it is possible for those conducting later surveys to make comparisons. (Some of the data from the 2008 and 2013 surveys were unpublished and therefore unavailable for comparison.) We also recommend that some questions be excluded from future surveys, as respondents were unable to supply these data; namely, some of the questions about institutional enrolments and student demographics (questions 4.1, 4.2, 4.4, and 4.6). Similarly, it is recommended that the question about organisational structure (question 2.5) be excluded from future surveys as structures are constantly changing and thus comparisons are not informative. Furthermore, it is recommended that the question about salary progression (question 3.31) be changed to ask about career progression so that data on career progression can be collected. We also recommend the addition of questions on professional practices (such as evaluation practices, measuring the impact of services and reporting), and requests for supplementary information (such as role descriptions and employment agreements) to help clarify the TLA role.

Acknowledgements

We would like to thank Catriona Cameron, Barbara Morris, and ATLAANZ for their support in carrying out this survey.

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Appendix A

Full Learning Centre Survey 2019

Learning Centre Practice in Aotearoa/New Zealand Information Sheet

Dear colleagues,

We (Julia Tanner, Massey University and Xiaodan Gao, Victoria University of Wellington) would like to invite you to complete a questionnaire about Learning Centre practice in Aotearoa/New Zealand.

This questionnaire is part of a five yearly stocktake on behalf of Association of Tertiary Learning Advisors in Aotearoa/New Zealand (ATLAANZ). The data to be collected will assist learning advisors to reflect on the provision of learning development in New Zealand institutions. The findings will be compared with those of previous similar projects in 2008 and 2013, and possible future research into effective practice, to assess trends over time and enable comparison with practice in Australia and the United Kingdom. We would appreciate your support in completing this questionnaire as your contribution will be of great value to this project.

We have identified Learning Centres in New Zealand universities, polytechnics, wānangas, and through the ATLAANZ and NZQA web sites and are asking managers/coordinators/team leaders of these centres to complete this questionnaire. We have also included Learning Centres in those private tertiary providers that are associated with ATLAANZ.

Any information you provide will remain anonymous. Individual questionnaire data will be seen only by the researchers and research assistant/s and will be stored in an electronic form with password protection. You are being asked for your name on the questionnaire form so that, if necessary, (and with your agreement), we are able to contact you again to clarify details in responses. However, you have the right to complete the survey anonymously, if you wish to do so.

The results of this project will be presented at the 2020 ATLAANZ conference and may be published. However, you may be assured of your anonymity in this investigation: your identity will not be made public, or made known to anyone other than the researchers. To ensure anonymity, data will be aggregated. Any comparison will be at the level of type of institution and no information will be reported in a way that will identify individuals or institutions. Your participation is entirely voluntary, and you may decline to answer any questions. You may withdraw from the current research project, including withdrawal of any data you have provided, up to 31st December 2019, by contacting Julia Tanner or Xiaodan Gao (Contact details below.) Any follow up to clarify details in your responses will only occur with your agreement.

We anticipate that the questionnaire will take approximately 30 – 45 minutes to complete. Please complete this questionnaire by 30th November 2019.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 19/45. If you have any concerns about the conduct of this research, please

contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee:
Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

This project is being carried out by Julia Tanner (Massey University, j.k.tanner@massey.ac.nz; Ph. +64 6 9516547, The National Centre for Teaching and Learning, Student Centre, Level 2, Manawatu Campus, Private Box 11-222, Palmerston North, New Zealand) and Xiaodan Gao (Victoria University of Wellington, xiaodan.gao@vuw.ac.nz; Ph. +64 4 463 5996, Student Learning, Victoria University of Wellington, PO Box 600, Wellington 6140, New Zealand).

If you have any queries or concerns about your participation in the project, please contact Julia Tanner or her manager, Duncan O'Hara (D.OHara@massey.ac.nz; Ph. +64 6 356 9099, The Centre for Teaching and Learning, Student Centre, Level 2, Manawatu Campus, Private Box 11-222, Palmerston North, New Zealand).

Consent Form

Name of project: Learning Centre practice in Aotearoa/New Zealand

I have read and understood the description of the above-named project. On this basis, I agree to participate in the project, and I consent to publication of the results of the project on the understanding that anonymity will be preserved. I also understand that I may withdraw from the current research project, including withdrawal of any data I have provided, up to 31st December 2019. I agree to participate in the project.

- Yes
- No

I am willing to be contacted again by the researchers for clarification of responses, if necessary

- Yes
- No

Name: _____

email: _____

Survey Instructions This survey includes questions on institutional structures and funding, staffing, users and services. Some of the questions require data from 2019 that will need to be obtained from Learning Centre or institutional data bases; you may wish to gather this data before you begin to fill in the questionnaire. If there are questions you are unable to answer (for instance, if you are new to the manager/coordinator position and feel you do not have sufficient “institutional memory” to complete some of the qualitative questions), we would be grateful if you could involve other Learning Advisors in your Centre.

1. Titles and roles

1.1. Name of your institution (e.g., Lincoln University)

1.2. Type of institution

- University
- Polytechnic
- Wānanga
- Other (please specify) _____

1.3. Your role in the Learning Centre (e.g., manager, co-ordinator, Team Leader, Learning Advisor)

1.4. Name of your Centre/Unit (e.g., Student Learning Centre)

1.5. What is the title of the staff who provide learning advice in your department/centre?

- Learning Advisor
- Learning Support Specialist
- Lecturer
- Tutor
- Other (please specify) _____

1.6 Optional Comments (Feel free to include further information or comments about titles)

2. Learning Centre organisation

2.1. How many campuses does your Centre service?

- 1
- 2
- More than 2 (Please specify how many) _____

2.2. Where is your Centre physically located? (If you service more than one campus, please use the comments box to specify where the Centre is located on each campus)

- Library building
- Student Services building
- Faculty building (Please specify Faculty) _____

- o Stand-alone Learning Centre building
- o Other (Please specify) _____

2.3. Optional Comments (Feel free to include further information or comments about location)

2.4. Is your Centre an autonomous entity, or part of a larger team?

- o Autonomous entity
- o Part of Library Team
- o Part of Faculty (Please specify) _____
- o Part of Student Support Services
- o Part of Teaching and Learning Unit
- o Other (Please specify) _____

2.5. Please provide an organisation chart (or other diagram) that indicates the reporting lines for the staff in your Centre/Department.

2.6. How is your Centre funded? (Choose all that apply)

1. Central institution funds
2. Faculty funds
3. Students' Association fees
4. Annual Learning Centre user fee (Please specify amount) _____
5. Other (Please specify) _____

2.7. Optional Comments (Feel free to include further information or comments about structure, reporting lines and funding)

3. Learning Centre Staffing

3.1. Which of the following best describes the Manager or “Head of Centre” role in your Centre?

- o Involved in management only; no previous experience as Learning Advisor
 - o Involved in management only; has previous experience as a Learning Advisor
 - o Some management and some Learning Advising in role (Please estimate what proportion of the manager’s time is in each role)
- _____

3.2. Numbers of staff who provide learning advice in your department/centre. *NB Please do not include (a) managers who do not spend at least 60% of their time as a Learning Advisor, or (b) casual peer tutors, student coordinators etc.*

	Number of full time Learning Advisors	Number of part time Learning Advisors	Approx total full time equivalent of all Learning Advisors
--	--	--	---

Permanent / Continuing			
Fixed term			
Casual			

3.3 If there are other categories of staff who provide learning advice in your department/centre, please specify those categories and the numbers of full-timers, part-timers, and full time equivalents.

3.4. Are there different level of seniority in the learning advisors in your Centre (e.g., Learning Advisor, Senior Learning Advisor)? Please specify.

3.5. Learning Advisor demographic data: Age

	No. of Learning Advisors
20-29 years	
30-39 years	
40-49 years	
50-59 years	
60-69 years	

3.6. Learning Advisor demographic data: Gender

	No. of Learning Advisors
Male	
Female	
Gender diverse	
Prefer not to say	

3.7. Optional Comments (Feel free to include further information or comments about staff who provide learning advice in your department/centre)

3.8. Numbers of administrative staff in your Centre

NB Please provide information on administrative staff only. Do not include (a) managers, or (b) casual student coordinators etc.

	Number of full time administrative staff	Number of part time administrative staff	Approx total full time equivalent of all administrative staff

Permanent / Continuing			
Fixed term			
Casual			

3.9. If there are other categories of administrative staff, please specify those categories and the numbers of full-timers, part-timers, and full time equivalents.

3.10. Administrative staff demographic data: Age

	No. of administrative staff
20-29 years	
30-39 years	
40-49 years	
50-59 years	
60-69 years	

3.11. Administrative staff demographic data: Gender

	No. of administrative staff
Male	
Female	
Gender diverse	
Prefer not to say	

3.12. Optional Comments (Feel free to include further information or comments about administrative staffing)

3.13. Numbers of other staff in your Centre

If you employ staff in your Centre other than Managers, Learning Advisors, or Administrative staff, please provide information on their roles.

	Number of staff	Approx. full time equivalent of all staff in this category
Position (Please specify - e.g., PASS coordinator, Peer tutor)		
Position (Please specify - e.g., PASS coordinator, Peer tutor)		
Position (Please specify - e.g., PASS coordinator, Peer tutor)		

3.14. Other staff demographic data: Age

	No. of other staff

20-29 years	
30-39 years	
40-49 years	
50-59 years	
60-69 years	

3.15. Other staff demographic data: Gender

	No. of other staff
Male	
Female	
Gender diverse	
Prefer not to say	

3.16. Optional Comments (Feel free to include further information or comments about other staffing)

3.17 On what type of contracts are your Learning Advisors employed?

- Academic
- General/Professional
- Other
- More than one type of contract

3.18 A. If your Learning Advisors are employed on an academic contract, are they employed on

- the same scale as faculty teaching staff responsible for courses (e.g., called lecturers in some institutions, tutors in others)
- the same scale as teaching staff in support roles in the faculty (e.g., tutors, teaching assistants)
- a separate scale for Learning Advisors

3.18 B. If your Learning Advisors are employed on a general/professional contract, are they employed on:

- The same scale as administrative staff
- The same scale as Library staff
- A separate scale for Learning Advisors

3.18 C. If your Learning Advisors are employed on another type of contract, please specify what type of "other" contract they are employed on, including whether a separate contract or scale has been devised for Learning Advisors.

3.18 D. If you have Learning Advisors employed on more than one type of contract, please explain the types of contract and the reason for having staff employed on different contracts

3.19. Optional Comments (Feel free to include further information or comments about contracts)

3.20. What are the minimum qualifications required to gain a position as a Learning Advisor in your Centre?

- Certificate or Diploma
- Bachelors degree
- Postgraduate Certificate or Diploma
- Masters
- PhD
- Other (please specify) _____

3.21. What is the minimum amount of prior teaching experience required to gain a position as a Learning Advisor in your Centre?

- 6 months
- 1 year
- 2 years
- 3 years
- 4 years
- Other (please specify) _____

3.22. What kind of experience is required to gain a position as a Learning Advisor in your Centre?

- Lecturing
- Teaching
- Tutoring
- Marking
- Other (please specify) _____

3.23. How many Learning Advisors in your Centre have the following qualifications as their highest qualification ?

*NB Please do **not** include casual peer tutors, student coordinators etc.*

	No. of Learning Advisors with highest <u>completed</u> qualification
Certificate or Diploma (Level 2-6)	
Bachelors degree (Level 7)	
Postgraduate Certificate or Diploma (Level 8)	
Masters (Level 9)	
PhD (Level 10)	

3.24. How many Learning Advisors in your Centre are in the process of completing the following qualifications ?

*NB Please do **not** include casual peer tutors, student coordinators etc.*

	No. of Learning Advisors <u>in the process of completing</u> qualification
Certificate or Diploma (Level 2-6)	
Bachelors degree (Level 7)	
Postgraduate Certificate or Diploma (Level 8)	
Masters (Level 9)	
PhD (Level 10)	

3.25. How many Learning Advisors in your Centre have the following teaching qualifications?

	No. of Learning Advisors with teaching qualifications
Initial Teacher Education (ITE) programme qualifications (e.g., Dip teaching, B. of Teaching & Learning, Grad Dip Education)	
Adult or higher education qualifications (e.g., NCALE, Cert Adult Teaching, PG Dip Tertiary Teaching)	
Language teaching qualifications (e.g., CELTA, PG Dip Second Language Teaching, M. of Applied Linguistics)	
Other (please specify)	

3.26. How many Learning Advisors in your Centre are in the process of completing a teaching qualification (e.g., Dip Teaching, Cert Adult teaching, Cert/Dip TESOL)?

	No. of Learning Advisors in the process of completing qualifications
Initial Teacher Education (ITE) programme qualifications (e.g., Dip Teaching, B. of Teaching & Learning, Grad Dip Education)	
Adult or higher education qualifications (e.g., NCALE, Cert Adult Teaching, PG Dip Tertiary Teaching)	
Language teaching qualifications (e.g., CELTA, PG Dip Second Language Teaching, M. of Applied Linguistics)	
Other (please specify)	

3.27. Optional Comments (Feel free to include further information or comments about staff qualifications)

3.28. Please indicate the overall range on which Learning Advisors are paid (e.g., \$55,000 to \$70,000).

3.29. Please give details of how many Learning Advisors (full-timers and part-timers) are paid on each scale.

	No. of Learning Advisors paid on each range
Below \$50,000	
\$50,000 - \$59,999	
\$60,000 - \$69,999	
\$70,000 - \$79,999	
\$80,000 - \$89,999	
Above \$90,000	

3.30. What criteria are used to determine salary increases (e.g., performance, number of years in role, research output)?

3.31. What opportunities are there for salary progression for Learning Advisors in your institution.

3.32. Optional Comments (Feel free to include further information or comments about on the typical range a Learning Advisor could expect to be placed in, expectations of progress through the scale, and barriers to progress through the scale).

4. Users of your Centre's services

4.1. In 2019, how many students were enrolled in your institution?

	No. of students
Number of individual students (Heads)	
Number of full-time equivalent students (EFTS)	

4.2. In 2019, how many students enrolled in your institution were in the following categories?

	No. of students (Heads)
Domestic (incl. Australian)	
International / full fee paying	

4.3. In 2019, which groups of students/staff/others were eligible to use your Centre's services? (Choose all that apply)

6. Foundation (pre entry)
7. Certificate (Level 2-4)
8. Diploma (Level 5-6)
9. Bachelor degree (Level 7)
10. Postgraduate coursework, incl. Honours (Level 8)
11. Masters (Level 9)
12. PhD (Level 10)
13. Staff

14. Other (Please specify) _____

4.4. In 2019, what proportion of your Centre's users came from the following groups? (Leave blank if you do not collect this data)

	% of Centre's users
Foundation (pre entry)	
Certificate (Level 2-4)	
Diploma (Level 5-6)	
Bachelor degree (Level 7)	
Postgraduate coursework, incl. Honours (Level 8)	
Masters (Level 9)	
PhD (Level 10)	
Other (Please specify)	

4.5. In 2019, which demographic groups used your Centre's services? (Choose all that apply)

15. Domestic (including Australian)
16. International / full fee paying)
17. Maori
18. Pasifica
19. English as a first language
20. English as an additional language
21. Learning Disability and other specific needs
22. Adult / mature (> 25 years of age)

4.6. In 2019, what proportion of your Centre's users came from the following groups? (Leave blank if you do not collect this data)

	% of Centre's users
Domestic (including Australian)	
International/full fee paying)	
Maori	
Pasifica	
English as a first language	
English as an additional language	
Learning Disability and other specific needs	
Adult/mature (> 25 years of age)	

4.7. Optional Comments (Feel free to include further information or comments about users and data availability. If you do not collect the data listed above, please explain what types of data you do collect.)

5. Services your Centre provides for students

5.1. Which of the following programme areas does your Centre provide for students? (Choose all that apply)

- 23. Academic writing (e.g., essay writing, referencing)
 - 24. Study skills (e.g., time management)
 - 25. Mathematics/statistics (e.g., calculating proportions, using statistical software)
 - 26. Library and information literacy (e.g., using databases)
 - 27. Digital skills (e.g., Excel)
 - 28. PASS/Peer support (e.g., peer led learning)
 - 29. Pastoral support (e.g., counselling)
 - 30. Research student supervision (e.g., Masters/PhD, Honours dissertations)
 - 31. Orientation programmes (e.g., general induction for new students)
 - 32. Bridging or transition programmes (e.g., non-credit programmes for enrolled students to teach assumed prior knowledge/skills)
 - 33. Programmes for external groups (Please specify)
-
34. Other (please specify) _____

5.2. What other roles/services does your Centre provide for students (and prospective students) in your institution? (Choose all that apply)

- 35. Pre-entry testing/assessment (e.g., English language testing to determine eligibility for enrolment)
- 36. Post-entry testing/assessment (e.g., testing to identify needs and/or to stream)
- 37. Liaison/extension work with schools, other universities etc
- 38. Other (please explain) _____

5.3. Through which modes does your Centre provide services for students? (Choose all that apply)
 For the purposes of this question: *Generic = not tailored to the needs of a particular assignment or programme (e.g., a session on essay writing for students from a variety of disciplines/programmes); Embedded / Integrated = tailored to the specific needs of a particular assignment or programme; may or may not be team taught with faculty colleague responsible for programme (e.g., a session on essay writing for students from a specific paper, perhaps targeted at a specific assignment)*

- 39. Individual consultations – face to face
- 40. Individual consultations – online, email, telephone etc
- 41. Small group consultations – face to face
- 42. Small group consultations – online, email, telephone etc
- 43. Workshops – generic
- 44. Workshops – embedded or integrated
- 45. Lectures – generic
- 46. Lectures – embedded or integrated
- 47. Courses – generic
- 48. Courses – embedded or integrated

49. Self study materials – text based

50. Self study materials – online

51. Other (Please specify) _____

5.4. What days/hours is your Centre open? (Choose all that apply)

52. “Normal” week day hours (approx. 8am – 6pm)

53. Saturdays

54. Sundays

55. Evenings (after 6pm)

5.5. If you provide email/phone etc advice, is this offered outside these “open” hours?

Yes

No

5.6. Optional Comments (Feel free to include further information or comments about location and hours)

6. Other roles your Centre provides for your institution

6.1. How many of your Learning Advisors have engaged in research into learning and teaching in the last five years?

None

1 to 3

4 to 6

7 to 9

Over 10

Other (please specify) _____

6.2. How many of your Learning Advisors have engaged in research in areas other than learning and teaching in the last five years?

None

1 to 3

4 to 6

7 to 9

Over 10

Other (please specify) _____

6.3. How many of your Learning Advisors are expected to engage in In research as part of their contract?

None

1 to 3

4 to 6

7 to 9

- o Over 10
- o Other (please specify)

6.4. Do your Learning Advisors receive a time allocation for research?

- o Yes
- o No

6.5. How many hours a week do Learning Advisors spend on research?

6.6. How do Learning Advisors organise their research time?

6.7. Please comment on the involvement of your Learning Advisors in research

6.8. Are any of your Learning Advisors involved in improving teaching and learning through staff development (either by working directly with teaching staff or through collaboration with staff developers)?

- o None
- o 1 to 3
- o 4 to 6
- o 7 to 9
- o Over 10
- o Other (please specify) _____

6.9. Please comment on your Centre's ability to influence teaching and learning in your institution.

6.10. Do any of your Learning Advisors serve on academic/executive committees on campus?

- o None
- o 1 to 3
- o 4 to 6
- o 7 to 9
- o Over 10
- o Other (please specify) _____

6.11. What is your Centre's role in academic/executive committees on campus (e.g., are you full members or observers)?

6.12. Which types of committees do your Centre participate in?

7. Trends and changes

7.1. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre's organisation (structure, reporting lines, location, have roles expanded)?

7.1 A. What has driven these changes?

7.1 B. What impact have these changes had on your Centre?

7.2. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre's staffing?

7.2 A. What has driven these changes?

7.2 B. What impact have these changes had on your Centre?

7.3. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre's users and services?

7.3 A. What has driven these changes?

7.3 B. What impact have these changes had on your Centre?

7.4. Morale and job security in your Centre is:

- Extremely good
- Moderately good
- Slightly good
- Neither good nor bad
- Slightly bad
- Moderately bad
- Extremely bad

8. Other comments

Are there any other comments you would like to make that have not been addressed here?
(Feel free to comment on any areas that the survey did not address)

Thank you for completing this survey. We look forward to sharing the results with you.

Best wishes

Julia Tanner and Xiaodan Gao

Appendix B

Follow-up Learning Centre Survey 2020

Learning Centre Survey 2020 follow up Information Sheet

Learning Centre Practice in Aotearoa/New Zealand

Dear colleagues,

We (Julia Tanner, Massey University and Xiaodan Gao, Victoria University of Wellington) would like to invite you to complete a short follow up questionnaire about the impact Covid-19 has had on the trends and changes previously identified in Learning Centre practice in Aotearoa/New Zealand. Any information you provide will remain anonymous. Individual questionnaire data will be seen only by the researchers and research assistant/s and will be stored in an electronic form with password protection. You are being asked for your name on the questionnaire form so that, if necessary, (and with your agreement), we are able to contact you again to clarify details in responses. However, you have the right to complete the survey anonymously, if you wish to do so. The results of this project will be presented in the ATLAANZ journal. However, you may be assured of your anonymity in this investigation: your identity will not be made public, or made known to anyone other than the researchers. To ensure anonymity, data will be aggregated. Any comparison will be at the level of type of institution and no information will be reported in a way that will identify individuals or institutions. Your participation is entirely voluntary, and you may decline to answer any questions. You may withdraw from the current research project, including withdrawal of any data you have provided, up to 7th August 2020 by contacting Julia Tanner or Xiaodan Gao (Contact details below.) Any follow up to clarify details in your responses will only occur with your agreement. We anticipate that the questionnaire will take approximately **5 – 10 minutes** to complete. Please complete this questionnaire by **7th August 2020**.

This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application 19/45. If you have any concerns about the conduct of this research, please contact Dr Rochelle Stewart-Withers, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83657, email humanethicsouthb@massey.ac.nz

This project is being carried out by Julia Tanner (Massey University, j.k.tanner@massey.ac.nz; Ph. +64 6 9516547, The National Centre for Teaching and Learning, Student Centre, Level 2, Manawatu Campus, Private Box 11-222, Palmerston North, New Zealand) and Xiaodan Gao (Victoria University of Wellington, xiaodan.gao@vuw.ac.nz; Ph. +64 4 463 5996, Student Learning, Victoria University of Wellington, PO Box 600, Wellington 6140, New Zealand).

If you have any queries or concerns about your participation in the project, please contact Julia Tanner or her manager, Duncan O'Hara (D.OHara@massey.ac.nz; Ph. +64 6 356 9099, The Centre for Teaching and Learning, Student Centre, Level 2, Manawatu Campus, Private Box 11-222, Palmerston North, New Zealand).

Consent Form

Name of project: Learning Centre practice in Aotearoa/New Zealand

I have read and understood the description of the above-named project. On this basis, I agree to participate in the project, and I consent to publication of the results of the project on the understanding that anonymity will be preserved. I also understand that I may withdraw from the current research project, including withdrawal of any data I have provided, up to 7th August 2020.

I agree to participate in the project.

- Yes (1)
- No (2)

I am willing to be contacted again by the researchers for clarification of responses, if necessary

- Yes (1)
- No (2)

Name: _____

Email: _____

Survey Instructions This survey includes questions on institutional structures and funding, staffing, users and services. Some of the questions require data from 2019 that will need to be obtained from Learning Centre or institutional data bases; you may wish to gather this data before you begin to fill in the questionnaire. If there are questions you are unable to answer (for instance, if you are new to the manager/coordinator position and feel you do not have sufficient “institutional memory” to complete some of the qualitative questions), we would be grateful if you could involve other Learning Advisors in your Centre.

7. Trends and changes

7.1. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre’s organisation (structure, reporting lines, location, have roles expanded)?

7.1 A. What has driven these changes?

7.1 B. What impact have these changes had on your Centre?

7.2. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre’s staffing?

7.2 A. What has driven these changes?

7.2 B. What impact have these changes had on your Centre?

7.3. What trends or changes have occurred in the past 5 years (or are about to occur) in your Centre's users and services?

7.3 A. What has driven these changes?

7.3 B. What impact have these changes had on your Centre?

7.4. Morale and job security in your Centre is:

- Extremely good (1)
- Moderately good (2)
- Slightly good (3)
- Neither good nor bad (4)
- Slightly bad (5)
- Moderately bad (6)
- Extremely bad (7)

8. Other comments

Are there any other comments you would like to make that have not been addressed here?
(Feel free to comment on any areas that the survey did not address)

Thank you for completing this survey. We look forward to sharing the results with you.

Best wishes

Julia Tanner and Xiaodan Gao

Appendix C
Institutions contacted for the 2019 survey

1	Ara Institute of Canterbury
2	Auckland Institute of Studies
3	Auckland University of Technology
4	Bethlehem Tertiary Institute
5	Eastern Institute of Technology
6	IPU New Zealand
7	Lincoln University
8	Massey University
9	Nelson Marlborough Institute of Technology
10	New Zealand Tertiary College
11	Open Polytechnic
12	Otago Polytechnic
13	Otago University
14	Southern Institute of Technology
15	Tai Poutini Polytechnic
16	Te Wānanga o Aotearoa
17	Te Wānanga o Raukawa
18	Toi Ohomai Institute of Technology
19	Unitec Institute of Technology
20	Universal College of Learning (UCOL)
21	University of Auckland
22	University of Canterbury
23	University of Waikato
24	Victoria University of Wellington
25	Waiariki Institute of Technology
26	Waikato Institute of Technology
27	Western Institute of Technology
28	Whare Wānanga o Awanuiarangi
29	Whitireia and Weltec

Appendix D
Services Provided by Learning Centres 2019

Services	Percentage of centres 2008	Percentage of centres 2013	Percentage of centres 2019	2019 Number of respondents (N = 22)
Academic writing	100%	100%	100%	16
Study skills	100%	100%	94%	15
Mathematics/statistics	78%	82%	56%	9
Orientation	82%	82%	81%	13
Digital skills (e.g., Excel)	30%	50%	56%	9
PASS/Peer support	56%	50%	56%	9
Library and information literacy	56%	45%	50%	8
Pastoral support	48%	36%	50%	8
Bridging	30%	36%	38%	6
External groups	7%	18%	31%	5
Research student supervision	19%	9%	25%	4
Other			19%	3
Not Answered			27%	6

Appendix E
Modes of Delivery 2019

Modes	Percentage of centres 2008	Percentage of centres 2013	Percentage of centres 2019	Number of respondents 2019 (N = 16)
Individual consultations – face to face	96%	100%	94%	15
Individual consultations – online, email, telephone etc	100%	100%	94%	15
Small group consultations – face to face		95%	94%	15
Small group consultations – online, email, telephone etc		41%	31%	5
Workshops – generic	85%	86%	88%	14
Workshops – embedded or integrated	77%	95%	94%	15
Lectures – generic	27%	32%	38%	6
Lectures – embedded or integrated	54%	41%	56%	9
Courses – generic	54%	23%	25%	4
Courses – embedded or integrated	54%	32%	25%	4
Self-study materials – text based	81%	91%	69%	11
Self-study materials – online	70%	90%	88%	14
Other (Please specify)			31%	5
Not Answered			27%	6