

Editorial

Welcome to Volume 3 of the *ATLAANZ Journal* (2018), a four-part special issue entitled “Tertiary Learning Advisors on Aotearoa/New Zealand: Identity and Opportunity”, that presents a comprehensive research project undertaken by Caitriona Cameron (HoD: Academic and Career Skills, Library Teaching and Learning at Lincoln University) and founding member, former President (2009-2010) and Executive Committee member of the Association of Tertiary Learning Advisors Aotearoa/New Zealand.

Caitriona’s project, canvassing learning advisors’ perceptions of their professional status and career opportunities within the New Zealand higher education context, complements both her previous research¹ and Carolyn Malkin and Kate Chanock’s recent paper on the state of the profession in Australia².

The special issue comprises a series of inter-connected articles, designed to be read together and in order:

- **Part One: Building a profile of our profession** presents the demographics (age, gender, ethnicity, qualifications) of the 106 tertiary learning advisors (TLAs) from New Zealand universities, polytechnics and wānanga who responded to a 2014 survey distributed via the ATLAANZ members’ mailing list.
- **Part Two: Acknowledging our contribution** looks at institutional recognition (or lack thereof) of TLAs, in terms of respondents’ employment agreements (‘academic’, ‘general’ or ‘other’), salary scales, career pathways, and engagement in research activity.
- **Part Three: Why do we stay? Rewards and challenges** considers job satisfaction and factors motivating respondents to remain in the role – or to leave. Findings highlight a strong collective sense of social responsibility and collegiality, but Cameron challenges TLAs to do more to make institution-wide contributions to the Scholarship of Teaching and Learning more visible, and proposes the development of an accreditation framework to enhance professional standing and sustainability.
- The fourth part, **Appendices** contains the survey questions, accompanying data, limitations and recommendations for future research, with the hope the project will continue, to provide ongoing insight into our growing profession.

I gratefully acknowledge fellow Editorial Board member, Dr Julie Trafford (AUT), in preparing this special issue for publication.

¹ Cameron, C. (2018a). Tertiary learning advisors in Aotearoa/New Zealand: Appendices. *ATLAANZ Journal*, 3 (Special Issue: Identity and Opportunity): 67-80.

Cameron, C. (2018b). Tertiary learning advisors in Aotearoa/New Zealand: Part one: Building a profile of our profession. *ATLAANZ Journal*, 3 (Special Issue: Identity and Opportunity): 1-24.

Cameron, C. (2018c). Tertiary learning advisors in Aotearoa/New Zealand: Part three: Why do we stay: Rewards and challenges. *ATLAANZ Journal*, 3 (Special Issue: Identity and Opportunity): 44-66.

Cameron, C. (2018d). Tertiary learning advisors in Aotearoa/New Zealand: Part two: Acknowledging our contribution. *ATLAANZ Journal*, 3 (Special Issue: Identity and Opportunity): 25-43.

Cameron, C. & Catt, C. (2008). *Learning centre practice in Aotearoa/New Zealand*. Report on workshop presented at 2008 Annual International Conference of the Association of Tertiary Learning Advisors Aotearoa/New Zealand, Whitireia Community Polytechnic, Porirua, New Zealand, 19-21 November 2008.

Cameron, C. & Catt, C. (2014). Learning centre practice in Aotearoa/New Zealand: Preliminary report. In H. Martin & M. Simkin (Eds.), *Hikina te manuka! Learning connections in a changing environment: Proceedings of the 2013 Annual International Conference of the Association of Tertiary Learning Advisors of Aotearoa/New Zealand (ATLAANZ)* (pp. 1-18). Napier, New Zealand: ATLAANZ.

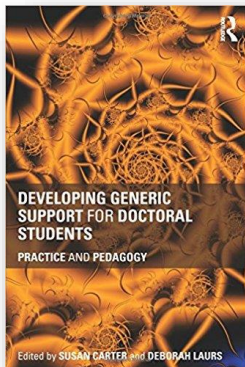
² Malkin, C. & Chanock, K. (2018). Academic language and learning (ALL) in Australia: An endangered or evolving species? *Journal of Academic Language and Learning*, 12(1), A15-A32.

ATLAANZ Journal invites submissions on topics relevant to the tertiary learning advisor community (such as higher education, learning partnerships, responding to environmental changes, innovative practice, and working with students (including International, postgraduates, Māori, Pasifika and Rainbow). We provide mentoring and support for new authors, and are also keen to hear from colleagues interested in acting as peer-reviewers. Please send expressions of interest to deborah.laurs@vuw.ac.nz.

Deborah Laurs

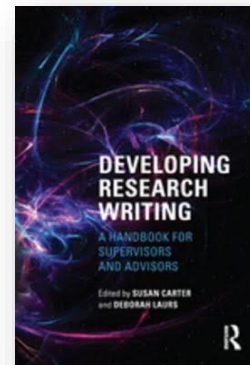
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