



MEMBER SATISFACTION SURVEY REPORT

November 2021

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Summary

The 2021 ASCILITE Member Survey aims to capture feedback about programs and services and to ensure that the society remains a relevant and valuable resource for its members. The survey was conducted from 3 August-3 September 2021, resulting in 260 individual responses (28.29% response rate). The following are the key findings:

The Positives

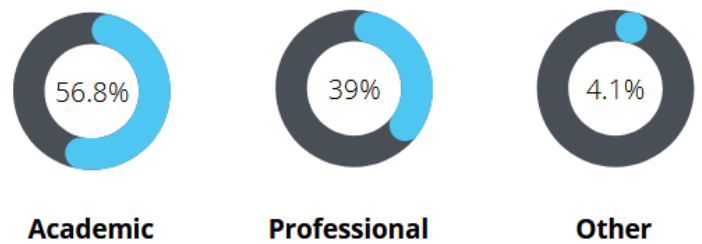
- Overall member satisfaction remains high and has increased since the 2017 report.
- Professional networking, a sense of community, and inclusivity are noted areas of strength, and perceptions of ASCILITE's professional development and networking opportunities and communications continue to be positively perceived.
- The annual Conference remains an important and valued service that is considered worthwhile and contributes significantly to member professional development.
- AJET continues to be regarded as a valued source of high-quality research in tertiary learning and teaching.

Areas for Improvement

- The involvement of new members was a recurrent area for development across multiple areas of the survey. Efforts to on-board, orient, and engage new members will be of strategic importance to ensure the value of the organisation and member retention.
- The Executive needs to do more to make its members and their work visible to the rest of the membership.
- Programs pre-empted by the pandemic, such as the Spring into Excellence Research School, need to be revived. Smaller niche programs will need to continue to be monitored to ensure viability.
- AJET and/or the Society should consider programs that contribute to growing research, publication and reviewing capabilities.

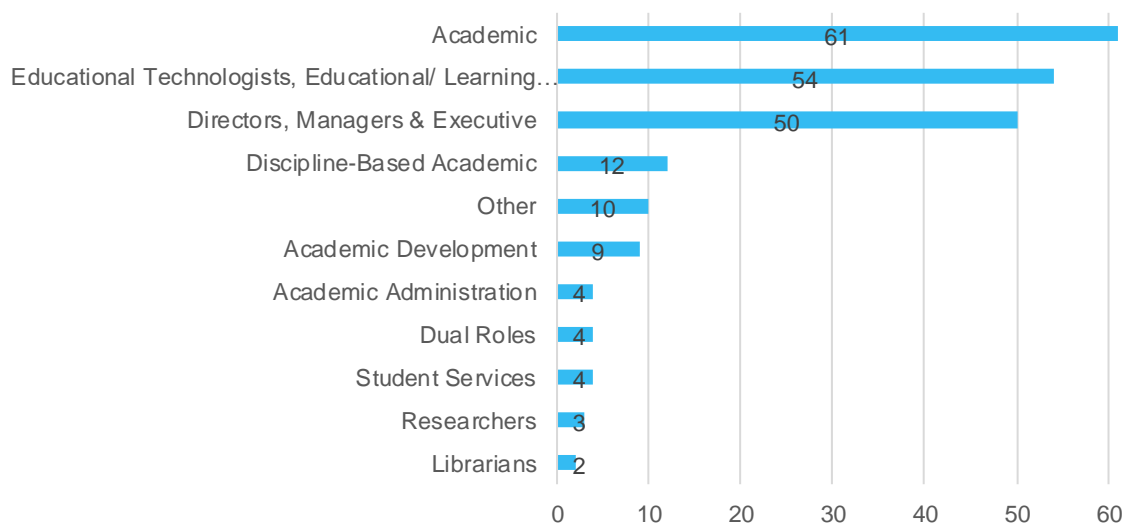
Who are Our Members?

The majority of respondents identified as academic staff (n=137, 56.8%). Professional staff accounted for 39% (n=94), and those identifying as Other (n=10) accounted for the remaining 4.1%. Respondents who indicated their positions provided roles that included Consultant or Education Consultant, Director Education Services, Lead Tutor, Senior TEL Designer, Higher Degree by Research Supervisor, Dean Higher Education, and Retired.

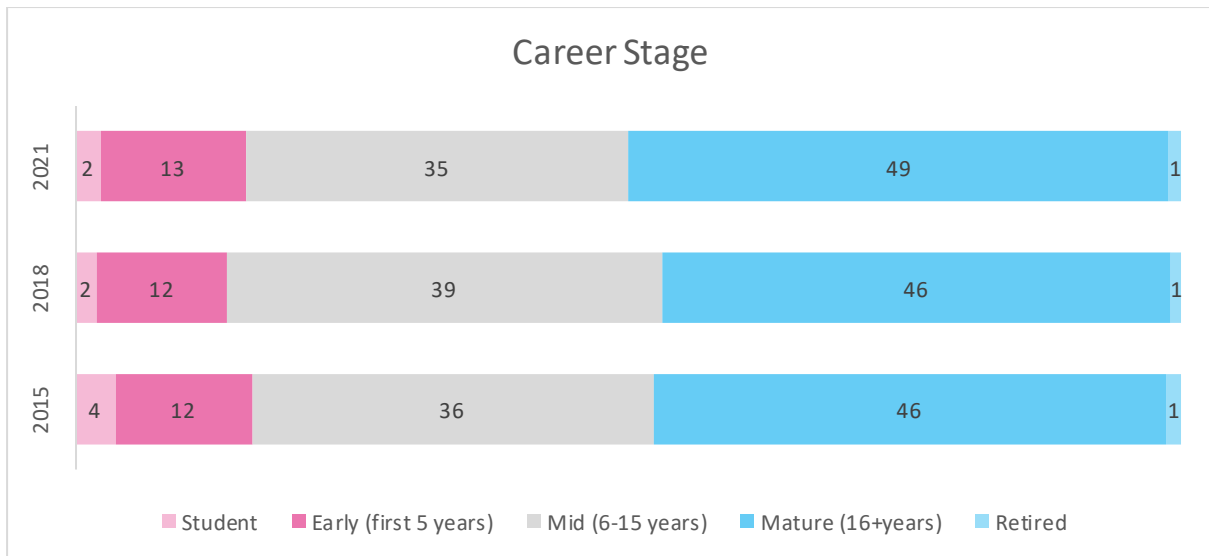


A total 213 respondents provided in an open-response question their job title/role. Based on the titles, roles were themed and grouped in job types. The complete list of titles, count of incidence, and categorisation have been included in Appendix A. Academic staff accounted for the largest proportion (n=61) of the titles. Educational Technologists and Educational/Learning Designers (n=54) and Directors, Managers, & Executive roles (n=50) were the next largest categories. Items coded Other (n=10) include positions from industry and other professional organisations, volunteers, retirees, and other positions that could not be coded into other categories. Dual Roles (n=4) are those individuals who listed combined roles, such as Academic & Project Research Officer & Student Advisor and Senior Lecturer in Human Biology Associate Head Learning & Teaching in Health Sciences.

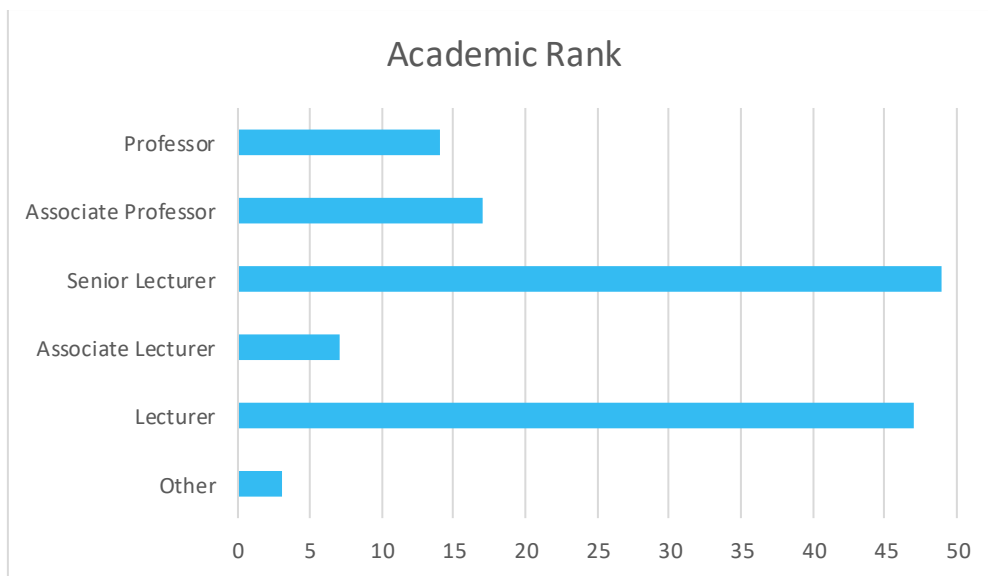
Classification of Job Titles



The majority of members are in the mature (16+years) career stage (n=128, 49%) or 6-15 year or mid-career stage (n=90, 34.5%), with students (n=6, 2.3%), early-career members (n=34, 13%), and retirees (n=3, 1.1%) making up the remaining demographics. These results are similar to those reported in both 2015 and 2018, reflecting no major demographic shifts in career stage.



In terms of academic staff and rank, the majority of academic staff are at the Senior Lecturer (n=49, 35.8%) or Lecturer (n=46, 35.8%) level. Associate Professor (n=17, 12.4%), Professor (n=14, 10.2%), and Associate Lecturer (n=7, 5.1%), and Assistant Professor (n=1, 0.7%) make up the remainder of named roles. Levels indicated as Other accounted for the remaining 2.2% (n=3) and included titles, such as academic advisor, academic developer and manager.



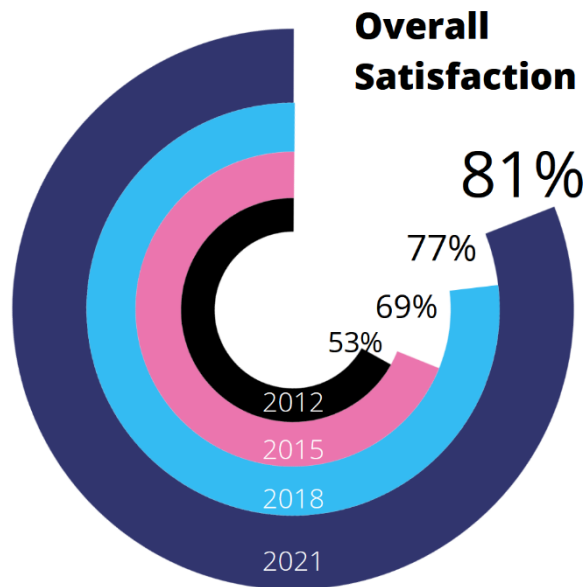
The following are the disciplines academic staff identified in their roles :

- | | |
|----------------------------------|------------------------------|
| Academic/Educational Development | Human Physiology |
| Accounting | Medical Sciences |
| Anatomy | Occupation Therapy |
| Bioscience | Physical Education and Sport |
| Foreign Languages | Veterinary Epidemiology |

ASCILITE Engagement

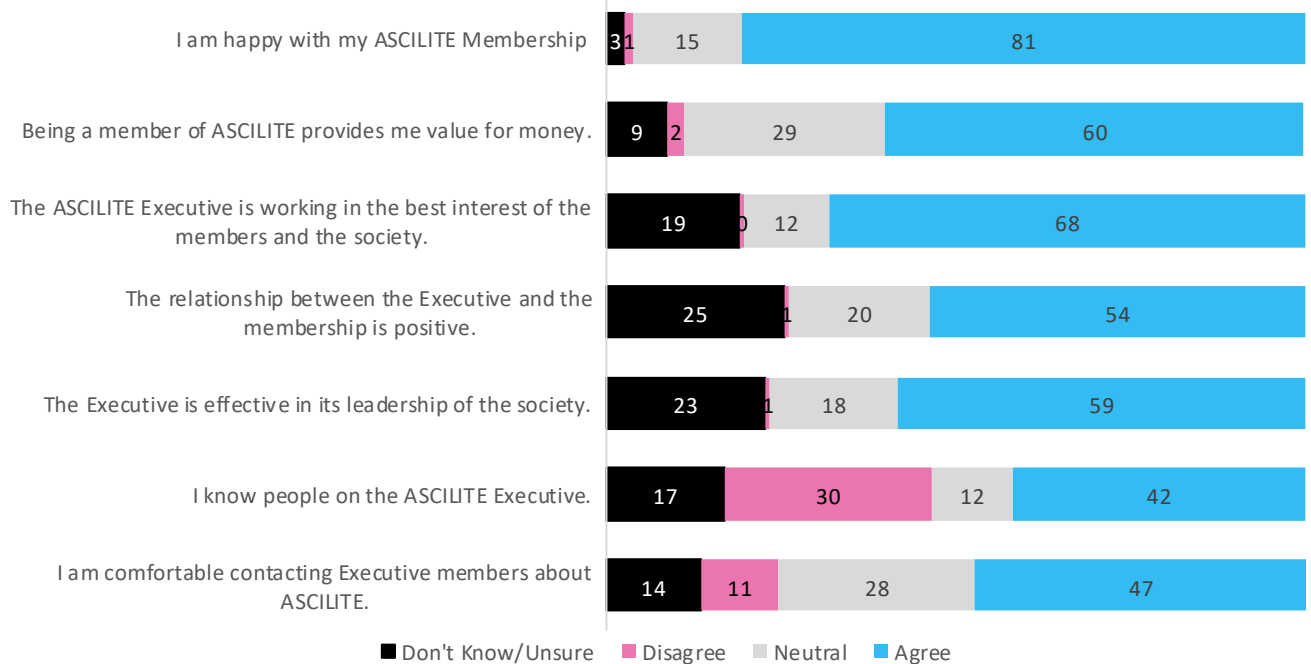
The society continues to demonstrate improved satisfaction with membership. Overall satisfaction has increased by 4% from 77% in 2018 to 81% (n=in 2021).

Perceptions of ASCILITE’s value for money and that the Executive is working in the best interests of the Society remain positive, though the proportions of respondents demonstrating agreement have decreased since the 2018 survey. Likewise, decreases have also been noted in perceptions of the work of and relationship to the Executive.



Proportional decreases on scale items are partially indicative of the change to a five-point Likert scale with the option to indicate a null response (e.g., Don’t Know/Unsure). However, the proportion of null responses and the 29.7% of respondents who indicated that they do not know people on the ASCILITE Executive suggests that more work needs to be done to make both members of the Executive and their work more visible to the membership.

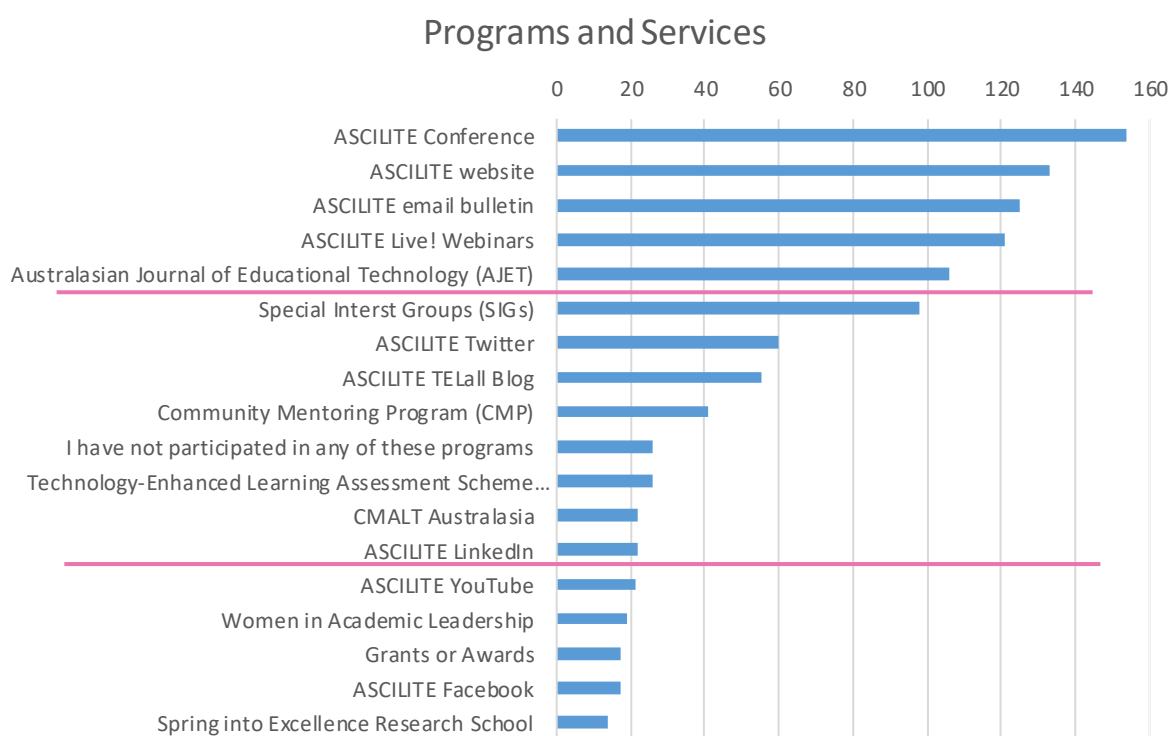
Engagement



A recurring theme throughout the survey results is the significant difference in perceptions of new members vs members who have been involved for some time. Significant differences between these groups exist on all engagement items. Therefore, initiatives and efforts targeting new members need to be incorporated into practice.

Programs and Services

ASCILITE aims to offer a variety of programs and services to facilitate the dissemination of good practice and the professional development of its members. The following chart displays the level of engagement with each of ASCILITE’s programs and services. The ASCILITE Conference (n=154), the website (n=133), email bulletin (n=125) and the ASCILITE Live! Webinars (n=121) continue to be among the top programs and services in which members participated. The Special Interest Groups (n=98), which were not featured in the 2018 Member Survey rounded out the top five services members accessed. The Spring into Excellence Research School (n=14), Facebook page (n=17), Grants or Awards (n=17), Women in Academic Leadership (n=19) and the YouTube channel (n=21) were the five services least accessed. This is comparable to the 2018 results, in which YouTube, LinkedIn and Facebook social media channels and the Research School were the least accessed services. Engagement with awards has decreased since the 2018 survey.



When examining the services data, it should be noted that some programs, such as the grants and awards and Women in Academic Leadership are competitive programs that may not be open to all members. Furthermore, lower participation in programs, such as the Research School, is a reflection that these programs did not run in 2020 and 2021 due to the pandemic. These programs are due to continue; participation and other factors, such as cost, should continue to be monitored to ensure viability.

Participant Feedback

Qualitative responses provided feedback for activities, what members value about ASCILITE, and suggestions for improvements. The word cloud below provides an overall picture of the feedback on ASCILITE activities. In responses to questions related to what members valued from ASCILITE; what ASCILITE could do better; and the impact of COVID, responses were the same as the responses about the programs and services that ASCILITE provides, therefore, they have been combined in this section.



Positives

Participants see ASCILITE as excellent value for money and that topics are timely and appropriate. They are very satisfied with all ASCILITE activities. Members reported that ASCILITE's events are “a great opportunity to network, learn and research with like-minded people in the field”, “it feels like I'm with my tribe”, “I see my ASCILITE networks as one of my main sources of professional development”, “I was especially impressed with how ASCILITE 2020 was able to transition into an online conference”. Respondents also feel that “ASCILITE is agile in its response to the changing [higher education] space assuring its relevance” and that there are “really inclusive activities by friendly and approachable members”. In reference to the 2020 conference members felt is “was a really inclusive, supportive and inspiring event”.

Areas for Improvement

Respondents, however, also felt that some “items need to be refreshed”. They also found “the website a bit difficult to navigate sometimes” and found it difficult to “access the conference publications”. Members suggested the following actions for improvement:

Connect with other relevant professional associations in Australia (HERDSA, ACEN etc)

Increase the sense of 'belonging' for new members

Reach out more to librarians who are engaged in education, learning, and teaching

Grow international coverage especially in [New Zealand]

As a new member of ASCILITE (institutional) I think a welcome email to help orient me around what ASCILITE has to offer would be useful

Onboarding for new members.

Non-participation

Respondents also provided feedback regarding their non-participation in activities. Survey participants who have been members for 3 years or more did not indicate non-participation. However, both academic and professional participants who had been members for less than 3 years indicated non-participation in activities. Reasons for non-participation included workload and time constraints; they access some professional learning and networks on their own campuses, and because they had recently joined, there was a lack of awareness of the activities ASCILITE provides.

Time

Been too busy but going forward I would like to participate.

I have just been too busy over these past 12 months and I do have access to some professional development and networking opportunities on my own campus. I find Webinars and Zoom meetings very tiring.

Awareness

I was not aware of them.

I was not aware of these.

New Members

A recurring theme throughout the survey has been the involvement of new members. To further probe the reasons for non-participation, we specifically looked at the themes and comments expressed by those with a year or less involvement. In general, awareness, followed by time are the common themes impacting on involvement.

I recently joined and have not had the chance to delve into them.

Just recently joined. Still navigating my way around the most useful areas.

Membership is very new and I have not had time yet to explore what is available

Not enough time around teaching and research responsibilities

I think because of a lack of work context to apply ASCILITE learnings. I've also felt a sense of not quite knowing how to engage as a recent graduate/ECR. I looked into the womens (sic) /mentoring program but saw I didn't fit the employment role requirements...(as I remember it.)

Professional Development, Networking and Communication

Questions regarding how members use the website, social media and professional networking opportunities provided by ASCILITE were revised for the 2021 survey. While the changes limit the capacity to make meaningful comparisons with previous surveys, the revised questions are intended to provide more targeted feedback regarding communication channels and networking opportunities.

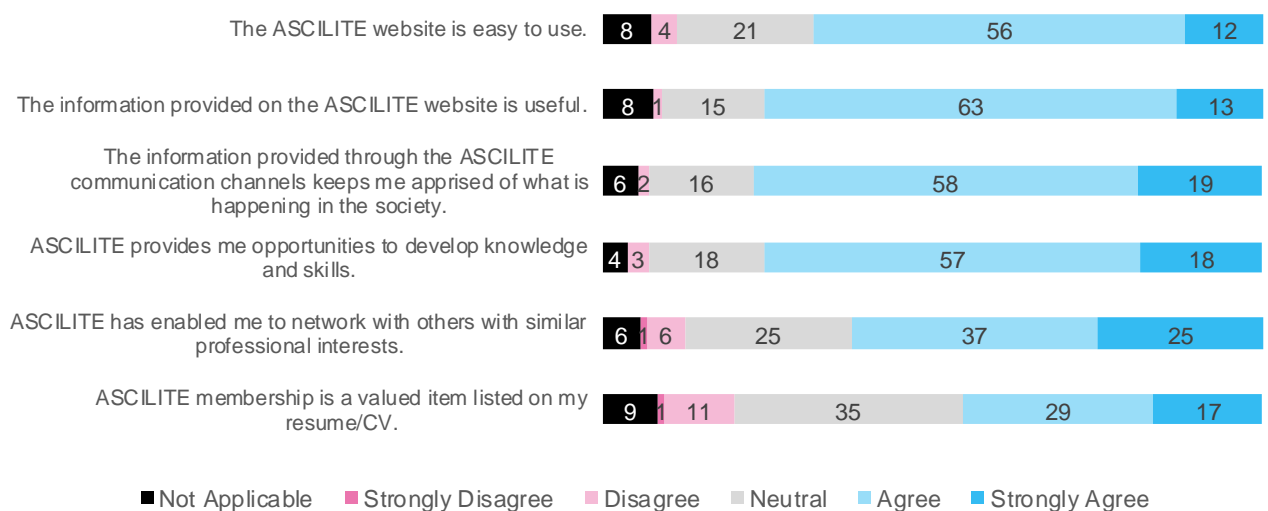
Professional Development & Networking

Survey responses indicate that the Society continues to create a community for professional development and networking. The majority of respondents (n=192, 75.3%) indicated that ASCILITE provides opportunities for them to develop knowledge and skills and that the society has enabled them to network with other with similar professional interests (n=159, 61.1%).

Communications Channels

ASCILITE maintains a web presence and actively communicates notices about upcoming events and activities through the fortnightly email bulletin and social media platforms (Facebook, LinkedIn, and Twitter). Sixty-eight (n=172) percent of respondents found the website easy to use, and 75.6% (n=192) of respondents found the website content useful. A majority of respondents (n =195, 77.1%) indicated that the bulletin and social media channels keep them apprised of what is happening in the Society.

Professional Development, Networking & Communication

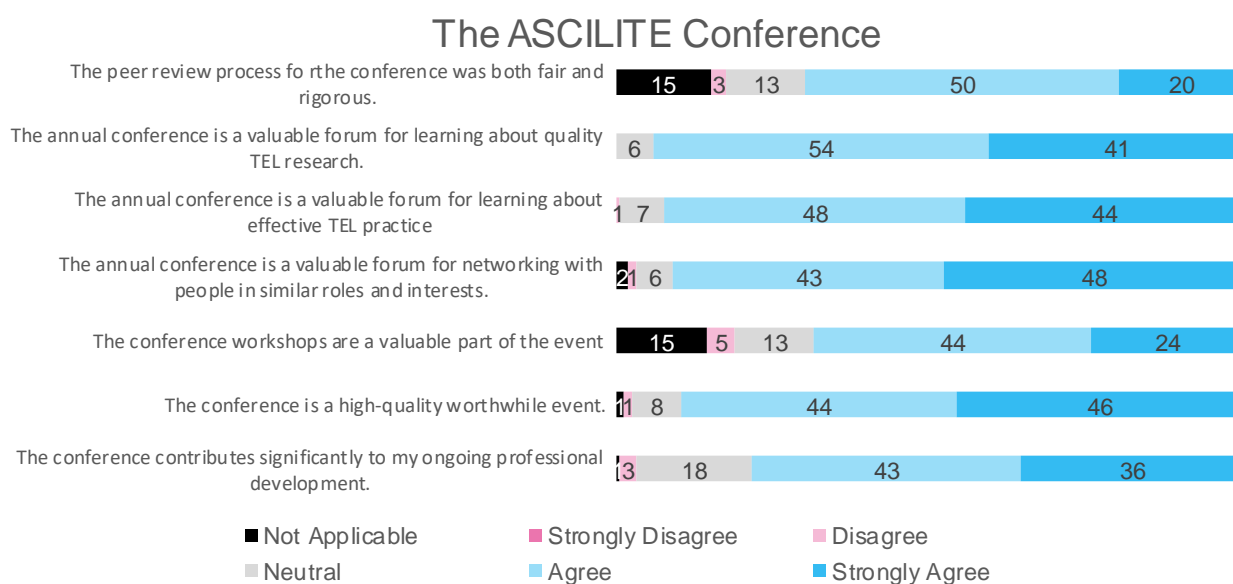


The ASCILITE Conference

The ASCILITE Conference continues to receive positive feedback from survey respondents. Overall, 89.4% (n=135) of respondents deemed the conference a high-quality, worthwhile event, and 78.3% (n=119) identified the conference as contributing significantly to their professional development. Respondents also identified the conference valuable for both TEL research (n=144, 94.1%) and practice (n=141, 92.1%) and networking (n=139, 90.8%). In terms of features of the conference, 69.7% (n=106) agreed that the peer review process was both fair and rigorous, and 68.4% (n=104) agreed that the pre-conference workshops were of value.

For the 2021 survey, question wording and scales were modified, therefore comparisons with the 2018 survey need to be interpreted with caution. The proportion of respondents showing agreement with all statements increased from the 2018 survey. Most notably, perceptions of the pre-conference workshops increased by 9.4%, conference as a high-quality worthwhile event increased by 6.4%, and perceptions of the conference for quality research and effective practice each increased by 7.1%.

Note that these are general feelings of members and more detailed analysis of the conference are collected by the conference team and reported elsewhere.



In response to the open-ended question about the impacts of COVID, respondents provided the following comments with regard to the ASCILITE Conference:

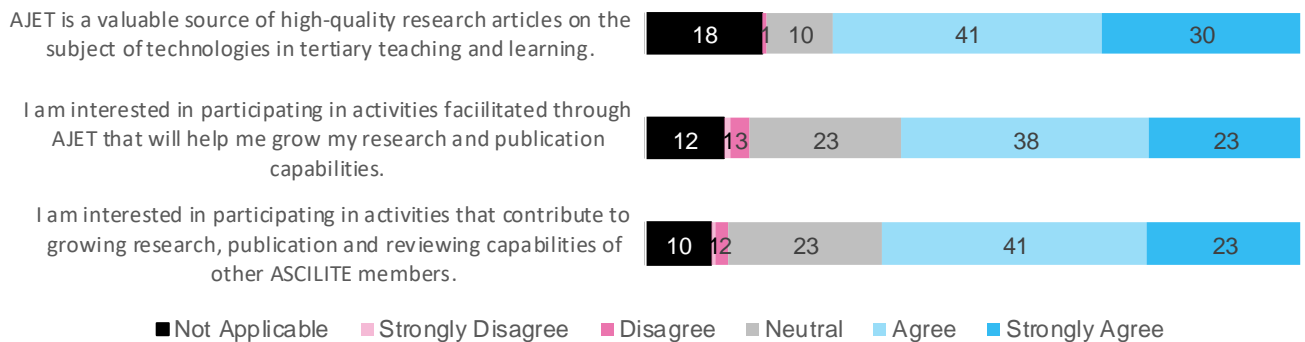
- Members indicated that being time poor and having zoom fatigue resulted in their lack of engagement with the conference in 2020.
- “Shame to have missed the conference opportunities. I wonder if "chapters" or local groups might be a possibility to facilitate networking in a non-virtual way.”

The Australasian Journal of Educational Technology (AJET)

AJET continues to perform strongly as a source of high-quality technology-enhanced learning research in tertiary education. A majority of respondents (n=181, 87%) consider AJET to be a high-quality source for research articles, a 6% increase from 81% agreement in the 2018 results.

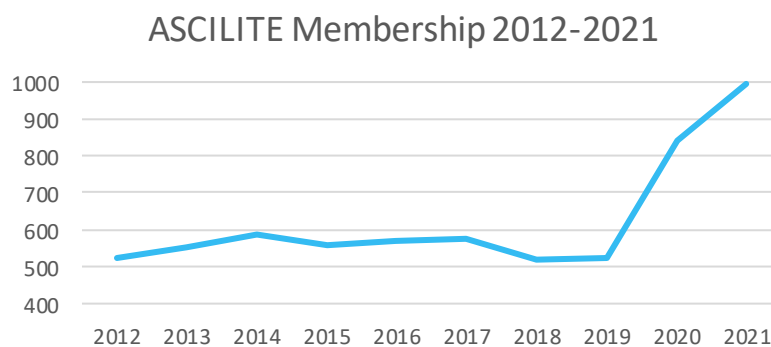
The 2021 Member Survey included two new questions regarding development in research, publication and reviewing capabilities for members. Approximately 69% (n=154) of the respondents are interested in participating in activities facilitated through AJET that will help them grow their research and publication capabilities, 71% (n=162) of respondents are interested in activities that contribute to growing research, publication and reviewing capabilities of other ASCILITE members. Based on the agreement with these statements, the Society may want to consider further exploring options to support the development of research capability.

Australasian Journal of Educational Technology



Membership

After nearly a decade of stable membership, ASCILITE has experienced a 91% (n=474) increase in members since the end of 2019. The pivot to a virtual conference in 2020 as a result of the pandemic and the work of the Executive to promote institutional memberships and their benefits during that same year may have contributed to this overall increase.



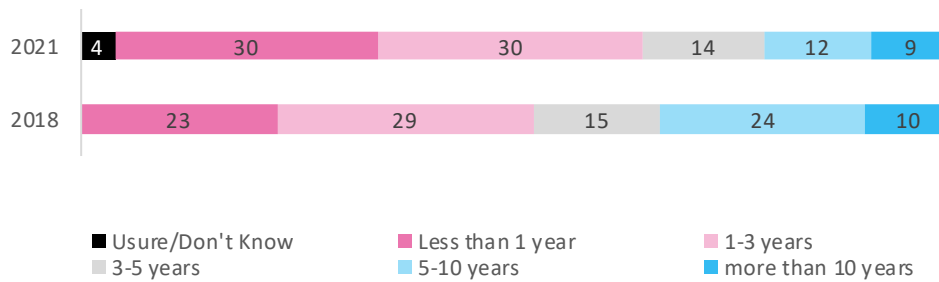
Reasons for Joining

Reasons for joining ASCILITE have continued to remain mostly consistent year on year. Opportunities to enhance professional capabilities and development and the alignment of the organisation with work roles and responsibilities maintain their position in the top 3 reasons for joining. However, the majority of respondents identified institutional payment of membership as a motivator.

Length of Membership

Results on the 2021 survey continue to highlight potential shifts in length of membership. As noted in the 2018 survey, survey completion rates for members involved between 1-3 years have continued to increase. This year, the majority of respondents (n=159, 60.92%) identified themselves as being members for 3 years or less. As this trend continues, consideration needs to be given to how to retain newer members in order to maintain and grow the Society's membership.

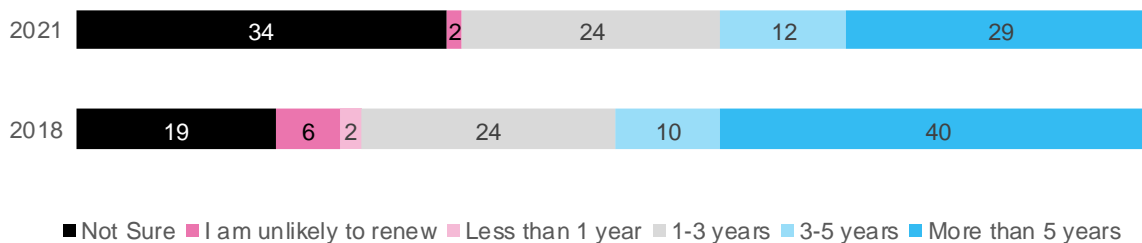
Length of Membership



Intended Length of Membership

Intended length of membership demonstrated a more tenuous commitment to long-term membership. Compared with 2018, there is approximately 12% decreased commitment to membership for five years or more, meanwhile, there has been a 15.3% increase in respondents who identified they were unsure or would only maintain their membership for one to three years. Furthermore, more than a third noted they were unsure of their commitment to membership.

Intended Length of Membership



When examined by years of membership, the mean scores for both members < 3years and members of 3 or more years were toward the lower end of the scale ($X=1.6$ and $X=2.8$ respectively) with a statistically significant difference between the two groups.

Shifts in commitment to membership may reflect the uncertainty experienced by most institutions in the sector at this point in time, as financial impacts of the pandemic have affected funding for research and professional development activities. Further interrogation of membership commitment may be required.

Reasons for Not Continuing Membership

An open-ended response was provided for individuals who indicated that they would for sure not be renewing. This is what they said:

I'm not really sure how to 'use' ASCILITE and in light of my current role - which doesn't include any academic teaching as such.

I haven't engaged with anything since my institution paid for the membership - I'm not really sure what I am getting from it (other than I was going to attend a conference that was cancelled)

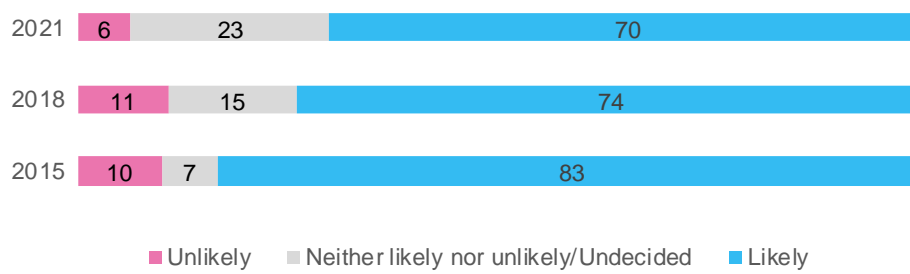
Retiring shortly

Promoting Membership

ASCILITE continues to have a majority of members who are likely to promote the Society. However, when compared with previous surveys, there has been a notable increase in the number of respondents who have responded neutrally. The majority of respondents identified themselves as somewhat likely (n=105, 41.67%) or extremely likely (n=72, 28.57%) to recommend ASCILITE to a colleague. However, about a quarter of members (n=59, 23.41%) have expressed a neutral position in promoting membership. Of the respondents, who indicated a neutral response, the majority (n=43) have been members for less than three years, with academic (n=32) and professional (n=22) being nearly equally split.

When compared with previous member surveys, however, there is a trend toward more neutral attitudes toward the promotion of the society. While there has been a decrease in the percentage of respondents who identify as unlikely to promote the society to a colleague, there has also been a decrease in the percentage of respondents willing to promote the society.

Likelihood of Recommending ASCILITE



About the Survey

ASCILITE conducts the Member Survey every two to three years to obtain feedback from members on the value of ASCILITE services, initiatives and related activities. The data from this survey is used to inform the society's strategic and operational plans of the years ahead and to ensure that the society continues to remain relevant and of value to its members. The ASCILITE Member Survey was previously conducted in 2008, 2010, 2012, 2015, 2018.

The continued aims of the survey are as follows:

1. Determine overall engagement and satisfaction with ASCILITE membership.
2. Identify satisfaction with ASCILITE member services and benefits.
3. Determine the usage of member services and benefits.
4. Determine what members value most about their ASCILITE membership.
5. Identify member preferences for future topics and initiatives.
6. Identify the areas of strong satisfaction or dissatisfaction and any critical issues.

The 2021 member survey builds on the data collected in the previous surveys and takes considerations of new developments in the sector. A critical factor in the current survey cycle has been the COVID-19 pandemic, which has posed a number of opportunities and challenges to the tertiary sector, including a significant uptake in digital learning and teaching methods and technologies, rapid pivots to remote learning, border closures, loss of income from international students, and institutional restructures and financial mitigation and business recovery strategies. ASCILITE has likewise seen the flow-on effects of these financial impacts. Therefore, we have included an open-response question to assess pandemic impacts that members experienced in relation to their involvement in the society.

The survey was also modified to adjust survey length and to remove questions. This included the removal of excess demographic questions and the use of a simplified Likert scale. In some instances, the impacts of these changes have limited the capacity to make direct comparisons with previous surveys. However, the hope is that it has enabled us to distribute a shorter, more finely tuned instrument by which to gather feedback without significantly impacting on member time.

Specifically, the following changes were made:

1. Removed unnecessary or redundant demographic questions and questions that could generate easily identifiable responses
2. Simplified Likert-scale questions to utilise a five-point scale and to provided an option for respondents to indicate that they don't know or are unsure, which illuminated areas that would otherwise have been assumed as missing data
3. Incorporated an open-ended question specifically about the pandemic and its impact on the relationship with ASCILITE

Methodology

The 2021 ASCILITE Members Survey was administered using the Qualtrics Survey system. Surveys were distributed to the 919 members listed on the ASCILITE membership log as of 28 July 2021. Initial surveys were emailed 3 August 2021 with reminders sent to non-respondents on 13, 19 and 26 August 2021. Survey data collection closed 3 September 2021.

In addition to survey mailings, members were notified of the survey mailing via the Member Bulletin and posts to ASCILITE social media channels (Facebook, Twitter and LinkedIn).

A total of 275 responses to the survey were received. One was excluded because consent was not given; 14 incomplete responses were removed from the pool of data. Therefore, a total of 260 (28.29% return) valid survey responses were received. This represents an 8.29% increase in return when compared with the 2018 survey, and an increase overall. This report presents the results of the 2021 survey and comparisons to previous years' survey results where possible.

Survey results analysed both quantitatively and qualitatively. Quantitative analysis used IBM SPSS Statistics v. 24 and t-tests, descriptive statistics, and frequencies were used where appropriate. T-tests were conducted to identify significant differences ($p < .05$) between key demographic factors (e.g., length of membership and member role); the results of these tests have been reported where appropriate.

Recommendations

The results of the 2021 Member Survey provide a strong testament to ASCILITE's value as a community and network for technology-enhanced learning in tertiary education and the organisation's agility in an extraordinary period in history. The continued upward trend in member satisfaction and the positively skewed perceptions of ASCILITE's services and programs, particularly the ASCILITE Conference and AJET, indicate that the Society is mostly addressing member needs. Meanwhile, the tremendous membership growth 2019-2020 in the midst of the COVID-19 pandemic further suggests that the Society might now be positioned to expand its role as a driving force in innovative learning and teaching research and practice. Furthermore, it is the organisation's capability at the forefront of online learning that has enabled us to be agile and to continue to adapt and to keep our community connected while living in a physically distanced world.

Amidst the positive, however, we need to acknowledge the emergent patterns and trends arising in the data to ensure that the Society continues to remain relevant and maintains its positioning. With the rapid growth of the organisation, there has been an influx of new members into the community. We now have a responsibility to those individuals and the Society to ensure they feel welcome and to support them in their membership journey. There continues to be much uncertainty in the sector at the moment, and this is reflected in the uncertainty in the commitment to membership over the longer term. Therefore, if we are to continue to sustain membership and ensure the continued health of the organisation, it will be critical to support new members, while continuing to nurture the members who have been with us for some time.

To that end, we make the following recommendations:

- Develop and implement processes and initiatives to on-board, orient, and engage new members to ensure that members capitalise on the value offered by the Society and member retention.
- Promote the Executive members and the work they are doing on behalf of the Society.
- Revitalise deferred programs and initiatives, such as the Spring into Excellence Research School, and continue to monitor smaller niche programs to ensure viability.
- Develop programs that contribute to growing research, publication and reviewing capabilities.

Appendix A: Member title, frequency of titles and classification

Role	Count	Code
Assistant Professor	1	Academic
Associate Professor	5	Academic
Associate Seminar Instructor	1	Academic
Honorary Senior Lecturer	1	Academic
Lead Tutor	1	Academic
Lecturer	17	Academic
Professor	1	Academic
Senior Lecturer	12	Academic
Senior Tutor	1	Academic
Vet Teacher	1	Academic
Sessional Academic	1	Academic
Project Officer Academic Plan	1	Academic Administration
Registrar	1	Academic Administration
Senior Administrative Officer	1	Academic Administration
Senior Advisor Higher Education Standards	1	Academic Administration
Academic Developer	2	Academic Development
Academic Lead AdvanceHE Accredited Scheme	1	Academic Development
Academic Scholarship and Development Coordinator	1	Academic Development
Senior Education Development Specialist	1	Academic Development
Senior Learning and Teaching Consultant	2	Academic Development
Senior Specialist Learning and Teaching	1	Academic Development
Teaching Consultant	1	Academic Development
Lecturer Educational development	1	Academic Learning and Teaching
Lecturer Academic Development	1	Academic Learning and Teaching
Assistant Professor of Teaching	1	Academic Learning and Teaching
Associate Professor eLearning	1	Academic Learning and Teaching
Associate Professor Learning Teaching and Inclusive Education	1	Academic Learning and Teaching
Learning Development Lecturer Advisor	1	Academic Learning and Teaching
Academic Practicum Coordinator	1	Academic Learning and Teaching
Lecturer Digital Media	1	Academic Learning and Teaching
Professor of Digital Futures	1	Academic Learning and Teaching
Senior VET Lecturer Training and Assessment	1	Academic Learning and Teaching
Senior Education Fellow	1	Academic Learning and Teaching
Senior Lecturer Higher Education Learning Design	1	Academic Learning and Teaching
Senior Lecturer in Higher Education	2	Academic Learning and Teaching
Senior Lecturer in Higher Education Learning Design	1	Academic Learning and Teaching
Senior Lecturer Digital Learning	1	Academic Learning and Teaching
Senior Lecturer Curriculum and Learning Design	2	Academic Learning and Teaching
Associate Professor Learning Analytics	1	Academic Learning and Teaching
Associate Dean Education	1	Directors, Managers & Executive
Dean Higher Education	1	Directors, Managers & Executive
Executive Dean	1	Directors, Managers & Executive
Deputy Vice Chancellor Academic	1	Directors, Managers & Executive
Deputy Vice Chancellor Learning and Teaching	1	Directors, Managers & Executive
Academic Director	1	Directors, Managers & Executive
Associate Director (Unspecified)	4	Directors, Managers & Executive

Role	Count	Code
Associate Director Academic Integrity	1	Directors, Managers & Executive
Associate Director Learning and Research	1	Directors, Managers & Executive
Associate Director of Online Learning	1	Directors, Managers & Executive
Deputy Academic Director Business CoDesign	1	Directors, Managers & Executive
Deputy Director Education Services	1	Directors, Managers & Executive
Director	5	Directors, Managers & Executive
Director Digital Learning	1	Directors, Managers & Executive
Director Education Services	1	Directors, Managers & Executive
Director Learning Futures and Lead Education Architect	1	Directors, Managers & Executive
Director Learning Technology Innovations and Services	1	Directors, Managers & Executive
Director of Learning and Teaching	1	Directors, Managers & Executive
Director Teaching and Learning	1	Directors, Managers & Executive
Director Academic Development	1	Directors, Managers & Executive
Director Learning Futures	1	Directors, Managers & Executive
Director Learning Transformations	1	Directors, Managers & Executive
Director Online Learning Environment	1	Directors, Managers & Executive
Director Strategy & Analytics	1	Directors, Managers & Executive
Vice Provost Education	1	Directors, Managers & Executive
Curriculum Development Manager	3	Directors, Managers & Executive
General Manager Teaching & Learning	1	Directors, Managers & Executive
Head of College ICT	1	Directors, Managers & Executive
Head of Curriculum Development	1	Directors, Managers & Executive
Head of Learning Experience Design	1	Directors, Managers & Executive
Learning Enhancement Manager	1	Directors, Managers & Executive
Manager	2	Directors, Managers & Executive
Manager Academic Staff Development	1	Directors, Managers & Executive
Manager Centre for Professional Development	1	Directors, Managers & Executive
Manager Digital Innovation	1	Directors, Managers & Executive
Manager Educational Technologies	1	Directors, Managers & Executive
Manager of Learning Design	1	Directors, Managers & Executive
Manager eLearning eTeaching	1	Directors, Managers & Executive
Manager Exams and eAssessment	1	Directors, Managers & Executive
Senior Manager	1	Directors, Managers & Executive
English as a Foreign Language Teacher	1	Discipline-Based Academic
Academic Program Director Health Physical Education and Sport	1	Discipline-Based Academic
Lecturer Career Development in Sport	1	Discipline-Based Academic
Lecturer in Occupational Therapy	1	Discipline-Based Academic
Lecturer Veterinary Epidemiology	1	Discipline-Based Academic
Senior Lecturer Medical Sciences	1	Discipline-Based Academic
Senior Lecturer in Chinese	1	Discipline-Based Academic
Senior Lecturer in Human Bioscience	1	Discipline-Based Academic
Senior Lecturer in Human Physiology	2	Discipline-Based Academic
Senior Lecturer Deputy Head Education Accounting Discipline	1	Discipline-Based Academic
Senior Lecturer Head of Anatomy Discipline	1	Discipline-Based Academic
Academic & Project Research Officer & Student Advisor	1	Dual Role
Academic Coordinator Coursework and Senior Lecturer	1	Dual Role

Role	Count	Code
Senior Lecturer and Core Curriculum Faculty Academic Liaison	1	Dual Role
Senior Lecturer in Human Biology Associate Head Learning & Teaching in Health Sciences	1	Dual Role
Coordinator Teaching and Learning Production	1	Educational Technologists, Educational/Learning Designers
Design Lead	1	Educational Technologists, Educational/Learning Designers
Digital Developer	1	Educational Technologists, Educational/Learning Designers
eLearning Designer	1	Educational Technologists, Educational/Learning Designers
Educational Technologist	1	Educational Technologists, Educational/Learning Designers
Education Consultant	1	Educational Technologists, Educational/Learning Designers
Education Technologist	1	Educational Technologists, Educational/Learning Designers
Educational Designer / Educational Developer	8	Educational Technologists, Educational/Learning Designers
eLearning designer	1	Educational Technologists, Educational/Learning Designers
Instructional Designer	2	Educational Technologists, Educational/Learning Designers
Learning Advisor	2	Educational Technologists, Educational/Learning Designers
Learning and Teaching Consultant	2	Educational Technologists, Educational/Learning Designers
Learning Designer	14	Educational Technologists, Educational/Learning Designers
Learning Media Producer	1	Educational Technologists, Educational/Learning Designers
Learning Technologies Adoption Lead	1	Educational Technologists, Educational/Learning Designers
Learning Technologies Developer	1	Educational Technologists, Educational/Learning Designers
Online Education Designer	1	Educational Technologists, Educational/Learning Designers
Principal Learning Designer	1	Educational Technologists, Educational/Learning Designers
Senior Curriculum and Learning Designer	1	Educational Technologists, Educational/Learning Designers
Senior Curriculum Designer	1	Educational Technologists, Educational/Learning Designers
Senior Education Technology Advisor	1	Educational Technologists, Educational/Learning Designers
Senior Educational Designer	1	Educational Technologists, Educational/Learning Designers
Senior Educational Technology Consultant	1	Educational Technologists, Educational/Learning Designers
Senior Learning Designer	6	Educational Technologists, Educational/Learning Designers
Senior TEL Designer	1	Educational Technologists, Educational/Learning Designers

Role	Count	Code
Senior Project Officer Learning Environments	1	Educational Technologists, Educational/Learning Designers
Coordinator Digital Literacies and Open Education Library	1	Librarians
Liaison Librarian	1	Librarians
CEO & Founder	1	Other
Consultant	2	Other
Evaluation Officer	1	Other
Executive Officer ACODE	1	Other
Higher Degree by Research Supervisor small contract volunteer	1	Other
Program Manager	1	Other
Senior Technical Officer	1	Other
Senior Project Manager	1	Other
Retired	1	Other
Research Fellow	2	Researcher
Researcher	1	Researcher
Academic Advisor	1	Student Services
Academic Skills Advisor	1	Student Services
Online Teaching Delivery Tutor	1	Student Services
Provisional Licenced Professional Counselor (PLPC)	1	Student Services