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EXECUTIVE SUMMARY

This year has continued to be a year of change for those in the tertiary sector, and while universities are keen for staff to go back on campus, this has proved a tricky space with COVID-19 outbreaks ongoing and interruptions to staffing and teaching paramount. In March and April, I began hearing how tired staff were, in part from the continual change and the tougher than expected working conditions. ASCILITE however has continued to thrive in this new world with membership up to over 1700 which is in part from the unlimited institutional memberships that are being undertaken. These memberships come with great benefits and continue to drive the increase in member numbers.

This year, ASCILITE has really missed the connections of members and so we conducted two face-to-face networking events, one in Melbourne with the HERDSA Executive invited to the event, as part of an activity driven through our Memorandum of Understanding (MOU) and another in Melbourne which was in a park. Lots of great conversations and fun was had at both. Driven through connections, this year's conference theme of *Reconnecting relationships through technology* has really resonated with members of the society. Continuing in both face-to-face and online formats, this conference looks to be fabulous at Sydney University with registrations now over 500, which is our largest conference to date. Leading the 2022 Conference Organising Committee, Dr **Eszter Kalman** and Associate Professor **Danny Liu** have both worked very hard all year to put on an amazing conference, including the conference dinner which will be held at Luna Park. I would like to thank both Eszter and Danny for all their hard work this year to ensure the conference runs without a hitch.

Mr **Allan Christie** (ASCILITE Life Member) passed away suddenly in August this year. Allan was involved with ASCILITE since its conception in 1985 and was recognised with a life member award in 2003 (only the fourth person to receive this honour at the time). Allan continued to serve the Society for over 36 years and was on the ASCILITE Executive for 27 years when he retired from the Executive in December 2019. Allan was well known in higher education and is now missed greatly in the ASCILITE circles.

ASCILITE's portfolios continue to go from strength to strength with the amazing leadership of the Executive. I would like to thank all of the Executive for their work on these portfolios which have been detailed in this report. I would also like to thank both Dr **David Porter** (ASCILITE Executive) and Dr **Lisa Jacka** (ASCILITE Executive) who finish on the Executive at this year's AGM. David headed up ASCILITE's new podcast series and was instrumental in the Contextualising Horizon project amongst other portfolio areas during the past few years. Lisa served a one year term and worked with the social media team, particularly producing the fabulous images that have been used over the past

twelve months and also organised the Webinar series this year. I wish both David and Lisa all the best for their future endeavours.

Finally, I would like to thank Mr **Andre Colbert** who was the ASCILITE Secretariat from 2012 until July 2022. I appreciate all you did for the society and wish you a wonderful retirement. **Michelle Davy** I would like to thank you for taking over the Secretariat position and keeping things ticking along for us. This has meant a lot while we find someone to fill this position more permanently.

I hope you enjoy reading this year's President's Report and the interesting work being done across the society.

A/Prof Chris Campbell, ASCILITE President

TECHNOLOGY ENHANCED LEARNING ACCREDITATION STANDARDS (TELAS)

The ASCILITE TELAS framework is a set of internationally benchmarked accreditation standards, criteria, and performance measures. This framework is the basis for assessing, assuring, accrediting, and recognising the quality of online learning in tertiary education.

TELAS is currently led by Associate Professor **Chris Campbell** (ASCILITE President) and Associate Professor **Elaine Huber** (ASCILITE Executive) with support from Dr **Lisa Jacka** (ASCILITE Executive) and Dr **Tran Le Nghi Tran** (University of Queensland). This year they have conducted four TELAS Reviewer Certification workshops. Each workshop has been run online this year and spans two half days. During the workshop participants assessed an online course (that was provided by Macquarie University) and discussed in detail, all of the standards of the framework.

The first of these workshops was conducted on 20 – 21 January with 23 participants. The second workshop was delivered specifically for Charles Darwin University on February 17 - 18 and had 34 participants. The third workshop was delivered to Charles Sturt University April 26-27 with 17 participants. The final workshop this year was delivered on 20-21 July to 18 participants.

After the workshops, participants had the opportunity to complete two assessment tasks to become a certified TELAS reviewer. We currently have 19 people with assessments in progress and three that have completed and passed.

The TELAS Reviewer Certification workshop plan for 2023 will be advertised through the bulletin early in the new year. Further details about the aims of the workshop and process of becoming a certified reviewer can be found on the website.

This year a TELAS Advisory Committee met three times, with Professor **Dominique Parrish** (Macquarie) chairing. Other members of this group include Professor **Liz Johnson** (Deakin), Professor **Gregor Kennedy** (Melbourne), Professor **Steve Warburton** (UNE), Professor **Michael Sankey** (CDU), A/Prof **Chris Campbell** (ASCILITE President, TELAS portfolio co-lead), A/Prof **Elaine Huber** (ASCILITE Executive, TELAS portfolio co-lead), and A/Prof **Mark Schier** (ASCILITE Treasurer).

Plans for 2023 include launch of the TELAS framework to universities who will be invited to submit learning packages for accreditation as well as a pilot for delivering TELAS@Scale with the University of New England.

CONTEXTUALISING HORIZON

In November 2021, ASCILITE launched the Contextualising Horizon initiative. Conceived as a combined SIG activity for the 2021 ASCILITE Conference, the Society has committed to the initiative in line with its strategic objective to encourage and actively disseminate digital innovation. Intended as a localised companion to the Educause Horizon Report, Contextualising Horizon aims to identify the trends impacting the Australasian higher education sector and the educational technologies and practices likely to be of importance in the near future.

Highlights of the 2021-2022 iteration of Contextualising Horizon include:

- Three workshops through which ASCILITE members and affiliates identified current trends.

- Identification of Social, Technological, Environmental, Economic, and Political (STEEP) trends likely to impact higher education sector in the 12-18 months immediately following the workshops.

- Nomination of the 2021-2022 technology trends and practices: Redefinition and interrogation of longstanding pedagogical practices, self-care and well-being for staff and students, blended modes of learning, ed tech infrastructure to enable learning, accessible content and digital equity, co-design of higher education, and microcredentials.

- A dedicated Contextualising Horizon page on the ASCILITE website that includes dissemination of the findings.

- A presentation on the research findings at the 2022 ASCILITE Conference.

- Publication of the 2021-2022 Contextualising Horizon Report.

A/Prof **Chris Campbell** (ASCILITE President), Dr **David Bruce Porter** (ASCILITE Executive), Ms **Danielle Logan-Fleming** (Griffith University) and Dr **Hazel Jones** (ASCILITE Executive) currently lead this initiative with broad representation of the ASCILITE community and affiliated individuals and organisations. Contextualising Horizon will continue for 2022-2023. The next iteration of Contextualising Horizon will launch at the 2022 ASCILITE Conference.

SPRING INTO EXCELLENCE RESEARCH SCHOOL

The Spring into Excellence Research School was introduced and launched in 2017 as an initiative by the previous ASCILITE President, Professor **Dominique Parrish**. Unfortunately, we were unable to conduct this event in either 2020 or 2021 due to COVID-

19 lockdowns. In 2022, this event was co-sponsored by HEDI (Hub for Educational Design and Innovation) at Monash University with Professor **Michael Henderson** leading this and Professor **Phillip Dawson** from CRADLE (Centre for Research in Assessment and Digital Learning) at Deakin University also sponsoring the event. This year the event was conducted at Deakin Downtown from 24-26th October.

In 2022 the Spring into Excellence Research School was led by Professor **Sue Gregory** (ASCILITE Executive), Associate Professor **Chris Campbell** (ASCILITE Executive President), Professor **Petrea Redmond** (ASCILITE Executive), Professor **Dominque Parrish** (ex-President ASCILITE) Professor **Michael Henderson** (Monash), Professor **Phillip Dawson** (Deakin) and Professor **Margaret Bearman** (Deakin). In total, 22 participants from nine institutions from across Queensland, NSW, Victoria, and South Australia participated in the Research School.

ASCILITE members were initially invited to submit Expressions of Interest in August 2022 to attend the Research School, which resulted in 23 applications. The host and sponsoring institutions, Monash University and Cradle at Deakin were offered a total of 11 complimentary places. ASCILITE members were offered a discount on the enrolment fee over non-members who while paying extra received 12 months membership to ASCILITE.

Research School participants 26th October at Deakin Downtown.

The aim of the ASCILITE Spring into Excellence Research School was to:

- Provide support and guidance to participants in developing and progressing Technology Enhanced Learning (TEL) research initiatives including but not limited to:

- Formulating a relevant and effective TEL research project.

- Collecting appropriate TEL research data.

- Identifying what data is most appropriate for TEL research.

- Assist participants to identify and plan a contemporary TEL research project.

- Enable opportunities for participants to link with like-minded collaborators from other universities and potentially to establish viable cross-institutional research collaborations.

- Guide participants in developing a grant application or research plan for a TEL research project. This would include both projects that have already been conceptualised as well as new projects that have not yet been conceived.

- Develop participants' capacity to prepare manuscripts for journals and review manuscripts.

At this year's School, participants undertook the following activities:

- Participants were given the opportunity to commence development of their own research, including research aims, objectives and research questions that they wanted to explore.

- Explored various TEL research methodologies and methods as well as research terminology used across various types of research designs, particularly related to TEL research.

- Discovered a range of approaches for collecting data and methods that could be used in data collection – qualitative, quantitative or mixed methods as well as how data analysis might transpire once data has been collected. Participants then had the opportunity to identify and refine data collection strategies for their own research and think about some of the common research theories that are used in TEL research.

- Presented with suggestions and opportunities for research funding including potential funding currently available. Participants were encouraged to seek institutional and internal grants before moving to the external national/international funding opportunities.

- Discussed and completed a "Shut up and Write" session, which included strategies for writing. This has been published as a TELall blog post and can be found here.

- Discussed how to disseminate research findings as well as how to successfully submit and publish journal articles.

- Constructively unpacked how to deal with reviews.

Project grants session Day 2.

Throughout the Research School, both participants and facilitators had the opportunity to network over lunch, during breaks and at arranged dinners on both evenings.

From the 22 participants this year, 10 completed the Research School evaluation with participants agreeing the Research School activities were useful in helping them to formulate a relevant TEL research project 4.90 (out of 5). They felt that the order and organisation of the activities were appropriate with a mean of 4.70 and the Research School was successfully facilitated with a mean of 5.0. Participants felt they had an adequate opportunity to contribute (4.8), and also indicated that they would tell others about the Research School initiative (5.0). All of these scores are higher than previous years with scores ranging from 4.5 (time allocation for activities was suitable) to 5.0 for several areas.

One participant commented:

> *It was extremely well-thought out as an end-to-end process, with a good mix of activities and facilitated discussion from experts. The design and content, the duration of activities, all had something for all levels of researchers. It felt collegial and informative, and I learnt most from reflecting on the questions posed by researchers. I also feel I have a valuable toolkit to take away and refer to. I absolutely loved the letter writing idea to wrap up the session.*

Another commented:

> *1. hearing about other people's projects and discussing the diverse nature of these. 2. having uninterrupted time to think about a project I wasn't expecting but is very interesting 3. having access to expert's feedback.*

Presenters and Facilitators

The research school was facilitated by senior researchers and leaders including:

- **Prof Margaret Bearman**

  Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University

- **A/Prof Chris Campbell**

  ASCILITE President; Sub-Dean (Learning Technology) and Faculty of Science and Health Business Partner Charles Sturt University

- **Prof Phill Dawson**

  Associate Director, Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University

- **Prof Sue Gregory**

  ASCILITE Exec and Life member, Head of School, School of Education, University of New England

- **Prof Michael Henderson**

  ASCILITE Life member, Professor of Digital Futures and Director of Educational Design and Innovation (HEDI), Monash University

- **Prof Dominique Parrish**

  ASCILITE Life member, Pro Vice-Chancellor Learning and Teaching, Macquarie University

- **Prof Petrea Redmond**

  ASCILITE Exec member, Professor of Digital Pedagogies University of Southern Queensland

We are planning the next Research School which will be conducted by Charles Sturt University in 2023.

SOCIAL MEDIA

Executive members Dr **Sandy Barker** (Twitter), Dr **Lisa Jacka** (Facebook/Instagram) and Dr **Kwong Nui Sim** (LinkedIn) maintain ASCILITE's social media channels with the assistance of the ASCILITE Secretariat.

Throughout 2022, ASCILITE continued to be active on Facebook**,** Twitter, LinkedIn, and YouTube, with our Instagram account being reactivated during the year. News and events

are posted regularly to Facebook and Twitter while LinkedIn is primarily used for Professional connections. The systematic approach to social media posting has continued from 2021 with information from the fortnightly bulletin being distilled into appropriate social media posts. Dr **Lisa Jacka** (ASCILITE Executive) has been primarily responsible for the new level of graphics used to make the posts more appealing.

Over the year we have seen substantial increases in engagement through all channels which is very exciting. The number of subscribers to ASCILITE's YouTube channel increased from significantly with an additional 14 videos added to the channel. Videos from *ASCILITE Live!* webinars and SIGs are made available on this channel while several SIGs such as the TA-SIG and TELedvisors SIG have their own channels.

While the ASCILITE fortnightly bulletin continues to serve as the primary means of communication for ASCILITE members, Twitter, LinkedIn and Facebook continue to be important channels for members and non-members both in Australasia and abroad.

The ASCILITE website is also a prominent resource for information and news and is updated regularly. For example, the member bulletin is posted to "Latest News" several days after ASCILITE member receive the bulletin via email and ASCILITE's Twitter feed is displayed in near real-time on the ASCILITE website home page. In addition, the website home page features an open access Events Calendar that SIG leaders and others access to post their activities and news.

SOCIAL MEDIA PLATFORM	2020 (17 Nov)	2021 (17 Nov)	2022 (19 Nov)
Facebook likes/followers	499/ -	528/557	552/586
LinkedIn connections	1,088	1,373	1,500
Twitter: Following/Followers	513/1,574	505/1,908	490/2,209
YouTube Channel: Videos/ Views/ Subscribers	64/3,220/95	87/4,305/120	101/5,210/171
Instagram: Posts/ Followers/ Following	N/A	N/A	134/77/20
Events Calendar posts	44	48	53

Table 1: Social media engagement

TELALL BLOG

During 2022 the TELall blog has had fewer submissions which may be attributed to the large number of teaching and learning blogs that were developed throughout the pandemic by university T&L departments. Dr **Sandy Barker** (ASCILITE Executive) leads ASCILITE's blog initiative with the assistance of Dr **Kwong Nui** Sim (ASCILITE Executive) and A/Prof **Chris Campbell** (ASCILITE President). As of 25 November 2022, a total of 13

blog posts were published in 2021, slightly down from 17 in 2021. The 13 posts came from 19 academics/professional staff located across 15 institutions located across Australia, New Zealand, and the United States.

Highlights of the blog posts this year were the number of submissions received from around the world with topics focussing on ASCILITE initiatives such as the Community mentoring program, changes to our practices since the pandemic, a review of TEL events and some teasers for upcoming keynote talks at the 2022 conference.

Blog subscribers are automatically notified of any new posts, and this is followed by an introduction to each new blog in the fortnightly Bulletin emailed to members. Links to blog posts are also featured on social media via Twitter, LinkedIn and Facebook. Overall, we have seen some quality posts this year but welcome submissions from all in the coming 12 months.

As of November 2022, the TELall blog had 109 subscribers.

The following table lists the 2022 posts with the post heading, author name and affiliation.

AUTHORS	INSTITUTION	POST HEADING
Janet Zydney and Aimee DeNoyelles	University of Cincinnatti and University of Central Florida	Improving Cognitive Presence in Online Discussions in Large Enrolment Courses
Kwong Nui Sim and Michael Cowling	AUT and CQU	Another year of being remote doesn't stop to positive CMP experience
Melissa Fanshawe and Katie Burke	USQ	"I got a badge!": Using badges to promote student engagement
Chris Campbell	Charles Sturt University	Pedagogy of kindness for our exhausted academics: What can be done?
Amanda White	University of Technology Sydney	One step ahead – developing an open textbook in accounting
Robyn Brunton	Charles Sturt University	Student engagement and lurking, are these mutually exclusive?
Claire Field	Claire Field & Associates	EduGrowth Summit 2022 – what stood out?
Laura Tubino	Deakin University	Fostering student agency through mathematics assessment
Keith Heggart	University of Technology Sydney	Learning design, work integrated learning and microcredentials: Making it all fit.
Michael Henderson and Phillip Dawson	Monash University and Deakin University	You don't have to shut up to write: Strategies to increase your writing output
Dominique Parrish	Macquarie University	Reconnecting relationships through technology: How important is it to institutions?

AUTHORS	INSTITUTION	POST HEADING
Jennifer K. Green, Marla S. Burrow, Camille Manning, and Shelley van der Krogt	Massey University	Batman: The online clinical classroom
Peter Felton	Elon University	Using educational technologies to create relationships that enable student learning and thriving

Table 2: 2022 TELall blog posts

COMMUNITY MENTORING PROGRAM

Dr **Kwong Nui Sim** and Dr **Hazel Jones** (ASCILITE Executive) led the Community Mentoring Program (CMP) this year with Hazel being new to the portfolio and bringing a refreshing vibe to reinvigorate. The community had a larger number of participants in 2022 than 2021, and a total of 24 with six pairs in an individual mentor/mentee relationship and four teams with a collaborative mentoring partnership. Most partnerships met regularly during the program, and the coordinators once again organised an initial meeting via Zoom, as well as a mid-stream check-in and the "2nd wind" meeting approximately a month before the conference to encourage the generation of deliverables and to debrief the program.

Two mentee/mentor professional development sessions were also organised by inviting two external speakers for the first session and an external speaker in the second session. A MS Teams site for asynchronous collaboration was created. Ultimately, one mentee dropped out of the program, but the others produced a range of outputs, including blog posts and conference papers.

Reports so far indicate several academic deliverables from the program, as well as other impact deliverables such as a TELall blog post, ASCILITE podcast and posts on other Public Scholarship forums. A/Prof **Michael Cowling** (ASCILITE Executive, and previous co-coordinator), Dr **Hazel Jones** and Dr **Kwong Nui Sim** are planning to co-write a journal article on CMP on the significance of the CMP program in response to the pandemic over the last two years and how CMP is going to provide the next level of mentoring and mentee development for professional staff wanting to move to leadership positions in 2023. Mentees and mentors will also present this year at a special CMP presentation at the ASCILITE 2022 conference, including reports on the program, success stories and a short panel discussion.

This year represents the 20th year of the Community Mentoring Program, and a decade since the collaborative part of the program was introduced (in 2011), so the team plans

to use 2023 as an opportunity to further the career development and community aspects of the program for both academic and professional staff. Mentee and mentor teams have expressed interest in a social networking component to the program, so this will be considered by the team for 2023.

A list of the mentors/mentees from 2022 is provided below.

Mentoring Team Members	Project Focus/Outcome
Mentee: Andrea Lou, University of Melbourne Mentor: Henk Huijser, QUT Mentor: Ashley Anderson, University of Melbourne	ASCILITE Podcast and Blog 2023
Mentee: Grace Qi, Massey University Mentor: Nona Press, QUT Mentor: Michael Sankey, CDU	Developed a project to explore mentors' lived experiences
Mentee: Dewa Wardak, University of Sydney Mentor: James Birt, Bond University	Learning ways to generate nontraditional outputs (e.g., Campus Morning Mail)
Mentee: Tin Nguyen, University of Melbourne Mentor: Ekaterina Pechenkina, Swinburne University	Poster accepted for presentation at ASCILITE2022
Mentee: Kashmira Dave, UNE Mentor: Philip Uys, University of Adelaide	General career mentoring
Mentee: Mimi Tsai, QUT Mentor: Camille Dickson-Deane, UTS	Prepare a submission for ASCILITE 2023
Mentee: Pennie White, Deakin University Mentor: Amanda White, UTS	Working on a teaching & learning project around student data analytics, student engagement and student performance for law students
Mentee: Mahen Jayawardena, Deakin University Mentor: Richard Lai, La Trobe University Mentor: Michael Cowling, CQ University	General career mentoring
Mentee: Fiona Murray, Massey University Mentee: Clare McNally, University of Melbourne Mentor: Oriel Kelly, University of Auckland Mentor: Puva P Arumugam, Deakin University Mentor: Keith Heggart, UTS	Navigating the third space by sharing individual experiences and supporting each other
Mentee: Eileen Siddins, James Cook University Mentors: Mona El-Ayoubi, La Trobe University	Seeking job prospects

Table 3: 2022 Community Mentoring Program Participants & Project Focus

WEBINARS

The ASCILITE Live! webinar series was led by Dr **Lisa Jacka** (ASCILITE Executive) with support from Dr **David Porter** (ASCILITE Executive). This year's series continued the society's efforts to emphasise innovators and exemplars and to promote the excellent work happening within the ASCILITE community and AJET.

We continued to grow our relationships with a cross-section of the education technology community running two webinars in collaboration with EduGrowth and two with Turnitin.

All of ASCILITE's webinar series are recorded and available on ASCILITE's YouTube channel and archived on our website.

Webinar attendance numbers are tracked for ASCILITE Live! Sessions and tabled below.

There were 8 sessions with over 500 participants. We look forward to continuing to grow the Live series and welcome partnerships and suggestions for future hot topics.

Webinar Topic	Presenter(s)	Sponsor	Participants
Community Mentoring Program Information Session	Dr Kwong Nui Sim and Dr Hazel Jones		25
HigherEd EdTech Showcase on empowering learners & educators through active learning	Dr Philip Uys and Dr Lisa Jacka	ASCILITE/ EduGrowth	118
Embedding industry practices in authentic assessment design assists to optimise the teaching, research, practice nexus: Shared academic experiences.	Dr Kevin Argus and Dr Jessica Helmi	ASCILITE/ Turnitin	43
Doubling engagement with professional learning through choose-your-own adventure: the Modular Professional Learning Framework (MPLF)	Dr Samantha Clarke, Kimberly Baskin, A/Prof Danny Liu and Dr Eszter Kalman		42
A positive approach to academic integrity and the potential future of artificial intelligence	Ishpal Sandhu and Patrick Lynch	ASCILITE/ Turnitin	80
Ready to Review! Preparing to peer-review for ASCILITE 2022	Dr Stephanie Wilson and Dr Dewa Wardak		147
ASCILITE's Women in Academic Leadership Initiative	A/Prof Chris Campbell, Prof Sue Gregory, Prof Petrea Redmond, A/Prof Elaine Huber.		17
Empowering learners in a world of AI	Prof George Siemens and A/Prof Sarah Howard	ASCILITE/ EduGrowth	60

Table 4: 2022 ASCILITE webinar engagement

PODCASTS

At the 2021 ASCILITE Conference, ASCILITE announced the launch of *The ASCILITE Wavelength Podcast*. The podcast features segments on contemporary issues in tertiary education in the Australasia and internationally, with particular emphasis on technology-enhanced learning. The podcast is syndicated across Anchor.fm, Spotify, Google Podcasts, Apple Podcasts, and Stitcher. The podcast invites from ASCILITE members and affiliates submissions, including audio documentaries, audio essays, interviews, and *vox pop*. More information is available on the [ASCILITE Podcasts page](#).

Dr **David Bruce Porter** (ASCILITE Executive) conceived and has been leading the podcast portfolio and serving as the podcast producer with assistance from Dr **Sandy Barker** (ASCILITE Executive), Dr **Lisa Jacka** (ASCILITE Executive) and A/Prof **Michael Cowling** (ASCILITE Vice President), who has also contributed several segments for the podcast. David moved overseas in August 2022 and despite the time differences has continued to support ASCILITE and the podcast. However, he will hand over at the end of 2022 and Dr **Amanda White** (UTS) will take over as producer in 2023.

Since its launch in December 2021, *The ASCILITE Wavelength* has released eight episodes. The podcast has averaged 21 plays per episode and has been listened to in 10 countries. Subscribers automatically receive notification of new episodes, and we continue to promote the podcast through the ASCILITE bulleting and social media channels. The table summarises the episodes released to date and the plays per episode.

Episode No.	Episode	Date	Episode plays*
1	Digital wellbeing, Dr Joanne Orlando History a possibilities of technology-enhanced assessment, Professor Michael Sankey "The Student Voice": The Future of Higher Education	14/12/2021	74
2	Scholarship of Learning and Teaching, Sally Kift Academic Integrity Part 1, Amanda White w/Kane Murdoch "The Student Voice": Student Support	26/1/2022	44
3	Artificial Intelligence, Michael Blumenstein Academic Integrity Part 2, Amanda White w/ Victoria Clout "The Student Voice": Barriers and Enablers to Effective Study	27/2/2022	28
4	Science Communication and Learning, Michael Milford Academic Integrity Part 3, Amanda White w/Gerhard Hambush "The Student Voice": Motivation to Pursue Tertiary Education"	28/3/2022	33

Episode No.	Episode	Date	Episode plays*
5	AAUT Awards, Angela Carbone, Matt Bower, Lynn Gribble & Amanda White "The Student Voice": University Priorities and Learning to Live with COVID	2/5/2022	42
6	ASCILITE Women in Academic Leadership Initiative	6/6/2022	39
7	Extended Reality, Charlotte Phelps, Christian Moro and James Birt from Bond University	31/7/2022	66
8	Cognitive Load and Holistic Approaches to Learning Innovation, Keith Heggart (ASCILITE Learning Design SIG) w/Mitchell Parkes and Patsy Polly	14/9/2022	34

* Statistics as of November 4, 2022

Table 5: 2022 ASCILITE Wavelength podcast engagement

ASCILITE AWARDS

Professor **Sue Gregory** (ASCILITE Executive) leads the ASCILITE Awards program. She was assisted in this role by A/Prof **Chris Campbell** (ASCILITE President) and Adjunct A/Prof **Mark Schier** (ASCILITE Treasurer) and together they undertook the adjudication of all 2021 award nominations.

ASCILITE offers six different awards:

- Emerging Scholar Award
- Community Fellow Award
- Innovation Award
- AJET Distinguished Reviewer Award
- Student Bursaries
- Life Member

NO STUDENT BURSARIES WERE AWARDED IN 2021.

EMERGING SCHOLAR AWARD

The Emerging Scholar award nominee must make a noteworthy contribution in the exemplary use or research of technologies for learning and teaching in tertiary education in one of the award categories. They must also have promoted the strategic vision, mission and goals of ASCILITE through those contributions. In 2021, this award went to **Keith Heggart** (University of Technology Sydney).

AJET DISTINGUISHED REVIEWER AWARD

The AJET (Australasian Journal of Educational Technology) Distinguished Reviewer Award is awarded in recognition of outstanding work as an AJET reviewer. The recipient of the award in 2021 was **Chiu-Lin Lai** (National Taipei University of Education) and **Ruofei Zhang** (The Education University of Hong Kong).

COMMUNITY FELLOW AWARD

The Community Fellow Award is in recognition of outstanding contributions to the exemplary use of, and/or research into, technologies for teaching and learning in tertiary education for and with communities in professional leadership working within the community, and/or encourages and supports exemplary use of technologies within the community and/or innovations in practice in exemplary use of technologies within the community. In 2021, this award went to Professor **Michael Sankey** (Charles Darwin University).

INNOVATION AWARD

The ASCILITE Innovation Award celebrates work undertaken by an individual or team of people in support of the exemplary and research-informed use of technologies for teaching and learning in tertiary education. Innovation is defined as a new idea, device or process, something original that "breaks into" teaching and learning in the tertiary sector. In 2021, there were two outstanding winners:

- **Laura Tubino** (Deakin University) for **Lifelong learning through mathematics**.

- **Samantha Clarke** (University of Sydney) for **Modular Professional Learning Framework**.

LIFE MEMBER AWARD

The ASCILITE Life Member award is the Society's most prestigious award that recognises the significant service and/or sustained contribution of an ASCILITE member to the Society. It is the highest recognition of achievement made by ASCILITE. The award is only made when an appropriate candidate meets the criteria and therefore may not be presented every year.

In 2021, a Life Member award was given to Professor **Michael Henderson** (Monash University). Michael has been a member of ASCILITE for 10 years and joined Australasian Journal of Education Technology as Associate Editor (AJET) in 2012, becoming the Lead Editor in 2014. Michael stepped down from this role in January 2021, staying on as an AJET management committee member. Michael also assists in facilitating ASCILITE's Spring into Excellence Research School. He has been an active participant in ASCILITE AGMs, SIG sessions, conference presenter as editor to support ASCILITE members with publishing.

D2L ASCILITE RESEARCH GRANTS

In 2021, ASCILITE teamed for a second year with D2L to offer research/scholarship grants to ASCILITE members to fund research and/or development of projects in the area of technology enhanced learning and teaching in higher education. $10,000 was made available for two projects in 2022. D2L and ASCILITE each provide 50% of the funding amount for the year.

The recipients of these grants in 2021 were:

- **Sharon Altena** (Queensland University of Technology), **Rebecca Ng** (Australian National University), and **Meredith Hinze** (University of Melbourne) for *Investigating the professional identity of university learning designers across Australasia.*

- **Jabed Chowdury** (La Trobe University), **Bhavani Sridharan** (Australian Catholic University and **Kamanashis Biswas** (Australian Catholic University) for *A gamification approach in cyber security teaching to enhance student learning.*

Progress reports from the 2022 recipients are due at the 2022 conference and final reports are due in March 2023. The 2023 grant recipients will be announced at the 2022 conference with D2L once again sponsoring these.
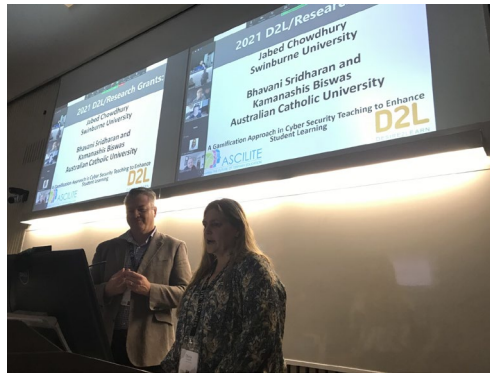
SPECIAL INTEREST GROUPS

The ASCILITE Special Interest Group (SIG) initiative, which was established in 2014, is led by Dr **Hazel Jones** (ASCILITE Executive). ASCILITE now has 7 SIGs, all of which have continued to be active throughout 2022, with most activities being webinars and online discussions. The aim of the SIG initiative is to give ASCILITE members the opportunity to lead and generate community activities related to their areas of interest. ASCILITE supports SIGs by offering each SIG a supported website presence and list management services, financial support for approved activities, the promotion of SIG events to ASCILITE members and an invitation to present at the ASCILITE conference. All ASCILITE SIGs are currently open to ASCILITE members and non-members at no charge, but SIG leaders must be members of ASCILITE. Membership information from each of the SIGs is shown in the following table. The Learning Design SIG welcomed **Keith Heggart** (UTS) to their leadership, and we thank Keith the enthusiasm he has brought to the role. Leadership of all other SIGS remains the same as 2021.

The activities of each ASCILITE SIG in 2022 are presented below.

TELEDVISORS SIG

The TELedvisors SIG was established in November 2016 and is led by **Colin Simpson** (Monash University), **Wendy Taleo** (Monash University) and **Kate Mitchell** (University of Melbourne). The TELedvisors SIG continues to grow rapidly

The SIG actively promotes ASCILITE through branding at the start of all webinars, on its website and posters and continues to cross-promote ASCILITE and SIG events in its discussion forum and Twitter account.

During 2022 the following activities have been undertaken:

- **Webinars**: 606 views (to 2/11/22) of recordings of our webinars held this year. These included two webinars with international presenters, expanding ASCILITE's presence and reputation in Europe, one of which concluding with a book launch (international premiere). One of our webinars (May) centred around preparation for submission of papers to the ASCILITE conference, which has been run as an ASCILITE Live session in previous years.

- **Reading group:** We began a reading group in May, hoping to highlight articles written by TELedvisor members where possible. Each month's article or blog post was openly published and available for social annotation via Hypothes.is. We publicised each month's reading activity, article and annotation link via a channel in our Teams site, via Twitter, and on The Edvisor (https://teledvisor.net/blog) (blog page views: 79 (May), 157 (June), 125 (July), 106 (August). Because the articles were public, it is not possible to gauge how many TELedvisor readers engaged with each one, however Hypothes.is is also a public annotation platform and 39 annotations were recorded across all the readings offered. We hope to expand this activity in 2023 by joining with the Learning Design SIG for more focused reading activities.

- **Email newsletter**: The TELedvisors Network soft-launched a regular email newsletter for members, sharing information about our field, members and upcoming ASCILITE events with our 450+ members

- **The Edvisor:** The TELedvisors blog was also used for three blog posts during the year as a space for guest writers, webinar information and a critical look at membership of the SIG.

- **Digital equity principles:** We have supported digital equity principles most significantly through our Sept 1 webinar which focused on improving belonging in digital environments.

- **Teams space:** MS Teams continues to be a strong space for our members. There are regular dialogues on current topics, shared job advertisements and callouts for interaction across member institutions.

- **Other communications**: The Twitter identity @TELedvisors currently has more than 1300 followers. In the past 12 months there were 85 original tweets with the hashtag #TELedvisors and in addition 65 tweets or retweets from @TELedvisors. The LinkedIn page has 97 followers and is a space we use to promote SIG events and encourage members to connect.

TRANSFORMING ASSESSMENT SIG

The ASCILITE Transforming Assessment SIG is led by Dr **Mathew Hillier** (Macquarie University) and Professor **Geoffrey Crisp** (University of Canberra).

The Transforming Assessment website continues to serve as the main portal for SIG activities and regular webinars continue to be the SIG's primary community activity. The continued strong demand and success of the Transforming Assessment webinar series is evidenced by sustained membership numbers and steady attendance rates that have demonstrated the continuing need for a forum in the tertiary community to air and share issues around e-assessment with a more recent shift to covering wider assessment issues in higher education more generally, although e-assessment remains the SIG's primary focus.

In 2022, the Transforming Assessment continued their monthly webinar series. The continued strong demand and success of the Transforming Assessment webinar series, evidenced by sustained membership numbers and steady attendance rates, highlights the continuing need for a forum in the tertiary community to air and share issues around e-assessment and a more recent shift to covering wider assessment issues in higher education more generally – although e-assessment remains our primary theme.

The ASCILITE community and its facilities remain an ideal mechanism by which to foster this discussion and contribute to the dissemination of knowledge sharing on e-assessment. There is a good synergy between the focus of Transforming Assessment webinars on e-Assessment and the mission of ASCILITE in furthering knowledge around the appropriate use of technology in education. Opportunities also exist for cross promotion given the alignment of missions and memberships of Transforming Assessment and ASCILITE.

LEARNING ANALYTICS SIG

Dr **Hazel Jones** (Griffith University), A/Prof **Linda Corrin** (Deakin University), and Dr **Srecko Joksimovic** (University of South Australia) lead the Learning Analytics SIG (LA-SIG).

The Learning Analytics SIG undertook a number of activities throughout 2022:

- **Joint webinar** with Bus Ed SIG "Using Learning Analytics to Support a Pedagogy of Care in Business Schools" - 21 February 2022

- **Webinar series:** "Breaking down the complexity of learner interactions using learning analytics"

- **Overview session:** Thursday 26th May

- "Leveraging learning analytics to promote student-teacher interactions in online and blended learning" **webinar** delivered by Dr Lisa-Angelique Lim (UTS) - Thursday 18th August (31 participants)

- **Wrap-up Workshop** at the ASCILITE 2022 conference

The SIG Leaders have been involved in the joint organisation of the Australasian Learning Analytics Summer Institute (ALASI) 2022 conference to be held at UTS immediately following ASCILITE conference (in association with ASCILITE and SoLAR).

MOBILE LEARNING SIG

The Mobile Learning SIG is led by A/Prof **Thom Cochrane** (The University of Melbourne) and Dr **Vickel Narayan** (University of Sydney).

In 2022, the ML-SIG undertook the following activities:

- **Weekly Zoom** Discussion on various MLearning topics

- 7 public **Webinar** episodes throughout 2022: ASCILITE Mobile Learning Special Interest Group. (2022). *Ascilite Mobile Learning Special Interest Group (#asciliteMLSIG) Webinars*. University of Melbourne. https://figshare.com/projects/ASCILITE_Mobile_Learning_Special_Interest_Group/140489

- **Collaborative development** of a registered Campbell Collaboration Systematic Review for publication in 2023: Cochrane, T., Birt, J., Narayan, V., Aiello, S., Bone, E., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2022). Mobile learning and learner agency in higher education during the COVID19 pandemic: A systematic review. *Campbell Systematic Reviews*, 18(4), Review number: ECG21022 in preparation. https://onlinelibrary.wiley.com/journal/18911803

- **Collaborative** development of a registered Campbell Collaboration Evidence and Gap Map for publication in 2023: Narayan, V., Cochrane, T., Birt, J., Aiello, S., Bone, E., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Alizadeh, M., Sinfield, D., Stretton, T., & Worthington, T. (2022). Immersive Reality in Higher Education during the COVID19 pandemic: An Evidence and Gap Map. *Campbell Systematic Reviews*, 18(4), ECG21026. https://onlinelibrary.wiley.com/journal/18911803

- **ASCILITE Conference** contributions: 2 full papers, 4 concise papers, 2 Posters

- **Collaborative paper** for the 2022 AJET special issue: Cochrane, T., Narayan, V., Aiello, S., Alizadeh, M., Birt, J., Bone, E., Cowie, N., Cowling, M., Deneen, C., Goldacre, P., Sinfield, D., Stretton, T., & Worthington, T. (2022). Analysing mobile learning designs: A framework for transforming learning post COVID. *Australasia Journal of Educational Technology (AJET), Special Issue: Achieving Lasting Education in the New Digital Learning World*, Accepted. https://doi.org/10.14742/ajet.7997

- Development of a 3-day **Workshop** (BootCamp) based upon the 2022 AJET paper: https://telbootcamps.edublogs.org/design-for-transformative-mobile-learning/

DIGITAL EQUITY SIG

At the end of 2021 the leadership of the Digital Equity SIG stepped down and despite a thorough search no leaders could be located for this SIG. Unfortunately, this meant that the SIG was dismantled however the ASCILITE Executive have identified that Digital Equity needs to be an integral part of all of our activities and, as such, have requested all SIGs and Conference Organising Committees to consider how Digital Equity can be incorporated into their activities moving forward.

OPEN EDUCATION PRACTICE SIG

The OEP-SIG was established in 2019 and is led by Mr **Adrian Stagg** (University of Southern Queensland), Dr **Carina Bossu** (Open University UK) and **Steven Chang** (La Trobe University) to engage the sector in discussions around OEP related issues at the individual, institutional and national levels, including the realisation of opportunities and how to overcome potential barriers. Dr Bossu will be stepping down from her role in November 2022 and a new co-leader will be elected by the SIG membership.

Throughout 2022 the OEP SIG has been extremely productive with the following activities:

- **Monthly meetings:** The regular meetings commenced in February 2022 and have been well attended, with 15-30 members at each meeting (although the September meeting on Project Managing Open Texts drew over 40 attendees, with 99 views of the resulting collaborative notes).
- **Conference presence:** The SIG will use the session at the ASCILITE 2022 conference for a regular meeting; members have been asked to 'bring a colleague'.
- **Webinar Program:** The OEP SIG revitalised the webinar program under Steven Chang's leadership in 2022. The SIG facilitated a full-year free and open webinar program that connected the membership with current practices, and research. These webinars helped connect members, build an evidence-base for continuing activity, and innovation, and formed the basis for ongoing discussions.
- **Digital Equity:** The core focus of the SIG is the implementation of open education to increase access and widen participation in higher education. The focus of our webinar sessions has been primarily based on universal access, accessibility, and technological platforms designed to enable open access to learning materials. Additionally, the resources, professional learning opportunities, and research highlighted in the Digest every month provide practitioners with an easy way to connect with this concept. As this a deeply embedded value for open education, it will continue to manifest through our activities in 2023.

- **OEP Digest (Australasian Edn):** The Digest Team has continued to meet a monthly publication schedule, and in 2022 moved to a WordPress platform to better address content accessibility concerns. Based on the WordPress site statistics and reporting, the following number of views were recorded for each issue, with continuing anecdotal evidence of librarians and learning designers reusing and repurposing the content to support local advocacy and awareness-raising activities:

The SIG website also has 96 subscribers to date, providing an efficient method of communicating new events, publications, and meeting topics with the broader membership.

- **Other outputs/impacts:** This year, the SIG has demonstrated impact in the sector as a key stakeholder in the CAUL 'Enabling a modern curriculum' national projects. All three projects have drawn members from the SIG, and the SIG's role has been to connect new practitioners with the community, aligning webinars and meeting topics with emerging practice-based needs, and the Digest has contributed to raising awareness nationally. SIG members were involved in running OER Advocacy Workshops in Brisbane, Sydney, and Melbourne - all of which drew between 30-40 staff.

Through our webinar program, the SIG has also collaborated with staff internationally - notably with the University of British Columbia, and the University of Minnesota.

LEARNING DESIGN SIG

The Learning Design SIG (LD SIG) was established in February 2016 and is currently led by **Kashmira Dave** (UNE), **Keith Heggart** (University of Technology, Sydney) and **Leanne Ngo** (La Trobe University).

The greatest achievement in 2022 has been establishing a foundation for the ongoing development of the LD SIG through regular communication and events for members. This has included eight regular webinars (including some high-profile international speakers), contributions to the TeLALL blog and ASCILITE Wavelength Podcast.

Monthly webinars were hosted via Blackboard Collaborate, and recordings were uploaded to YouTube after the event. The events were advertised through the ASCILITE bulletin, LD SIG MS Teams and also through personal social media channels (Twitter, LinkedIn). Attendance was good, averaging about 30 live participants, with more viewing the recording.

For each of the webinars, we have addressed the focus on equity and diversity by asking the presenters to reflect upon these matters in the Q&A part of the webinar. This has led to some stimulating discussion amongst the presenters and participants.

In addition, a reading group was established to coincide with the webinars however time constraints will not see this continue in 2023.

BUSINESS EDUCATION SIG

The Business Education SIG was launched at the ASCILITE 2019 conference in Singapore with 25 attendees. It is headed by A/Prof **Harsh Suri** (Deakin University), Mrs **Audrea Warner** (University of Auckland) and Ms **Danielle Logan-Fleming** (Griffith University).

In the third year of our SIG, the Business Education team reflected on the feedback from last year and built on our successful webinar series launched in 2020 to launch and establish itself in the ASCILITE community.

Whilst it was challenging in the current webinar-tired environment, we continued to maintain a momentum while collaborating with the other ASCILITE SIGs. Not only did many colleagues contribute to robust discussions in these webinars, colleagues who were not able to participate also requested the recordings for viewing later.

Our activities included:

- **Migrate** to the new ASCILITE MS Teams site set
- Continue engagement through our **SIG twitter** account:
  https://twitter.com/AsciliteBusEd
- One committee member (Amanda White) attended the ASCILITE at HERDSA event to continue spreading the word about the Business Education SIG
- Continue to develop and deliver **Webinar** Series hosted and jointly co-hosted with other ASCILITE SIGs along with other relevant organisations. Webinar facilitators included experienced educators from different parts of the world:
    - Business Education SIG and Learning Analytics SIG around using learning analytics for large cohorts and ethical considerations (21 February)
    - Connecting Learning at Scale and transforming the student experience – hosted by member Elaine Huber from the University of Sydney (7 April)
    - SIG Steering Committee member Danielle Logan-Fleming was a co-leader of the ASCILITE Contextualising the Horizon Project and was also invited to give a keynote to the UniSA Business T&L Symposium in June.

- SIG Steering Committee member Amanda White was invited to give Keynotes at the Council of Australian University Librarians (CAUL) "Enabling a Modern Curriculum" conference and the ACU Open Access week on creating open textbooks in Business.

- SIG Steering Committee members Audrea Warner and Amanda White were also invited to review and revise the CAULLT (Council of Australian University Leaders in Learning and Teaching) MOOC module on Assessment, taking over from Phillip Dawson at Deakin University.

- In conjunction with AFAANZ, there is now a virtual community of first year accounting educators that are being encouraged to also join the Business Education SIG since it is no-cost.

STRATEGIC ACTIVITIES & PARTNERSHIPS

Dr **Mark Schier** (ASCILITE Treasurer) leads the Strategic Activities and Partnerships portfolio. ASCILITE sponsors and endorses events and activities that promote research, trends, and uses of educational technologies in tertiary education. Sponsored or endorsed events provide opportunities to increase the recognition of ASCILITE and recruit new members.

ASCILITE forms partnerships with like-minded organisations in order to extend its global reach and promote its brand and activities.

Sponsored events. With the return to more normal action following COVID-19, we organised two successful catered, people-focussed social events. The first was ASCILITE at the Pub on June 27 in Melbourne with 35 attendees. This was to introduce our members to the HERDSA Executive who were in town for the HERDSA conference. This was an activity as part of our MOU with HERDSA.

Our second event was ASCLITE in the Park on October 23 with around 10 people attending, some who were also attending the Spring into Research school. This informal event provided conversations to members in an informal setting.

Partnerships. In 2022 we have 8 MOUs between ASCILITE and other organisations. The new MOUs signed this year were with HERDSA and University of Cumbria. At the time of writing this report we have almost signed a MOU with the Council of Australasian University Leaders in Learning and Teaching (CAULLT).

Higher Education Research and Development Society of Australasia (HERDSA)

In 2022, ASCILITE signed an MOU with HERDSA around joint projects and activities; sharing knowledge, resources, and services; and engaging with each other's memberships.

University of Cumbria

In 2022, ASCILITE signed an MOU with Assessment in Higher Education Network at the University of Cumbrian (Cumbria AHE) to collaborate scholarly work with the Transforming Assessment special interest group of ASCILITE (TA-SIG).

Flexible Learning Association New Zealand (FLANZ)

In 2021, ASCILITE signed an MOU with FLANZ to allow us to collaborate on overlapping interests and projects, promote shared knowledge, resources and services, and engage each other's memberships.

EduGrowth

In 2021, ASCILITE signed an MOU with EduGrowth; an Australian education technology and innovation hub with the aim of connecting educational providers, industry participants and EdTech entrepreneurs for the future. Our common goals include showcases of innovation and thought leadership, promoting shared knowledge and resources, and building a strong partnership.

In addition to these new relationships, ASCILITE has MOUs with EDEN (European Distance and eLearning Network) in Europe; the Association for Learning Technologies (ALT) in the UK; SoLAR (Society for Learning Analytics Research) and D2L Australia. Details are as follows:

European Distance and E-Learning Network (EDEN)

ASCILITE entered into an MOU with EDEN in June 2016 with the aim of engaging in international activities and initiatives of mutual benefit and promoting each other's undertakings such as conferences, workshops and online networking. This year some initial conversations have been had to renew this MOU.

Association for Learning Technologies UK (ALT)

ASCILITE and the Association for Learning Technologies (ALT) based in the UK renewed their MOU in 2017 to re-affirm ASCILITE's longstanding agreement with its UK counterpart, particularly in the area of CMALT Australasia accreditation, which ASCILITE operates under license from ALT. We have been discussing renewing this MOU and are looking to do this before the end of the year.

Society for Learning Analytics Research (SoLAR)

In 2020, ASCILITE signed an MOU with SoLAR with the intention of collaborating on a range of mutually beneficial activities. The Society for Learning Analytics Research (SoLAR) is an inter-disciplinary network of leading international researchers who are exploring the role and impact of analytics on teaching, learning, training and development. This year the SoLAR conference is directly after the ASCILITE conference with some joint advertising occurring.

D2L

In 2020, ASCILITE signed an MOU to establish a partnership with D2L and offer research grants in the amount of $5,000 each for cross-institutional teams of ASCILITE members. D2L and ASCILITE each contributing half of the funding up to $10,000 per annum. In 2022, this will be the third round of grants offered and sponsored by D2L. Recipients of the grants are appreciative and results from the projects have been positives.

AJET

The Australasian Journal of Educational Technology (AJET) is led by a small team of dedicated Lead Editors supported by a team of Associate Editors, the AJET Management Committee, and Editorial Board. The Lead Editor team comprises Associate Professor **Linda Corrin** (Deakin University, Australia), Associate Professor **Jason Lodge** (The University of Queensland, Australia) and Associate Professor **Kate Thompson** (Queensland University of Technology, Australia).

AJET currently has 9,746 registered readers, which has increased by 6% from 9,199 in 2021. As of November 2022, there have been over 168,000 abstract views and 217,000 full article downloads for the year.

EDITORIAL TEAM

We formally thank the Lead and Associate Editors for their contributions and high-quality editorial work to continue to enhance our highly regarded ASCILITE journal (AJET). The Associate Editors are all highly experienced researchers who shepherd papers through the review process.

Throughout 2022 we have been supported by the following outstanding team of Associate Editors:

- Dr Thomas Chiu, The Chinese University of Hong Kong

- Dr Simon K. S. Cheung, The Open University of Hong Kong

- Associate Professor Thomas Donald Cochrane, The University of Melbourne, Australia

- Associate Professor Teresa S Foulger, Arizona State University, United States

- Dr Feifei Han, Griffith University, Australia

- Dr Henk Huijser, Queensland University of Technology, Australia

- Associate Professor Matthew Kearney, University of Technology Sydney (UTS), Australia

- Dr Chien-Ching Lee, Singapore Institute of Technology, Singapore

- Associate Professor Stephen Marshall, Victoria University of Wellington, New Zealand

- Dr Kwong Nui Sim, Auckland University of Technology, New Zealand

- Professor Jerry Chih-Yuan Sun, National Chiao Tung University, Taiwan

- Professor Joke Voogt, University of Amsterdam/ Windesheim University of Applied Sciences, Netherlands

This year we welcomed two new Associate Editors to the AJET editorial team:

- Associate Professor Chris Deneen, University of South Australia, Australia

- Dr Rachel Fitzgerald, Queensland University of Technology, Australia

We would also like to thank the following Associate Editors who ended their term with AJET during 2022:

- Dr Christopher E Dann, University of Southern Queensland, Australia

- Professor Judi Harris, William and Mary School of Education, United States

- Associate Professor Michael Phillips, Monash University, Australia

- Associate Professor Lanqin Zheng, Beijing Normal University, Beijing, China

- Assistant Professor, Di Zou, The Education University of Hong Kong

We also acknowledge the contribution of Professor Gwo-Jen Hwang who was a member of the lead editor team from January 2021 to July 2022.

The editors thank the AJET copyeditors Antonina Petrolito, Kayleen Wood, and Kaylee Downing who have worked closely with the Lead Editors to ensure a high standard of final proofs is maintained. While too many to name individually, we extend heartfelt thanks to our international team of reviewers who perform an invaluable service to the journal.

The AJET management committee, consisting of A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Mark Schier** (ASCILITE Treasurer), Professor **Petrea Redmond** (ASCILITE Committee Member), the three Lead Editors, and a representative from the previous lead editorial team (Professor **Michael Henderson**, Monash University), oversaw the running of AJET in 2022 and provided feedback on proposed changes and new initiatives of the editorial team.

SPECIAL ISSUES

In 2022, the special issue "Achieving lasting education in the new digital learning world", edited by Dr **Filia Garivaldis** (Monash University, Australia), Dr **Stephen McKenzie** (University of Melbourne, Australia), Dr **Danah Henriksen** (Arizona State University, United States), and Dr **Sylvie Studente** (Regent's University London, United Kingdom) was published.

After an open call for special issues and review by the lead editors the 2023 special issue will focus on "Technology-enabled Support for Undergraduate and Postgraduate Research Supervision". Editors for this issue will be Dr **Kwong Nui Sim** (International College of Management, Sydney), Professor **Maria Northcote** (Avondale University), and Professor **Cher Ping Lim** (The Education University of Hong Kong, China).

AJET DEVELOPMENTS

The editorial team have spent 2022 further refining the processes and systems associated with the journal to improve the review and publication workflows. An update to the OJS system was undertaken earlier in the year and a revision of the website text. A review of

AJET policies and procedures resulted in updates to reflect current practices and align AJET with national and international quality and integrity guidelines.

The Lead Editor team have continued their series of editorials focused on the enhancement of quality and impact of educational technology publishing. The first editorial of the year explored authorship practices and introduced AJET's new authorship guidelines. To align with the international guidelines set out by the Committee of Publication Ethics (COPE), AJET now requires that articles written by multiple authors include a 'Contributions of authors' section. In this section authors are asked to outline the contribution each author made using the Contributor Roles Taxonomy (CRediT).

Improving the discoverability of academic articles was the focus of the second editorial of the year. Recommendations were made on how to optimise the keywords chosen by authors to help researchers to locate relevant research including the use of words from different categories (e.g., context, pedagogical approach, theoretical framework, etc.), avoid obscure acronyms, and be consistent.

This advice as well as the new contributions of authors section have both now been incorporated into the new AJET article template which is available for download from the AJET website. This template has been developed to reduce the burden on authors to set up a document with the AJET required formatting. The new template has styles and layout built in to not only help authors prepare their manuscript in the required format, but also to improve the accessibility of AJET articles for our diverse audiences. This includes the use of a new sans-serif font, heading styles, alt text for images, and left justification of paragraphs. It is hoped that the use of the template will reduce the necessity for the Copyeditors to spend as much time on formatting issues.

In the third AJET editorial of the year the Lead Editors questioned why weird ideas seem to persist in the field of educational technology. They put out a call for action to ensure that the field remains evidence-informed, especially in the current circumstances where major changes have occurred in relation to the COVID-19 situation. This editorial was featured in the *Campus Morning Mail*, helping to increase the exposure of the article.

AJET SUBMISSION & REVIEW STATISTICS

During 2022, the Lead Editor team has been working on improving the quality of data collected on the review process through the OJS system. Processes were put in place to clean and augment the system data in order to provide greater insights into the different stages of review and publication. In doing so, it was found that some duplicate submissions had previously been counted in submission figures reported on. These were removed from the 2022 data set, which explains some of why the total number of

submissions is less than in previous years (574 in 2022, compared to 719 in 2021). The reporting range has also been changed this year so that annual figures will be reported from the 1st December to the end of November the following year. This was done to enable the inclusion of a 12-month period in the annual figures presented in the final editorial of each year.

Interestingly, despite the lower number of submissions reported, the proportions of acceptances/declines are similar to the previous year (see Table 1 below). The continued low acceptance rate shows that the editorial team are upholding the quality of the screening and review processes, including the new triaging system implemented last year. This aligns with the goal of ensuring quality and impact of AJET articles to cement the journal's contribution to the field of educational technology.

AJET Submission and Review Activities	2019	2020	2021	2022*
Total submissions	702	617	767	574
Declined at editorial screening (% of total submissions)	606 (86%)	444 (72%)	597 (87%)	438 (76%)
Peer reviewed (% of total submissions)	96 (14%)	173 (28%)	170 (22%)	136 (24%)
Declined at peer review (% of peer reviewed)	48 (51%)	125 (72%)	106 (62%)	92 (83%)
Accepted (% of peer reviewed)	46 (49%)	48 (28%)	57 (34%)	19 (17%)
Declined (either at editorial screening or following peer review % of total submissions)	654 (93%)	589 (92%)	703 (92%)	530 (92%)
Accepted (% of total submissions)	46 (7%)	48 (8%)	57 (8%)	19 (3%)
Under screening/review late Oct 2022	0	0	7	25

* The figures for 2022 cover the period 1st December 2021 to the end of October 2022.

Table 6: AJET submission and review statistics based on submissions per year.

AJET BIBLIOMETRICS

AJET has continued to perform strongly in the various journal ranking scales in 2022. The JCR impact factor rose 22% to 3.73 with a five-year impact factor of 3.865 which elevated AJET to Q1 status for the first time for this ranking scheme. The H5 index for AJET according to Google Scholar rose from 39 to 49, and AJET regained 13th place on Google's top 20 educational technology journal list. Scopus has rolled out a new method of calculating the CiteScore this year, and AJET has risen from 5.5 to 5.9. This is all a result of the hard work of the Associate and Copy Editors and is a recognition of the growing reputation and relevance of AJET around the world.

AJET Bibliometrics* *2020 data will be available in 2021		2019	2020	2021
JCR	JCR Impact Factor	1.96	3.067	3.73
	JCR 5-year Impact Factor	2.08	3.507	3.865
	JCR journal ranking in Education category based on 5-year Impact Factor	95/263 Q2	77/265 Q2	58/270 Q1
Scimago	SJR Impact Factor	0.91	1.397	1.249
	SJR ranking in Education	Q1	Q1	Q1
Google Scholar	H5 index	35	39	49
	H5 ranking within Educational Technology category	13/20	15/20	13/20
Scopus	CiteScore	3.5	5.5	5.9
	Journal ranking in Education	138/1254 Q1	69/1319 Q1	92/1406 Q1
	SNIP	1.56	1.950	1.948

Note: 2022 bibliometric data will be available in 2023.

Table 7: AJET Bibliometrics based on calendar year

2021 CONFERENCE

The ASCILITE 2021 Conference was ASCILITE's 38th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education and was hosted by the University of New England (UNE) in Armidale from 29 November to 1 December 2021. The conference provided for both physical and virtual attendance (hybrid) due to COVID-19 border restrictions.
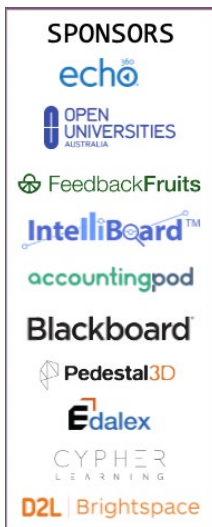
Sponsors for the 2021 conference were **Edalex**, **Pedestal3D**, **Blackboard**, **Echo360**, **FeedbackFruits**, **IntelliBoard**, **Cyberlearning** and **AccountingPod**. The Keynote Speaker for the conference was **Professor Sarah Pearson**.

ASCILITE 2021 themes

- Learning Design and Learning Analytics
- Hybrid, Virtual and Place-based Education
- Back to the Future: Post-COVID Landscapes
- Academic Integrity
- Open and Inclusive Practice

Conference Organising Committee

The University of New England ASCILITE 2021 Conference Organising Committee, led by **Professors Sue Gregory** and **Steven Warburton** and include **Greg Dorian**, A/Professor **Mitchell Parkes**, **Lee-Anne McKinnon**, **Liz Sozou**, and **Steve Grono**. The ASCILITE 2021 Conference Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular we thank Associate Professor **Chris Campbell** (ASCILITE President), Associate Professor **Mark Shier** (ASCILITE Treasurer), Mr **Andre Colbert** (ASCILITE Secretariat) and our Executive member liaison, Professor **Sue Gregory**.

Behind the Scenes – Facilitators

Front of House – Organising Physical Events
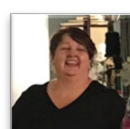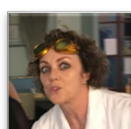
Lee- Anne McKinnon, Fiona Williams, Carol Elder, Liz Sozou

Paper Submissions

A total of 96 submissions were received for the 2021 conference all of which were reviewed and all full and concise papers double blind peer reviewed. The overall quality of papers submitted were exceptional.

Type of Paper	Number Accepted
Pecha Kuchas	19
Concise papers	33
Full papers	19
Posters	14
Panel Sessions	5
Workshops	5

Table 8: Summary of paper acceptances

Country	Authors
Australia	194
Germany	2
Israel	1
Japan	2
New Zealand	14
Singapore	16
Sri Lanka	1
United Kingdom	3
United States	1

Table 9: Submissions of papers by Country

Day 1		Day 2		Day 3	
Keynote:	172	Pecha Kucha A:	85	Stream A:	36
Stream A:	138	Pecha Kucha B:	54	Stream B:	29
Stream B:	111	Stream A:	82	Stream C:	122
Stream C:	172	Stream B:	87	Stream D:	105
Stream D:	80	Stream C:	88		

(Approximately 40 people in physical attendance)

Table 10: Virtual Attendance

The conference (in-person) participants

2022 CONFERENCE

The ASCILITE 2022 Conference is ASCILITE's 39th International Conference on Innovation, Practice and Research in the use of Educational Technologies in Tertiary Education and is hosted by the University of Sydney from 4th to 7th December 2022. The conference provides for both physical and virtual attendance. Sponsors for the 2022 conference are:

- Silver: Inspera, Instructure, Pedestal 3D, Feedback Fruits, Anthology (Blackboard), Cidilabs
- Bronze: Coursera, Edalex, vidversity
- Minor level (not-for-profit): Grok
- Barista: Echo360

The Keynote Speakers for the conference are Professor **Dominique Parrish** and Professor **Peter Felten**, with **Dr Ella Kahu** as Invited Speaker.

The ASCILITE 2022 theme is 'Reconnecting relationships through technology' with sub-themes of:

- Reconnecting students with educators
- Reconnecting students with each other
- Reconnecting students with purpose
- Reconnecting people with educational technology
- Reconnecting the community with the future campus

The 2022 Conference Organising Committee has been led by Dr **Eszter Kalman** and Associate Professor **Danny Liu**. The ASCILITE 2022 Conference Organising Committee acknowledge and thank the ASCILITE Executive for their guidance and support ensuring that this conference was a success. In particular we thank A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Mark Shier** (ASCILITE Treasurer), Mr **Andre Colbert** and Ms **Michelle Davy** (ASCILITE Secretariat) and our Executive member liaison, Dr **Hazel Jones** (ASCILITE Executive), who has been absolutely indispensable.

Review Process

All Full and Concise papers submitted for the conference underwent a double-blind peer review process. Metareviews were then performed by the Submissions and Proceedings team (Dr **Stephanie Wilson**, Dr **Natasha Arthars**, Dr **Dewa Wardak**, Dr **Pippa Yeoman**, with the support of the conference co-convenors). This process allowed papers to be ranked and selected for inclusion in the conference. A total of 155 submissions were received for the 2022 conference, all of which were reviewed. Full papers, concise papers, Pecha Kuchas, and posters were double blind peer reviewed. Panel sessions and workshops were single blind peer reviewed. The OJS submissions management system was used for the submission and review process for the first time and while there were some teething problems it is hoped these are overcome for the next conference. An interesting and scholarly range of papers were received across the full range of conference sub-themes. The overall quality of papers submitted was excellent.

Double Blind Peer Review	Submitted	Accepted	Rejected
Full papers	19	15	4
Full papers – student	5	4	1
Concise papers	49	36	13
Concise papers – student	5	4	1
PechaKuchas	42	32	10
Posters	23	18	5
Posters – student	2	2	0
Pre-conference workshops	5	5	0
Symposia/Panels	5	4	1
Sub-total	**155**	**120**	**35**

Table 11: Summary of paper submissions and acceptances ASCILITE 2022

2023 CONFERENCE

The ASCILITE 2023 will be hosted by Te Whare Wānanga o Waitaha – the University of Canterbury in Otāutahi in Christchurch, New Zealand.

A first for Christchurch and a first to be hosted in the new state of the art convention centre Te Pae, located in the heart of the rebuilt and reimagined city centre. Here participants can experience tranquil parks, heritage and contemporary architecture and award-winning eateries and coffee shops all within easy walking distance. As Aotearoa New Zealand's second biggest city and hub of the South Island, Christchurch is close to the Southern Alps, including the Aroaki Mount Cook National Park, with pleasant warm summer days in December.

The fully hybrid conference seeks to explore the complexity of learning and teaching in a world where 'pedagogical' and 'technological' can no longer easily be separated from one another and has proposed the theme People, Partnership and Pedagogy with subthemes exploring diverse People, deeper Partnership, and digital Pedagogies. With an organising committee from across Aotearoa and beyond who are experienced in national and international conference hosting the 2023 conference is well positioned to attract members and colleagues from across the region. For more info see the website https://2023conference.ascilite.org/

CMALT AUSTRALASIA

A/Prof **Thomas Cochrane** (ASCILITE Executive) heads up the CMALT Australasia portfolio. This year the 5th iteration of the 7-week CMALT cMOOC and was targeted to University of Melbourne staff. A pre-conference workshop for the annual TERNZ conference explored the overlaps between CMALT, SEDA, AdvanceHE, and HERDSA Fellowships. ASCILITE CMALT holders are recruited to be peer reviewers for portfolios submitted for CMALT accreditation.

To inform the development of ASCILITE's CMALT support a systematic review and book chapter are finally about to be published that explore the impact of professional teaching accreditation teaching practice and learner outcomes. This research also aims to provide a closer mapping between CMALT accreditation and Advance HE Fellowship for academics who are interested in both accreditation pathways (Cochrane & Jenkins, 2022; Cochrane et al., 2022).

> Cochrane, T., & Jenkins, M. (2022). Professional accreditation pathways in HE: enabler or block to TEL professional development? In R. Walker & D. Forbes (Eds.),

Developing Online Teaching in Higher Education: Global Perspectives on Continuing Professional Learning and Development (71-82). Springer. https://doi.org/10.1007/978-981-19-5587-7_6

Cochrane, T., Jenkins, M., & Kubacki, K. (2022). Mapping professional accreditation pathways in higher education. *Campbell Systematic Reviews, 18*(1), ECG19005 In Review. https://onlinelibrary.wiley.com/journal/18911803

ASCILITE PUBLICATIONS

The ASCILITE Publications Exec team includes A/Prof **Thomas Cochrane** (ASCILITE Executive), A/Prof **Michael Cowling (**ASCILITE Vice President), Professor **Petrea Redmond** (ASCILITE Executive) and Adjunct A/Prof **Mark Schier** (ASCILITE Treasurer). A new initiative from the ASCILITE Exec which began in 2021, the ASCILITE Publications portfolio (https://publications.ascilite.org/index.php/APUB) has been officially launched in 2022 providing a platform based upon the Open Journal System (OJS) for publishing the annual ASCILITE Conference proceedings and creating a standardised peer-review system for the 2022 ASCILITE Conference submissions and future ASCILITE Conference proceedings.

The ASCILITE Publications platform will eventually host the past 27 years of ASCILITE Conference proceedings, with a formal publication ISSN and registered DOIs for individual proceedings papers. ASCILITE Publications will also provide an avenue for mentoring ASCILITE members into the peer-reviewed publication process and provide opportunities for special collections of peer-reviewed fully open access traditional and non-traditional publications in the field of Technology Enhanced Learning (TEL) in Australasia and abroad. We aim to provide a scholarly distribution and publication pathway for these alternative forms of best practice and thought to traditional journal articles - increasing the reach and impact of TEL to international contributions and an audience beyond the academy. ASCILITE Publications encourages contributions and involvement from ECRs (including RHD candidates), practitioners and professional staff.

Note we recommend that media items be published using Figshare rather than ASCILITE Publications. The team has completed uploading the 2019 ASCILITE Conference proceedings papers that forms the first issue of ASCILITE Publications and obtained a registered ISSN that enables the registering of DOIs for published papers.

WOMEN IN ACADEMIC LEADERSHIP (WIAL)

This year saw the completion of the inaugural ASCILITE Women in Academic Leadership initiative which aims to provide mentoring opportunities for academics at levels C and D

(or equivalent), with mentors from Levels D and E. The initiative began in March 2021 and completed in December 2022.

The initiative was conceptualised and initially created by the President and Vice President in 2021, A/Prof **Chris Campbell** and Professor **Sue Gregory**. Professor **Petrea Redmond** and A/Prof **Elaine Huber** (ASCILITE Executive members) were also co-leads in its implementation.

In this 2nd year of the initiative, we have hosted four webinars, hearing from Honorary A/Prof Elizabeth Beckman (ANU), Professor Shelley Kinash (UNE), Professor Angela Carbone and Professor Kerryn Butler-Henderson (RMIT), and Professor Belinda Tynan. Individual mentoring groups have also met across varying timeframes according to their needs.

The 26 participants came from across 16 universities.

Australian Catholic University	University of Canterbury (NZ)
Charles Sturt University	University of Melbourne
Griffith University	University of New England
La Trobe University	UNSW Sydney
Massey University (NZ)	University of Southern Queensland
Monash University	University of Sydney
Queensland University of Technology	University of Technology Sydney
Southern Cross University	University of Wollongong

Together, we recorded a range of outputs from this initiative, however many of the successes were regarded as intangible. For example, building stronger cross institutional networks and developing better research plans.

In addition to the successes reported last year, some of the more tangible successes this year included:

- 5 promotions, from Senior Lecturer to Associate Professor
- 2 from Associate Professor to Professor
- 1 University VC T&L award
- 2 promotions to Head/Deputy of School 2
- 4 people attained grants
- 2 people achieved tenure
- 2 people took on a new research group leadership role
- 2 people took on journal editor responsibilities
- 2 University VC Excellence award for Mentoring and Leadership

Other themes emerging from the groups again this year include:

- Critical friends/safe spaces to share success and challenges
- Support to deal with the changes through and post-pandemic
- How to balance time/commitments
- Senior leaders sharing their journeys – valued

Another unplanned outcome was the forming of a sub-group which has been led by A/Prof **Cheryl Brown** (Canterbury), which has submitted an abstract for a Special Issue call for papers. This group has met weekly and fortnightly during the second half of 2022.

The WiAL leadership team did apply and enquire into funding opportunities to run a workshop after the annual conference. However, these did not come to fruition. We will continue to pursue this in the next round.

We put out the call for the next round of WiAL EOIs in September/October 2022 and hope to finalise the group participants for Cohort 2 by the end of the year.

Ethics approval was gained from the leads of this portfolio (from each of the four universities) as this was the first time the initiative was conducted. Evaluative data is being collected in order to shape the ongoing improvements of WiAL. Considerations will be given to the small group mentoring set up (vs. 1-1) and additional opportunities for whole group networking and collaborations.

MEMBERSHIP TRENDS

MEMBERSHIPS

As of 20 November 2022, ASCILITE had over 1,700 members for the first time, with a total of 1,767. Institutional membership numbers increased again, increasing from 770 in 2021 to the current 1,563. This increase can continue to be attributed to the increase in Diamond (unlimited) memberships that universities can purchase for their staff. The reduced number of individual memberships can be seen in the conversion of many individuals to being recognised through the institutional memberships.

The following table shows the breakdown of ASCILITE's membership across the categories.

MEMBERS BY CATEGORY	2018	2019	2020	2021	2022
Individuals	201	186	213	212	176
Institutional Memberships	284	306	600	770	1,563

MEMBERS BY CATEGORY	2018	2019	2020	2021	2022
Students	17	11	12	13	9
Life Members	12	13	12	12	11
Fellows	2	2	2	1	1
Affiliates	3	3	4	5	5
Retired					2
Total Members	**519**	**521**	**843**	**1,013**	**1,767**

Table 12: Members by Category

MEMBERSHIP BY COUNTRY

Membership numbers by country in 2022 were similar to that of 2021 with increases mainly in Australia and New Zealand. ASCILITE's international membership is not well represented with only 2% of ASCILITE's membership based outside of Australia and New Zealand.

MEMBERS BY COUNTRY	2018	2019	2020	2021	2022
Australia	422	433	740	849	1,509
New Zealand	78	70	57	119	229
Singapore/Malaysia	6	11	33	28	17
UK/Ireland	4	3	3	6	2
Japan	1	1	1	2	1
USA / Canada	3	0	0	2	2
Hong Kong	1	1	1	2	0
Europe	2	3	4	2	1
Other	2	3	4	3	4
Total Members	**519**	**525**	**843**	**1,013**	**1,767**

Table 13: ASCILITE Members by Country

INSTITUTIONAL MEMBERSHIPS

During 2022 the ASCILITE Executive created a specific portfolio to oversee Institutional memberships. Led by Dr **Sandy Barker** (ASCILITE Exec) with A/Prof **Chris Campbell** (ASCILITE President), A/Prof **Eileen Huber** (ASCILITE Exec) and Dr **Hazel Jones** (ASCILITE Exec), the team have been working on improving the services and benefits for our

institutional members. As of late November 2022, the number of institutions that were members of ASCILITE remained at 34, with the total number of individuals covered by these memberships rising dramatically in 2022 to 1,563. Throughout the year Diamond member institutions have received specialised presentations to members outlining the initiatives available to them as well as participating in TELAS accreditation workshops and the Spring into Excellence Research School. Some members have also taken up the benefit of attending pre-conference workshops for free as part of the Diamond membership.

We welcomed University of Technology, Sydney (UTS) as a Diamond three-year member and note that a number of existing institutional members have upgraded to Diamond membership, including University of New England and James Cook University. The University of Sydney had two memberships which have been combined late in 2022 to Diamond three-year. The following table displays a list of ASCILITE's current institutional members and the number of staff at each institution who are members of ASCILITE. For staff at institutions that are Diamond members, staff self-nominate while for institutions in the other categories, a management team nominate staff through an internal selection process.

INSTITUTION	2018	2019	2020	2021	2022
Diamond Members					
Australian Catholic University			112	91	108
Central Queensland University	15	17	17	52	59
Charles Sturt University				New	156
James Cook University					182
La Trobe University	9	7	84	106	141
Macquarie University					101
University of Melbourne	20	19	91	102	136
University of Wollongong	66	59	45	75	73
University of Auckland				48	157
University of New England					103
University of Sydney					New
University of Technology, Sydney					80
Gold & Silver Members					
Massey University	15	15	15	17	17
Monash University	22	21	24	22	21
TAFE Queensland				18	Bronze

INSTITUTION	2018	2019	2020	2021	2022
University of New England	17	18	19	20	Upgraded
University of Canterbury, New Zealand				17	16
Bronze Members					
Australian National University			10	9	8
Auckland University of Technology	10	10	9	9	10
Charles Darwin University	9	10	10	9	9
Deakin University	20	21	11	11	10
Didasko			10	9	10
Edith Cowan University			10	11	10
Flinders University	8	6	8	10	10
Griffith University			10	10	9
James Cook University				10	Upgraded
Macquarie University	7	6	10	10	Upgraded
Open Polytechnic of New Zealand	8	9	9	9	10
Southern Cross University		10	9	10	10
TAFE Queensland					8
Torrens University			10	10	10
University of Canberra			10	10	10
University of Newcastle				New	10
University of Notre Dame	10	10	10	9	7
University of Southern Queensland	10	10		10	25
University of Sydney				9	Upgraded
University of Sydney Business School		10	10	17	Upgraded
University of Western Australia	10	30	29	10	10
Victoria University			10	10	10
UTS Insearch	10	8	8		
TOTALS	**242**	**262**	**378**	**770**	**1,563**

Table 14: Institutional Memberships of ASCILITE (as of 1st November)

FINANCIAL POSITION

ASCILITE continues to maintain financial year reports (July to June) that are reconciled each year by the Society's chartered accountants. These reports are made generally

available to members at the AGM each year. This year with personnel changes in the secretariat, the audited statement was not available in time for the AGM. In addition to the fiscal year reports, the Executive prepares and maintains a calendar year forecast budget that is also presented to members at the AGM for their approval. This budget indicates the anticipated income and expenditure for the calendar year ahead. The ASCILITE Treasurer has a constitutional obligation to provide both fiscal year reports and a calendar year budget to members.

In the financial year report 1 July 2021 to 30 June 2022, ASCILITE reported a surplus of $9,253 on an income of $134,425. In 2021 our conference was held as a hybrid event at the University of New England and reported a surplus of $30,317 for 2020 and in 2019 our inaugural online conference reported a surplus of $15,744 (both of which appear in our 2021-2022 income).

This year saw the second of the D2L/ASCILITE competitive grants scheme awarded to two teams with two $5,000 grants that support scholarly pursuits of our society members. We are grateful for the generous funding from D2L which enabled this and which we match dollar for dollar with ASCILITE funds.

ASCILITE's total net assets at the 30 June 2022 were $501,219 up from $487,940 for the previous financial year. Given the overall healthy fiscal position of the Society, it is the intention of the Executive, once again, to continue to hold membership subscription fees and conference fees at relatively low levels to encourage broad participation in the activities of the Society while increasing expenditure in key membership services.

The 2021 – 2022 financial statements and the 2023 forecast budget are presented to the membership at the AGM where the forecast budget is approved by members.

SECRETARIAT ACTIVITIES

The main focus of the secretariat role is to manage the day-to-day operations of the Society and support the Executive Committee. Mr **Andre Colbert** held the position of Secretariat since May 2012 until July 2022 when he retired. We thank Andre for his long and dedicated service to the Society. Mrs **Michelle Davy** stepped in as interim secretariat from July until November 2022 while the Society is in the process of appointing a new Secretariat to commence in the near future.

In 2022, Secretariat duties in the area of network administration and webmaster services continued to expand in order to meet the ever-growing needs of the Society's online presence. This included network administration tasks in the areas of domain name management, setup and configuration of conference websites each year, site disk quota management, email account management, site backups, server-side anti-virus and anti-spam protection, security certificate validation, website configuration changes and more.

As the Society's webmaster, the Secretariat has also taken on the responsibility of maintaining multiple websites including the ASCILITE website, TELall Blog, TELAS, past conference websites and several SIG websites.

In 2022, work continued in the development of the [TELAS website](#), including tweaks.

As in previous years, Secretariat administrative duties continue to demand much of the Secretariat's workload. These activities include:

• Liaise with institutional member contacts to ensure that their member lists are up to date.

• Manage and monitor ASCILITE's membership database including email bounces and renewal notifications.

• Manage and reconcile the ASCILITE financial accounts in ASCILTE's MYOB accounting software, submit quarterly Business Activity Statements (BAS) and produce monthly financial reports for the Treasurer.

• Liaise with the ASCILITE accountant to prepare fiscal year financial reports.

• Manage the ASCILITE calendar year budget through monthly updates of ASCILITE's Profit & Loss statements.

• Organise agendas, supporting documentation and meetings for the Senior Executive and full Executive, including the preparation of meeting minutes and meeting notes.

• Maintain Executive Action Lists for each quarter to support the implementation of strategic and operational plans.

• Support each Executive in their respective portfolio activities where required.

• Support SIG leaders with their activities including the promotion of SIG activities to ASCILITE members and the submission of SIG annual reports and the maintenance of their member lists and websites.

• Produce and disseminate ASCILITE fortnightly bulletins and Special Announcements.

• Ensure ASCILITE's social media platforms are up to date.

• Manage Constitutional requirements in relation to the Annual General Meeting and coordinate the compilation of AGM documentation.

• Organise and manage Executive Committee elections and act as the Returning Officer.

• Work collaboratively with the AJET editorial team in responding to author and reviewer enquiries in relation to any technical issues.