

## THE SESSIONAL STAFF STANDARDS FRAMEWORK

*Sessional Staff /sessional stáéf/ noun. Any teachers in higher education employed on a casual or contract or sessional basis. This includes lecturers, tutors, online course facilitators and moderators, markers and demonstrators.*

The Sessional Staff Standards Framework sets in place criteria and standards by which we measure the quality of performance and outcomes in learning and teaching, and in management and administrative policy, procedure and practices around sessional staff.

The Sessional Staff Standards Framework positions the Institution's approach to sessional staff within the institutional policy framework, while allowing enough flexibility to include and support Individual sessional staff members; as well as Department (Unit Convenor/ Coordinator/ Subject Coordinator / Subject Leader); and Faculty (School / Division) -level responses to sessional staff issues.

These standards should be read together with existing policy and process documents, including the current Enterprise Agreement, and it should be acknowledged that while the framework focuses on sessional staff, it may have resource and workload implications for all university staff.

### Principles

There are three guiding principles that underpin the Sessional Staff Standards Framework.

1. Quality Learning and Teaching
2. Sessional Staff Support
3. Sustainability

### Criteria

Within each principle there are three different standards of achievement in relation to the listed criteria:

- *Unsustainable* indicates that current practice fails to address the criterion
- *Minimum Standard* indicates that there has been an active attempt to address the criteria and that a basic standard has been achieved

• *Good Practice* indicates that the criterion is being met or exceeded  
Criteria are grouped into the three principles but are interdependent and some overlap is inevitable and intentional.

## Principle One: Quality Learning and Teaching

The University is committed to consistently high quality learning and teaching for all students, regardless of the employment status of the staff member teaching them. It aims to ensure that the learning and teaching approaches adopted across the University match or exceed good practice; that learning and teaching values, principles and priorities are applied to sessional staff; and that sessional staff are included in University communities of practice.

In order to ensure sessional staff have the ability to attain Quality Teaching Standards<sup>1</sup>, the University also recognises that appropriate professional development must be provided for sessional staff.

Principle 1: Quality of Learning and Teaching				
Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
<b>1.1 Institution level</b>				
1.1a The institution articulates the employment and educational skills required from a sessional staff member.	A statement from the institution about skills required is included in the Enterprise Agreement. A generic job description is in place which lists skills required, including teaching expertise, qualifications, and/or experience. Guidelines are provided for what should be included in job advertisements, including on the university website, and includes a statement about skills required.	Minimum qualifications are detailed, i.e., Bachelor's degree as minimum for teaching in undergraduate courses; Master's degree as minimum for teaching in postgraduate courses.	The institution does not articulate the minimum skills or qualifications required by sessional staff. The recruitment process does not consider qualifications of sessional staff. Sessional staff articulation of employment and educational skills proceeds on an ad-hoc, informal basis and is variable across the institution.	Enterprise Agreement Applicants' resumes Internal and external job advertisements that include minimum list of skills and qualifications required by sessional staff applicants
1.1b The institution provides and supports professional development for sessional staff in learning and teaching.	All sessional staff are paid to attend relevant professional development in learning and teaching. A structured, systematic and accessible professional development program is in place for all sessional staff.	There is a structured professional development program for sessional staff. Sessional staff are provided with paid professional development opportunities in learning and teaching. Sessional staff can access professional development programs in learning and teaching. Sessional staff are informed about available professional development opportunities.	Professional development for sessional staff in learning and teaching is unpaid. Professional development for sessional staff in learning and teaching is delivered on an ad hoc basis. There is no professional development for sessional staff in learning and teaching.	Enrolments in professional development programs, including Foundations in Teaching programs Institutional funding model that includes funding for Professional Development for sessional staff in Learning & Teaching
1.1c An institutional system is in place for communication with sessional staff.	The institution has a multi-layered communication strategy that reaches all staff including all sessional staff.	The institution has a communication strategy that reaches most staff.	The communication strategy does not reach a majority of sessional staff. No communication strategy for communicating with all staff exists.	

<sup>1</sup> As articulated in the Higher Educations Standards Framework (TEQSA 2011)

## Principle 1: Quality of Learning and Teaching

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
<b>1.2 Faculty Level</b>				
1.2a Sessional staff are provided with an induction to learning and teaching.	<p>Paid induction to learning and teaching is provided to all sessional staff.</p> <p>There is a range of strategies to support sessional staff in learning and teaching (face to face and/or online).</p> <p>Induction is monitored periodically, and is ongoing.</p> <p>Induction is updated periodically.</p>	<p>Induction is provided and includes the basics of learning and teaching, and use of IT tools such as Blackboard, Moodle.</p> <p>Resources for induction to learning and teaching are provided to all sessional staff.</p>	<p>Induction to learning and teaching is not part of the Faculty's strategic or operational planning or practice.</p> <p>Induction only focuses on administrative matters.</p> <p>Induction is not provided.</p>	<p>Induction resources e.g. booklets and packs</p> <p>Induction website</p> <p>Induction Schedule is flexible (offered multiple times throughout the year)</p> <p>Foundations or introductory courses in learning and teaching, learning management system e.g. Blackboard or Moodle, induction day)</p> <p>Induction days/ sessions</p>
1.2b Sessional staff are kept updated about standards, procedures and policies affecting learning and teaching.	<p>The induction process updates sessional staff about standards, procedures and policies affecting learning and teaching.</p> <p>The Faculty distributes policies with an explanation of their relevance to sessional staff.</p> <p>Sessional staff demonstrable knowledge on relevant policies.</p>	<p>Sessional staff receive teaching and learning resources, and have awareness of and access to central learning and teaching policy and procedures repositories.</p>	<p>Sessional staff are not informed or aware of learning and teaching procedures and policies affecting learning and teaching.</p> <p>The Faculty does not communicate with sessional staff systematically or regularly regarding updated standards, policies and procedures.</p>	<p>Sessional staff contacts database</p> <p>Sessional staff website</p> <p>Faculty communication includes information on changes to (or reminder about) L&amp;T standards, policies and practices</p>
<b>1.3 Department Level</b>				
1.3a Sessional and ongoing academic staff share good learning and teaching practice.	<p>Systematic processes for sessional staff to share learning and teaching practice are in place.</p> <p>Sessional staff representatives are invited and paid to attend departmental meetings, learning and teaching meetings.</p>	<p>Sessional staff representatives are invited to learning and teaching meetings at departmental or unit level.</p> <p>Department offers induction sessions on "preparing to teach" (when not offered at Faculty level).</p> <p>Personal communication between unit convenors and sessional staff is facilitated via regular, paid meetings or similar.</p>	<p>Sessional and ongoing staff have few or no opportunities to share good practice.</p> <p>Sessional staff are excluded from departmental meetings.</p> <p>Meetings between unit convenors and sessional staff are not paid.</p> <p>There is no regular communication between unit convenors and sessional staff.</p>	<p>Department Learning &amp; Teaching meetings, forums or seminars</p>

## Principle 1: Quality of Learning and Teaching

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
1.3b Sessional staff engage in decision-making on learning and teaching issues.	Sessional staff input is actively sought when making learning and teaching decisions. Sessional staff are paid for all of their learning and teaching contributions.	Sessional staff input may be invited towards learning and teaching decisions. Sessional staff are paid for some of their learning and teaching contributions.	Sessional staff are not invited to contribute to learning and teaching decisions And/or Sessional staff are not paid for their contributions.	Timesheets
1.3c Sessional staff are involved in teaching teams.	Regular teaching team meetings that allow debriefing, planning, sharing of good practice, collaborative development of learning and teaching strategies as well as mentoring and team building opportunities. Frequent and timely communication about teaching roles and responsibilities.	Sessional staff know what is expected of them, in their teaching roles, on a weekly (or as appropriate) basis throughout the teaching period. Sessional staff are adequately prepared and briefed about what they are expected to do for each teaching session. There are ad hoc and/or mostly one way (information-giving) meetings.	There is only one meeting held at the start of the unit/course/subject. There is no regular communication with sessional staff throughout the unit/course/subject.	Meeting schedules Tutorial plans, learning and detaching activities Tutor manuals
1.3d Sessional staff receive professional academic supervision and mentoring.	Academic supervision is provided to all sessional staff. Mentors are assigned to all sessional staff. A staff member is assigned to act as the co-ordinator for sessional staff.	Some academic supervision and advice for some sessional staff is provided e.g. by unit/course convenors.	Sessional staff do not receive adequate supervision or mentoring. Sessional staff receive ad hoc supervision or mentoring. Sessional staff receive no supervision or mentoring.	Mentor scheme Unit convenor training sessions Regular meetings and communication; unit convenor's role description and workload recognise supervising sessional staff
1.3e Sessional staff are adequately supported and engaged in assessment processes to assure quality.	Sessional staff receive appropriate marking criteria, rubrics and feedback guidelines. Sessional staff are paid to participate in the moderation process. Sessional staff have knowledge of, and access to, professional development opportunities that support good assessment practice.	Sessional staff receive some guidance about marking and providing feedback to students. Sessional staff receive marking criteria. Sessional staff participate in the moderation process.	Little or insufficient guidance is provided about marking and feedback. Sessional staff do not receive marking criteria.	Assessment criteria Assessment rubrics Feedback guidelines Moderation meetings Assessment and feedback workshops, seminars Use and application of feedback to students by sessional staff

## Principle 1: Quality of Learning and Teaching

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
1.3f Sessional staff teaching performance is monitored and evaluated.	<p>Sessional staff are regularly evaluated and receive comprehensive and systematic feedback.</p> <p>Department outlines expectations of performance.</p> <p>Department negotiates a performance development plan with sessional staff.</p> <p>Sessional staff receive individualised feedback.</p> <p>Sessional staff are encouraged to reflect on their performance.</p>	<p>Sessional staff receive some feedback on their performance.</p> <p>Sessional staff are aware that they can use student evaluations.</p> <p>Sessional staff are aware that they can receive a copy of student evaluative feedback (reports).</p>	<p>Sessional staff receive little or ad hoc feedback on their teaching performance.</p> <p>Sessional staff receive no feedback on their teaching performance.</p> <p>No teaching evaluation is undertaken.</p>	<p>Examples of sources of potential triangulated feedback</p> <p>Formal student Evaluations</p> <p>Informal student evaluations</p> <p>Written feedback provided to tutors</p> <p>Performance development plan</p> <p>Peer review process</p> <p>Unit and course convenors' workloads recognise the need to provide feedback to sessional staff</p>
<b>1.4 Individual Level</b>				
1.4a As a sessional staff member I actively engage with ongoing professional development in learning and teaching.	<p>As a sessional staff member I identify my own professional development needs.</p> <p>As a sessional staff member I seek out and engage with professional development opportunities offered.</p>	<p>As a sessional staff member I attend professional development sessions as available.</p>	<p>As a sessional staff member I do not undertake professional development where it is offered and/or available.</p>	<p>Documentation from Professional Development sessions for sessional staff</p> <p>Professional Development attendance lists, workshop or conference attendance lists</p> <p>Attendance certificates, membership of professional associations,, invitation from foundations, etc groups to attend sessions</p>
1.4b As a sessional staff member I maintain my professional role as a teacher and a disciplinary expert.	<p>As a sessional staff member I participate in learning and teaching activities, keep up to date with new policies, resources research and other developments in my field as part of my professional development.</p>	<p>As a sessional staff member I adopt the roles and responsibilities as outlined in my position description or contract.</p> <p>As a sessional staff member I comply with the University's Code of Conduct (Staff).</p> <p>As a sessional staff member I comply with learning and teaching policies and practices.</p> <p>As a sessional staff member I maintain awareness of policies and practices that affect students.</p>	<p>As a sessional staff member I am not aware of the Code of Conduct (Staff) and/ or my responsibilities as a staff member.</p> <p>As a staff member I am not aware of key policies that affect my learning and teaching.</p> <p>As a sessional staff member I have not received a position description.</p> <p>As a sessional staff member I undertake my role in isolation rather than as a member of the University community.</p>	<p>Code of Conduct</p> <p>Position description</p> <p>Publications</p> <p>Ethics applications for projects in L&amp;T</p> <p>Membership of professional associations</p> <p>Contract</p>

## Principle Two: Support for Sessional Staff

As an institution, the University is committed to achieving quality management standards in recruitment, employment, administration and academic support, in order to ensure consistent and appropriate support for sessional staff.

The University also recognises that sessional staff require basic infrastructure and provisions in order to undertake their roles effectively and professionally.

Principle 2: Support for sessional staff				
Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
<b>2.1 Institution Level</b>				
2.1a The Institution has a funding model that allocates resources for sessional staff professional development.	Professional development of sessional staff is adequately resourced through the institutional funding model on an ongoing basis.	Funding and/or resourcing is available for the professional development of all sessional staff.	No targeted resourcing for the development of sessional staff. Resources and/or funding are inadequate for development of sessional staff. Funding and/or resourcing is uncertain or not sustained.	Faculty funding model Funded support position/s for advocate/convener for sessional staff professional development Identifiable budget item for annual budget Identifiable recurrent budget item
2.1b Formalised employment and recruitment procedures are in place for sessional staff across the University.	Recruitment and appointment processes for sessional staff are consistent, transparent and fair and comply with university policies, and are efficient, timely and proactive.	Recruitment and appointment processes for all sessional staff are consistent, transparent and fair, and comply with university policies.	Recruitment and appointment processes are not timely, do not employ a rigorous selection process, and do not address gaps in the skill base. No formal recruitment and appointment processes for sessional staff. No institutional policies and practices refer to sessional staff.	Contracts Advertisements Policies Procedures Related policies and procedures are available on the university's public website Databases Eligibility list Schedule / timeline Proactive programs e.g. externally advertised positions / expressions of interest and policies for advertising positions / pool of expressions of interest Role descriptors Conversion opportunities (to tenured positions) for long-term sessional staff Evidence of formal recruitment process including criteria list, short lists, interview panels, interview schedules, CVs of applicants.

## Principle 2: Support for sessional staff

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
2.1c The University communicates clearly to sessional staff about their rights, responsibilities and entitlements as a staff member.	Relevant information to all sessional staff about their rights, responsibilities and entitlements as a staff member is communicated in a timely manner.	The University communicates some information to sessional staff regarding their rights or responsibilities or entitlements as a staff member.	Absence of communication regarding rights, responsibilities and entitlements of sessional staff members.	Ethics framework, Code of Conduct, website, contract and position description, induction, university policies. Inclusion in contract template (e.g. of rights, responsibilities and entitlements) Code of conduct Induction sessions Enterprise Agreement Rights and Responsibilities resource available
2.1d There is a clear understanding across the organisation of what sessional staff are contracted to do.	Accurate and consistent job descriptions are provided to all sessional staff prior to commencement, and their responsibilities are explained to them in a timely manner. University articulates descriptors of tasks and formulae for payment. Staff understand the activities and hours that sessional staff will be paid for. Sessional staff are provided with contractual arrangements that are consistent across the university.	Detailed job descriptions for all sessional staff and contracts are available prior to commencement. Contract includes meeting hours required as well as teaching hours, and states that sessional staff need to attend all relevant meetings. Sessional staff have a clear understanding activities and hours they will be paid for.	Job descriptions and/or contracts are ambiguous and/or lack clarity around the hours and activities that sessional staff will be paid for. Sessional staff are not provided with contractual arrangements specifying tasks, responsibilities, hours of work and payment procedures. Sessional staff do not have job descriptions or do not receive contracts prior to commencement.	Job descriptions Contracts (include hours marking, meetings) Task descriptions
2.1e There is a centralised, university-wide payroll system which includes sessional staff.	All sessional staff are paid regularly, automatically and with the option of an annualised system. Sessional staff are provided with options for regular payroll deductions for parking, transport, gym, salary sacrifice.	Sessional staff paid automatically as soon as possible after completion of work cycle. Paperless payment process. Payment system is clearly communicated.	Delays/long waiting periods in payment of sessional staff. Process requires submission of pay requests (timesheets and other paperwork) and/or multiple sign offs.	Payment by exception process Information about payment system on the website Availability of payroll deductions for parking, transport, gym, salary sacrifice

## Principle 2: Support for sessional staff

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
2.2 Faculty Level				
2.2a A Faculty system for communication with sessional staff is in place <sup>2</sup>	There is a complete, accurate and updated list of sessional staff for regular communication. An active two-way communication system is in place between Faculty and sessional staff.	There is a complete and accurate list of sessional staff for communication purposes. A faculty system for timely and regular communication with sessional staff is in place.	Faculty does not have a complete or accurate list of its sessional staff. Existing communication systems are inadequate or ineffective. No communication system exists.	Updated faculty database of sessional staff contact details Faculty website with information for sessional staff Evidence of two-way communication system e.g. email, blog, wiki Standardised IT communication e.g. RSS feeds available and accessible by sessional staff
2.2b New sessional staff receive an orientation to the faculty as workplace (for example, administration, Human Resources, Occupational Health & Safety).	Orientation is paid, comprehensive, and timely (i.e. held before teaching responsibilities undertaken).	Sessional staff receive a basic orientation to the workplace.	Sessional staff receive no orientation to the workplace.	Orientation attendance records Development of induction resources Induction resources available on Faculty website Frequency of use of Faculty resources e.g. downloads
2.2c Faculties provide sessional staff with resources necessary for their roles.	Faculty ensures timely and ongoing access to all necessary resources.	Sessional staff have access to some resources.	Sessional staff have limited or no access to resources.	Faculty funding model includes resources for sessional staff University Email addresses Swipe cards Learning Management System (Blackboard / Moodle) Access Resources provided may include designated workspace, consultation space, staff cards, swipe cards, email addresses, computers, stationery, free access to the library, photocopiers, pigeon holes etc., as appropriate to the tasks sessional staff are required to undertake



## Principle 2: Support for sessional staff

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
2.2d Supervisors have the skills to manage sessional staff.	<p>Faculties have identified a supervisor for each sessional staff member.</p> <p>Faculties have a strategy (in their learning and teaching plan, or equivalent) for training supervisors or unit/subject convenors.</p> <p>Subject or course convenors are employed as ongoing staff and understand their role in supervision of sessional teaching staff.</p> <p>A comprehensive and ongoing unit-level induction is conducted for teaching teams that includes sessional staff.</p>	<p>Faculties have identified supervisors for sessional staff.</p> <p>Course Convenors are employed as ongoing staff and understand their role in supervision of sessional teaching staff.</p> <p>A brief unit-level induction is conducted for teaching teams.</p>	<p>Only some sessional staff have supervisors. Supervisors do not understand or enact their role.</p> <p>No unit –level induction is conducted for teaching teams.</p> <p>No supervisory roles for sessional staff are identified or formally allocated.</p>	<p>Supervisor identified on contract</p> <p>Supervisor training</p> <p>Supervisor training program advertised, e.g. email, newsletter</p> <p>Participants feedback on supervisor training programs</p> <p>Unit convenor training sessions</p> <p>Unit convenor training session attendance</p> <p>Appointment policies and procedures</p> <p>Role/ responsibility statements for course convenors articulating role for supervising sessional staff</p>
<b>2.3 Department Level</b>				
2.3a A Department system for communication with sessional staff is in place.	<p>There is a complete, accurate and updated list of sessional staff for regular communication.</p> <p>An active two-way communication system is in place between department and sessional staff.</p> <p>There are multiple channels for communication with sessional staff.</p>	<p>There is a complete and accurate list of sessional staff for communication purposes.</p> <p>A departmental system for timely and regular communication with sessional staff is in place.</p> <p>There is at least one channel for communication with sessional staff e.g. email.</p>	<p>Communication is ad hoc and depends on individual staff members.</p> <p>Department does not have a complete or accurate list of its sessional staff.</p> <p>Existing communication systems are inadequate or ineffective.</p> <p>There is no communication system in place.</p>	<p>Dedicated point of contact, e.g. departmental liaison for sessional staff</p> <p>Learning management system as a channel</p> <p>Mail room with provision for sessional staff</p> <p>Updated department database of sessional staff contact details</p> <p>Department website with information for sessional staff</p> <p>Evidence of two-way communication system e.g. email, blog, wiki</p>
2.3b Sessional staff are provided with student consultation space.	<p>Sessional staff have, as needed, access to private meeting and consultation space.</p>	<p>Sessional staff have access to private meeting space.</p>	<p>Sessional staff have no access to private meeting or consultation space access and must rely on communal spaces.</p> <p>Sessional staff have no access to meeting or consultation space.</p>	<p>Dedicated consultation space</p> <p>Booking system</p>

## Principle 2: Support for sessional staff

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
2.3c Supervisors have the skills to manage sessional staff.	<p>Departments have identified a supervisor for each sessional staff member.</p> <p>Departments have a strategy (in their learning and teaching plan, or equivalent) for training supervisors or unit/subject convenors.</p> <p>Course Convenors are employed as ongoing staff and understand their role in supervision of sessional teaching staff.</p> <p>A comprehensive and ongoing unit-level induction is conducted for teaching teams that includes sessional staff.</p>	<p>Departments have identified supervisors for sessional staff.</p> <p>Course Convenors are employed as ongoing staff and understand their role in supervision of sessional teaching staff.</p> <p>A brief unit-level induction is conducted for teaching teams.</p>	<p>Only some sessional staff have supervisors. Supervisors do not understand or enact their role.</p> <p>No supervisory roles for sessional staff are identified or formally allocated.</p> <p>No unit –level induction is conducted for teaching teams.</p>	<p>Supervisor identified on contract</p> <p>Supervisor training</p> <p>Supervisor training program advertised, e.g. email, newsletter</p> <p>Participants feedback on supervisor training programs</p> <p>Unit convenor training sessions</p> <p>Unit convenor training session attendance</p> <p>Appointment policies and procedures</p> <p>Role/ responsibility statements for course convenors articulating role for supervising sessional staff</p>
2.3d Departments manage, administer and allocate resources to sessional staff.	<p>Sessional staff are provided with timely and ongoing access to necessary resources.</p>	<p>Sessional staff have access to some resources.</p>	<p>Sessional staff have limited or no access to resources.</p>	<p>Stationery, desk, unit convenor, admin support, desk copies of texts, readers etc</p> <p>Departmental budgets</p>
<b>2.4 Individual Level</b>				
2.4a As a sessional staff member I am provided with the opportunity to become familiar with policies and procedures that affect my work.	<p>As a sessional staff member I am provided with the opportunity to become involved in and engage with policy development.</p>	<p>As a sessional staff member I am provided with opportunities to inform myself of relevant policies and procedures.</p>	<p>As a sessional staff member I am not provided with opportunities to inform myself of relevant policies and procedures.</p> <p>I make no attempt to gain knowledge of relevant policies and procedures.</p> <p>I make no attempt to take up opportunities to inform myself about relevant policies and procedures.</p> <p>I am provided with information about policy and procedures but I do not regularly access the information.</p>	<p>Compliance with policies</p> <p>Contribution of sessional staff to policy development e.g. minutes, emails and other feedback.</p>

## Principle 2: Support for sessional staff

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
2.4b As a sessional staff member I maintain communication with departments and other staff members as necessary.	As a sessional staff member I actively maintain timely and regular communications with my department and relevant staff.	As a sessional staff member I respond to departmental/ administrative <sup>3</sup> emails. As a sessional staff member, I attend paid meetings.	As a sessional staff member I do not respond to administrative emails or attend paid meetings.	Emails Sessional staff included on relevant email distributions lists Sessional staff included on contact lists Provision of communications resources, e.g. institutional email account, phone, physical space for communications Meeting records, pay records as evidence of payment for meeting attendance

<sup>1</sup> Define annualised system here, also example of an exception

<sup>2</sup> At some institutions, communication may be the responsibility of the department or school

<sup>3</sup> That is, not student emails.

## Principle Three: Sustainability

The nature of casual employment means there are limits on the level to which the University can plan for, provide for and develop sessional staff as individuals. However, the University recognises that long-term sustainability of quality learning and teaching requires retaining good quality sessional staff, reducing turnover of sessional staff, and encouraging them in the pursuit and development of academic teaching careers. This can be achieved in part by recognising and rewarding sessional staff for the contribution they make to the university.

The University also recognises that sustainability in the achievement of standards depends on the provision of appropriate resources to underpin processes, and the minimisation of the administrative load on all staff (including academic, administrative staff, and Human Resources).

Principle 3: Sustainability				
Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
<b>3.1 Institution Level</b>				
3.1a Teaching excellence by sessional staff is recognised and rewarded.	Sessional staff are encouraged to apply for University teaching awards. Special categories of awards exist for sessional staff.	Sessional staff are able to apply for University teaching awards. Sessional staff are given guidance on how to document teaching experience.	Teaching excellence by sessional staff is not recognised or rewarded.	Awards Certification of teaching experience by University
3.1b Sessional staff interests are considered and incorporated into appropriate decision-making processes.	The institution actively seeks input and incorporates feedback from sessional staff in decision-making processes. Sessional staff are represented on university committees and bodies e.g. L&T committee, Senate, Staff Consultative group; and the institution provides resources to support this. There are dedicated centralised resources for supporting sessional staff.	Sessional staff are recognised as a specific and identifiable cohort of staff with particular needs. Policy and practice takes account of the needs of sessional staff. Sessional staff feedback is considered in the development of university policy and practice. Sessional staff are provided with opportunities for representation on University Committees, Projects and Initiatives.	University makes no special provision for sessional staff. No dedicated resources are provided for sessional staff.	Meeting minutes Membership lists Feedback channels Policy documents Budget allowance for sessional staff to participate in process Multi sources of information in a range of formats – hardcopy, online Web page dedicated to sessional staff
3.1c The University collects and maintains comprehensive and accurate data on its sessional staff.	Information on sessional staff is centrally located. The institution maintains an accessible database that is regularly updated and used to improve the overall experience for sessional staff.	University maintains a central data depository on sessional staff.	There is no integration of data on sessional staff. There is no access to data on sessional staff.	Data and database that is accessible and centrally located.

### Principle 3: Sustainability

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
3.1d Administrative and human resource processes for sessional staff are streamlined, clear, and transparent.	Administrative processes are streamlined, automated, accessible and integrated across the University, reducing administrative load at all levels. Integration of systems across IT, Finance, Human Resources, Library.	Clear administrative processes are in place around sessional staff.	Processes around sessional staff are ad hoc, reactive and unintegrated.	Streamlined processes and procedures.
<b>3.2 Faculty Level</b>				
3.2a Sessional staff are included in academic communities of practice.	Sessional staff are invited to and attend academic seminars and other events. Sessional staff are encouraged to contribute to faculty events. Sessional staff participate in research on learning and teaching.	Sessional staff are invited to attend seminars and other academic events.	Sessional staff are not included in academic activities and events.	Email list Advertisements of upcoming learning and teaching events Faculty website
3.2b Succession planning is in place at a Faculty level.	Faculties engage in proactive long-term planning for recruitment, retention and professional development of sessional staff.	Faculties engage in proactive short-term planning for recruitment and retention of good sessional staff.	Faculties have no plans in place or ad hoc approach to recruitment and retention of good sessional staff.	Faculty level plans documented and implemented.
<b>3.3 Department Level</b>				
3.3a Sessional staff are appointed in a timely manner.	The timeframe for appointment by the department allow substantial time for preparation, professional development, and mentoring of staff.	The timeframe for appointment by the department allow sessional staff adequate time to sufficiently prepare for their role.	The timeframe for appointment is inadequate for sufficient preparation of sessional staff for their role, with the risk of cancellation of units of study.	Records of dates of appointment and recruitment processes Continuation of unit of study
3.3b Departments systematically review their reliance on sessional staff as a risk management measure.	After each unit offering, departments conduct staffing reviews that inform workforce planning. Sufficient staff are appointed to meet or exceed national benchmarks in order to maximise learning opportunities of students.	Adequate student/staff ratios are benchmarked to discipline specific averages.	Insufficient staff are appointed, resulting in higher student/staff ratio. No reviews are undertaken.	Student / staff ratios Workforce plans

### Principle 3: Sustainability

Criteria	Good Practice	Minimum Standard	Unsustainable	Suggested sources of evidence
3.3c Good sessional teachers are identified and retained.	There are systematic processes in place to identify good sessional teaching. Sessional staff who provide good quality teaching are offered longer-term contracts and/or employment over a sustained period of time.	There are some processes in place to identify good sessional teachers. Some sessional staff who provide good quality teaching are offered longer-term contracts and/or employment over a sustained period of time.	There are no processes in place to identify good sessional teachers. There is no opportunity for sessional staff to be re-employed in any systematic way <i>or</i> Some sessional staff are offered the opportunity to be re-employed at the end of their contracts.	Long-term sessional staff statistics Length of experience at institution Attrition rates of sessional staff
<b>3.4 Individual Level</b>				
3.4a As a sessional staff member I am provided with the opportunity to provide feedback to my departments/ unit convenor/ subject coordinator.	As a sessional staff member I am provided with the opportunity to provide feedback on all aspects of my teaching experience, including teaching, texts, resources, learning activities and communication.	As a sessional teacher I provide feedback on some aspects of my teaching experience.	I do not provide any feedback as a sessional teacher to my department.	Feedback processes at all levels Reports are written for unit/subject convenors/ coordinators

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