The National Colloquium on Sessional Teaching in Higher Education was held at the Australian National University on November 28, 2007. This Colloquium was the main dissemination event for the project, presenting the findings to date and stimulating further discussion.

One hundred and one participants registered for the event with over 90% attendance. The participants represented 33 of the 38 universities across Australia. The Program, presentations and transcripts can be found on the RED Website.

The RED Report presents the key findings of the Project:

**RECOGNITION** calls attention to the growing diversity of the teaching workforce and the need for better systems, policies and procedures to assure the quality of teaching and learning in a more complex operational environment;

**ENHANCEMENT** highlights the general lack of improvement in sustainable policy and practice since the AUTC Report (2003a); and

**DEVELOPMENT** provides a series of discussion points for wholesale improvements across the sector.

The RED Website contains:

- the RED Report,
- the RED Resource,
- the Program of The National Colloquium on Sessional Teaching in Higher Education with downloadable presentation slides and transcripts,
- links to websites, handbooks and resources, and
- the project literature review.
The RED Resource outline

The RED Resource has three sections:

The Five Domains

These domains emerged from this Project as broad areas requiring attention:

- Systemic and sustainable policy and practice;
- Employment and administrative support;
- Induction and academic management;
- Career and professional development; and
- Reward and recognition.

Each Domain contains the relevant findings from the RED Report, identified characteristics of good practice, identified challenges, and suggested examples of good practice. These Domains suggest possibilities for action, but are not exclusive in representing all the issues related to the quality enhancement of sessional teaching.

The Good Practice Case Studies

These case studies are a selection of good practice examples in what needs to be an ongoing investigation into evidence-based practice in this area. While there can be no one standardised approach across the sector, responsibility for improving current policy and practice lies at all levels of the University: an institutional policy framework, faculty and school based procedure and practice, and quality practices at course and subject level. In this Resource:

- Cases 1 - 3 provide examples of institutional approaches to addressing the professional needs of sessional teachers;
- Cases 4 - 6 provide examples of policy, procedure and practice at the Faculty and School level;
- Cases 7 - 8 provide examples of online initiatives;
- Cases 9 - 10 provide examples of good practice at the teaching team level.

Snapshot of the Colloquium

This section provides selected quotations from the various presenters at the National Colloquium on Sessional Teaching in Higher Education held as the main dissemination event for this Project.