

**School of Social Work – University of Victoria**  
**CUPE 4163 (Component 3) – Sessional Lecturers**  
**Fall Session (September 1<sup>st</sup> – December 30<sup>th</sup>, 2026)**

**Application Deadline – May 8th, 2026**

*We acknowledge and respect the (Songhees and Esquimalt) Peoples on whose territory the university stands, and the Lək̓ʷəŋən and WSÁNEĆ Peoples whose historical relationships with the land continue to this day.*

The School of Social Work at the University of Victoria invites expressions of interest from individuals interested in sessional teaching.

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning and work environments. We know that diversity underpins excellence, and that we all share responsibility for creating an equitable, diverse, and inclusive community. In pursuit of our values, we seek members who will work respectfully and constructively with differences and across levels of power.

### **Decolonial-Equity and Social Justice Statement**

The School of Social Work and our partners, who are students, staff, sessional lecturers, and Faculty Members, are committed to decolonizing, anti-racism, anti-oppressive, and social justice work in our leadership, research, and education. Our goals are to establish learning opportunities and/or objectives on-campus and in an online environment that promotes decolonial-equity, respect, responsibility, accountability, curiosity, collaboration, risk-taking, and creativity.

UVic is committed to upholding the values of equity, diversity, and inclusion in our living, learning, and work environments. In pursuit of our values, we seek members in our School, including our partner communities, who will work respectfully and constructively with diverse differences across multiple levels of power.

**We actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to,**

- First Nations, Métis and Inuit peoples, and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities, and gender expressions.

We recognize that many of these identities intersect and that therefore, equity, diversity and inclusion can be complex. We value the contributions that each person brings and are committed to ensuring full and equal participation for all in our community.

## **Lecture Opportunities:**

<b>Course</b>	<b>Title</b>	<b>Units</b>
<a href="#">SOCW 200B</a> (online)	Introduction to the Critical Analysis of Social Welfare in Canada	1.5
<a href="#">SOCW 312A</a> (online)	Collaborative Conversations and Working Within Communities	1.5
<a href="#">SOCW 312B</a> (online)	Anti-Racist Social Work	1.5
<a href="#">SOCW 350A</a> (on Campus – M 9.30 to 12.20)	Social Work, Social Justice and the Law	1.5
<a href="#">SOCW 354</a> (online)	Introduction to Indigenous Perspectives on Social Work Practice	1.5
<a href="#">SOCW 356</a> (online)	Global Approaches to Human Development and Social Justice	1.5
<a href="#">SOCW 419</a> (online)	Research for Social Change	1.5
<a href="#">SOCW 434</a> (online)	Decolonizing Trauma Policy and Practice	1.5
<a href="#">SOCW 435</a> (online)	Decolonial and Anti-oppressive Perspectives on Mental Health	1.5

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<a href="#">SOCW 462</a> (online)	Indigenous Resistance, Resurgence and Decolonial Practice	1.5
<a href="#">SOCW 471</a> (online)	Substance Use Theory, Policy and Practice in Social Work	1.5
<a href="#">SOCW 475</a> (online)	Critical Practice in Child Welfare Contexts	1.5
<a href="#">SOCW 492</a> (online)	Protecting Indigenous Children	1.5
<a href="#">SOCW 510</a> (online)	Policy Context of Practice	1.5
<a href="#">SOCW 512</a> (online)	Knowledge and Inquiry – Re-Theorizing Social Work	1.5

**Please Note:**

- While we encourage applications from Indigenous and BPOC lecturers for all courses, we seek Indigenous applicants only for SOCW 354, SOCW 462, and SOCW 492.
- Courses other than those listed may become available after this posting has closed. If you are interested in teaching a course that is not listed above, please submit an application stating your interest as this posting will be used to fill emergent openings.

**Lecturer responsibilities include:**

- Facilitating through on campus or online delivery, all components of a course including providing dynamic in class and/or online environment that is supportive to students, revising course materials and readings as necessary, etc. Individual and group consultation with students, and being available to them through office hours, electronic and video communications and/or telephone.
- Regular and ongoing facilitation of the Brightspace by D2L (online) component, evaluating student learning, including grading of assignments/learning activities and submitting final class grade sheet
- As required, consultation with Faculty Course Team Lead or Director to provide evaluative feedback/input regarding the course structure and curriculum.

## Field Liaison Opportunities

It is anticipated that sessional lecturers will be required for **Field Liaison** instruction via distance education/online, including:

- SOCW304: Social Work Practicum I
- SOCW304A: Social Work Practicum by (PLA)
- SOCW402: Social Work Practicum II
- SOCW404: Child Welfare Specialization Child Protection Practicum
- SOCW404A: Child Welfare Specialization Child Welfare Practicum
- SOCW 506: MSW Practicum
- SOCW 506A: MSWI (Indigenous) Practicum

The field liaison is the lecturer of record and links the university and agency contexts by maintaining cooperative relationships with field supervisors, ensuring information is exchanged, and consulting with the student and field supervisor regarding the placement and the student's progress.

**Field Liaison Responsibilities include:**

- Reviewing, suggesting revisions when necessary, and approving the final learning contract
- Facilitating an initial orientation meeting or teleconference between all parties
- Facilitating a midpoint and final evaluation meeting between all parties
- Maintaining contact with the student and practicum supervisor

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- Mediating any differences which may arise between the parties
- Facilitating the online (Brightspace) Integrated Practice Seminar
- Assigning the student's final grade (pass/fail)

### Qualifications:

- MSW or BSW with related graduate degree is essential for undergraduate courses
- knowledge of course content and recent social work practice experience
- knowledge, experience and skills to support decolonization in social work education and practice
- experience in delivering online courses using Brightspace by D2L or other similar learning management system is preferred

**Closing date for application: May 8th, 2026**

### Application procedures:

Please submit the following application material to Gayle Ployer, Director, School of Social Work via email to [socwaa0@uvic.ca](mailto:socwaa0@uvic.ca) :

- 1) Current CV/resume,
- 2) Expression of interest,

**All expressions of interest must include the following information:**

- a personal statement on your educational philosophy, decolonial approach to pedagogy, as well as a reflection on how your positionality (social identity location) impacts how and what you teach, and
  - the course(s) for which you would like to be considered
  - **the number of courses/sections** you are interested in teaching in the term.
- 3) Reference letter from someone who can comment on your teaching abilities- formal or informal, such as from community members who have witnessed some form of teaching leadership,
  - 4) Along with the aforementioned material, candidates applying to teach a course they have already taught should also submit a written reflection on their experiences teaching the course, the supports they would like to have to improve their teaching experience, as well as any form of evaluation that documents their teaching- i.e.: a mid-term informal evaluation, course experience survey, peer review evaluation of their teaching, or any other document of their choice.

**The salary range for 1.5 units of teaching is outlined in the CUPE 4163 collective agreement here:** <https://www.uvic.ca/hr/pay-benefits/salary-schedule/index.php>.

*The School of Social Work reserves the right to fill future teaching assignments for this term from the pool of applicants for this posting. Appointments are subject to sufficient funding and enrollment in courses. Sessional Lecturers are members of CUPE Local 4163 (Component 3).*