
Call for Sessional Instructors

21 February 2025

The School of Public Administration invites expressions of interest for the sessional teaching opportunities listed below. Courses will be offered during the 2025 summer session (May-August). Appointments will be made under the agreement for union CUPE 4163 Component 3. For information about this union, please visit the [CUPE 4163 website](#).

General instructional responsibilities include:


- Teaching course content in the format specified: online, on campus, hybrid (online with a campus component). An instructor's computer must have consistent, reliable access to the internet and meet the minimum browser/ platform requirements as confirmed through the online [Brightspace test page](#).
- Consulting with students and being available to them through "office" hours and/ or electronic communication.
- Evaluating student learning, including grading of assignments.
- Working collaboratively with other instructors.
- Developing a working knowledge of instructional technologies.
- Confirming the course reading materials based on existing syllabus and content.
- Adhering to relevant copyright laws.
- Maintaining current Human Research Ethics Board approval for course work, if needed.
- Reviewing content in advance of the start of the term, and during the term, to ensure that all links are functional and providing appropriate alternate links when necessary.
- Complying with the provisions of the Freedom of Information and Protection of Privacy Act of BC.
- Engaging with all learners in a manner that supports equity, diversity, inclusion, anti-racism, and decolonisation.

Qualifications: The minimum requirement is a Bachelor's degree and professional/ applied community experience in a related field; a Master's degree or PhD is preferred. The salary range for teaching one 1.5 unit course is \$6,800-8,312, depending upon qualifications, for the period.

Procedures: Submit written Expression of Interest and current CV by 11:59 p.m. (Pacific Time) on **Thursday, March 6, 2025**, via email to: pasession@uvic.ca

- written Expression of Interest, addressing: what makes you a great teacher? How do you create an inclusive classroom?
- current CV.

Appointment offers will be made during the week of March 10 (assuming a successful competition). If any position remains unfilled, this call may be modified for re-posting. Questions should be directed to the email address noted above. The University reserves the right to fill additional teaching assignments from the pool of applicants for this posting.



Positions are subject to funding and/or enrolment criteria; classes may be cancelled due to low enrolment or lack of funding.

Courses (titles link to Calendar description):

- Undergraduate:
 - ADMN 311 [Introduction to Public Administration](#) – online
 - ADMN 477 [Strategic Planning and Implementation](#) – online
- Graduate:
 - ADMN 512 [Public Financial Management and Accountability](#) – on campus
 - ADMN 509 [Economics for Policy Analysis](#) - online
 - ADMN 581 [Quantitative Methods for Policy Analysis and Program Evaluation](#) - online
 - CD 530 [Systems Thinking, Innovation and Strategic Planning](#) – hybrid: online with on-campus period June 15-20

For information on the programs offered through the School of Public Administration, please visit uvic.ca/publicadmin

Commitment to Employment Equity

UVic is committed to upholding the values of equity, diversity, inclusion and human rights 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.

We actively encourage applications from members of historically and systemically marginalized groups including but not limited to people who are:

- local and/or global Indigenous people;
- racialized and/or people of colour;
- people with disabilities, disabled people, and/or people with a chronic health condition;
- women;
- lesbian, gay, bisexual, queer, Two-Spirit, and/or another diverse sexual orientation;
- non-binary, genderqueer, transgender, Two-Spirit, or another diverse gender identity and/or expression;
- members of other underrepresented, marginalized or equity seeking and deserving groups, including those who experience discrimination due to ancestry, colour, religion and/or spiritual beliefs, or place of origin.

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.

Read the [University's full equity statement](#).

We acknowledge and respect the Lək'wəṇən (Songhees and Xwsepsəm/Esquimalt) Peoples on whose territory the university stands, and the Lək'wəṇən and W̱SÁNEĆ Peoples whose historical relationships with the land continue to this day.