
Call for Sessional Instructors

28 August 2024

The School of Public Administration invites expressions of interest for the sessional teaching opportunities listed below. Courses will be offered during the 2025 spring session (January-April). Appointments will be made under the agreement for union CUPE 4163 Component 3. For information about this union, please visit the website: <https://4163.cupe.ca/>.

General instructional responsibilities include:

- Teaching course content online.
- 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 technology.
- 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 course materials in advance of and during the term to ensure all links to readings are valid, 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 the documents below (can be provided as one file) by 11:55 p.m. (Pacific Time) on **Monday, September 9, 2024**, 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.

If the position(s) remains unfilled following review of applicants, this call may be modified for re-posting. Questions about this call for instructors should be directed to the email address noted above.

Decision(s) about appointment(s) will be made as early as possible following the competition close. 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 (calendar descriptions follow):

- Undergraduate:
 - **ADMN 330 - Indigenous Governance in Canada** – online
Provides foundational knowledge on concepts, themes and topics needed to understand and appreciate Indigenous governance. Covers historical and contemporary challenges facing Indigenous peoples, including the Indian Act and its impact on Indigenous governance. Topics are organized by eras beginning with pre-contact Indigenous governance systems and European colonization of Indigenous governance, then proceeding to Indigenous resistance and revival of the inherent right, nation building and ways Indigenous Nations are implementing self-government along with its challenges and successes.
 - **ICDG 305 Indigenous Research and Project Management** – online
Explore, analyze and benefit from available project management models and planning tools, learn to view community and organizational change in different ways, explore alternative models and examples of change and review and discuss the utilization of Indigenous Knowledge and respectful research protocols when planning for and implementing change strategies.
 - **ICDG 306 Human Resource Management in Indigenous Organizations** – online
Learning based on contemporary human resource management theory and practice; incorporating traditional Indigenous practices and values. Topics: developing a human resources plan; robust human resources policies and practices; managing people and tasks; interpersonal workplace communications and relations; selection; retention; and development of employees. Improving workplaces is examined through team building, motivating self and others, providing feedback, conflict management, workplace safety, well-being, and self-awareness and self-care. Examines working with appointed boards in an Indigenous context.

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.

In accordance with the university's Equity Plan and pursuant to Section 42 of the BC Human Rights Code, preference will be given to Indigenous or Metis peoples. Qualifying candidates who wish to be preferentially considered are encouraged to self-identify.

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.

Read our full equity statement here: www.uvic.ca/equitystatement.

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