

## **INSTRUCTIONAL FACULTY**

### **Overview of Hiring Process and Faculty Expectations**

**November 2012**

### **Justice Institute of British Columbia:**

In a world where safety and security are foremost in people's minds, the Justice Institute of British Columbia (JIBC) has a unique provincial mandate focused on making communities safe. As a public, post-secondary teaching institution, JIBC offers education and training programs in the fields of justice and public safety. The only one of its kind in Canada, the Institute is recognized as a world leader for innovation, attracting over 32,000 full-time and part-time students annually, and serving clients from around the world.

### **Health Sciences Division:**

For the past 30 years, the JIBC Health Sciences Division has been delivering paramedic and continuing medical education provincially, nationally, and internationally. Students range from first responders, paramedics, nurses, physicians, and allied health professionals. The Health Sciences Division is known as an innovator in many areas – from the use of simulation to the introduction of new professional programs based on the knowledge of applied research.

### **Paramedic Academy**

The Paramedic Academy offers certification training for: First Responder (FR), Emergency Medical Responder (EMR), Primary Care Paramedic (PCP) and Advanced Care Paramedic (ACP) students.

### **Centre for Continuing Professional Health Education**

The Centre provides Continuing Professional Development (CPD) and Continuing Medical Education (CME) for physicians, nurses and other allied health care practitioners.

### **Centre for Academic Studies**

The Centre for Academic Studies co-ordinates the delivery of courses within the Diploma in Health Sciences (EMS) Program, as well as other diploma programs offered by the Health Sciences Division.

### **Centre for International Development**

The Centre for International Development delivers customized training, education and educational consulting services to international organizations. Programs are offered in Canada or delivered worldwide.

### **Instructional Faculty:**

Central to the success of the JIBC's vision of being a world leader in justice and public safety education is our instructional faculty. Experiential and applied learning can only occur if our faculty has the practical and expert knowledge of field practitioners. In addition, they must also possess a firm understanding of teaching, learning, and adult education. JIBC faculty are the critical human component in ensuring JIBC students experience a rich and meaningful education.

Our goal is to hire, support, and develop top notch faculty; thus creating leaders in: experiential learning; simulation-based learning; competency-based training; research in health education, curriculum development; and evaluation and assessment.

### Teaching for the Paramedic Academy

<p><b>Primary responsibilities for instructional faculty:</b></p> <ul style="list-style-type: none"> <li>• teach pre-determined curricula;</li> <li>• conduct student evaluations;</li> <li>• collaborate with Program Manager and/or Regional Training Coordinator and colleagues to ensure consistent delivery of program content;</li> <li>• provide written and verbal feedback to students;</li> <li>• organize student tutorials and re-testing;</li> <li>• participate in program team meetings;</li> <li>• act as a student advocate;</li> <li>• participate in ongoing professional development; and</li> <li>• perform related instructional duties as required.</li> </ul>	<p><b>Requisite qualifications:</b></p> <ul style="list-style-type: none"> <li>• professional and academic credentials at or above the qualification expected to teach (For example, if you are wanting to teach within the Primary Care Paramedic (PCP) program, you must be PCP qualified or higher (e.g. ACP) and have an EMS Diploma academic credential or above (e.g. Advanced Diploma, Bachelor’s degree, Master’s degree etc.);</li> <li>• completion of the JIBC <a href="#">Foundations of Instructional Practice</a> course or an acceptable equivalent adult education credential; and</li> <li>• a minimum of three years professional field experience.</li> </ul> <p>Note: A combination of experience and education will be considered.</p>	<p><b>Preferred qualifications:</b></p> <ul style="list-style-type: none"> <li>• relevant Bachelor’s, Master’s, or PhD degree;</li> <li>• JIBC <a href="#">Instructor Development Certificate</a> or an acceptable equivalent adult education credential;</li> <li>• three years or more of previous relevant teaching experience;</li> <li>• proficiency in Microsoft Office applications and other educational technologies;</li> <li>• familiarity with web communication and social media; and</li> <li>• a proven record of service and dedication to clients/students/employers</li> </ul>
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### Teaching for the Centre for Continuing Professional Health Education

<p><b>Primary responsibilities for instructional faculty:</b></p> <ul style="list-style-type: none"> <li>• teach pre-determined curricula;</li> <li>• conduct student evaluations;</li> <li>• collaborate with Program Manager to ensure consistent delivery of course content; and</li> <li>• provide written and verbal feedback to students.</li> </ul>	<p><b>Requisite qualifications:</b></p> <ul style="list-style-type: none"> <li>• instructor qualification for the specific course expected to teach; and</li> <li>• a minimum of three years professional field experience.</li> </ul> <p>Note: A combination of experience and education will be considered.</p>	<p><b>Preferred qualifications:</b></p> <ul style="list-style-type: none"> <li>• completion of the JIBC <a href="#">Foundations of Instructional Practice</a> course or an acceptable equivalent adult education credential;</li> <li>• JIBC <a href="#">Instructor Development Certificate</a> or an acceptable equivalent adult education credential;</li> <li>• three years or more of previous relevant teaching experience; and</li> <li>• a proven record of service and dedication to clients/students/employers</li> </ul>
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### Teaching for the Centre for Academic Studies

<p><b>Primary responsibilities for instructional faculty:</b></p> <ul style="list-style-type: none"> <li>• teach pre-determined curricula (in the face-to-face or online environment);</li> <li>• conduct student evaluations;</li> <li>• collaborate with Program Manager to ensure consistent delivery of course content; and</li> <li>• provide written and verbal feedback to students.</li> </ul>	<p><b>Requisite qualifications:</b></p> <ul style="list-style-type: none"> <li>• Master's degree in a related field;</li> <li>• a minimum of three years professional field experience; and</li> <li>• three or more years of documented teaching experience, including experience teaching in the online environment.</li> </ul> <p>Note: A combination of experience and education will be considered.</p>	<p><b>Preferred qualifications:</b></p> <ul style="list-style-type: none"> <li>• PhD degree in a related discipline;</li> <li>• completion of the JIBC <a href="#">Foundations of Instructional Practice</a> course or an acceptable equivalent adult education credential;</li> <li>• JIBC <a href="#">Instructor Development Certificate</a> or an acceptable equivalent adult education credential;</li> <li>• three years or more of previous relevant teaching experience;</li> <li>• proficiency in Microsoft Office applications and other educational technologies;</li> <li>• familiarity with web communication and social media; and</li> <li>• a proven record of service and dedication to clients/students/employers</li> </ul>
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### Teaching for the Centre for International Development

<p><b>Primary responsibilities for instructional faculty:</b></p> <ul style="list-style-type: none"> <li>• teach pre-determined curricula, often in a foreign country;</li> <li>• conduct student evaluations;</li> <li>• collaborate with Program Manager and/or local contact to ensure consistent delivery of program content;</li> <li>• provide written and verbal feedback to students and client;</li> <li>• organize student tutorials and re-testing;</li> <li>• participate in program/client team meetings;</li> <li>• act as a client liaison; and</li> <li>• perform related instructional duties as required.</li> </ul>	<p><b>Requisite qualifications:</b></p> <ul style="list-style-type: none"> <li>• professional and academic credentials at or above the qualification expected to teach;</li> <li>• completion of the JIBC <a href="#">Foundations of Instructional Practice</a> course or an acceptable equivalent adult education credential;</li> <li>• valid passport (if applicable)</li> <li>• second language proficiency (if required) and;</li> <li>• a minimum of three years professional field experience.</li> </ul> <p>Note: A combination of experience and education will be considered.</p>	<p><b>Preferred qualifications:</b></p> <ul style="list-style-type: none"> <li>• relevant Bachelor's, Master's, or PhD degree;</li> <li>• JIBC <a href="#">Instructor Development Certificate</a> or an acceptable equivalent adult education credential;</li> <li>• three years or more of previous relevant international teaching experience;</li> <li>• second language proficiency (if applicable);</li> <li>• cultural awareness (if applicable);</li> <li>• proficiency in Microsoft Office applications and other educational technologies;</li> <li>• ability to work with minimal supervision</li> <li>• flexibility to travel internationally 2 – 4 weeks at a time</li> <li>• familiarity with web communication and social media; and</li> <li>• a proven record of service and dedication to clients/students/employers</li> </ul>
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## Steps in the hiring process \*\*

1. Program Managers make the decision to hire additional faculty based on supply and demand. If additional faculty is needed, the position will be “posted” on the [JIBC website](#) under the following thread: Home/About JIBC/Working at JIBC/[Current Openings & Opportunities](#).
2. The job posting will describe the position, primary responsibilities, requisite qualifications, preferred qualifications and provide information on how to apply. A cover letter, resume, copies of applicable academic credentials, and references will be required.
3. Candidates are short-listed based on their qualifications, experience, and references. Those candidates short-listed will be interviewed. The purpose of the interview is an opportunity to ask questions about your background and experiences in order to make a fair evaluation of your application. It will also provide you with the opportunity to ask us for information that will help you decide whether or not the position meets your requirements.
4. For some positions, candidates may be asked to complete a pretest, which will be based on the requisite skills and knowledge they will be expected to teach. Candidates will be notified if this is the case.
5. For some positions, candidates may be asked to “teach” a mini-lesson. Candidates will be notified if this is the case.
6. Following the interview phase candidates can be further short-listed and then reference checks will be made. References should be work-related (e.g. immediate supervisors) and as recent and relevant to the current job posting as possible. Reference checks verify a candidate’s employment and job performance records.
7. Successful candidate will be offered the position.
8. Depending on the position and the program area where you will be teaching, the successful candidate may be required to complete the Faculty Orientation Program (see below).

\*\* When hiring new instructors for certain courses in the Centre for Continuing Professional Health Education where the instructor has already met an external agencies instructor requirements, steps in the hiring process may be omitted or shortened.

## Faculty Orientation Program

Depending on the position and the program area where you will be teaching the majority of new faculty will be required to complete the Faculty Orientation Program. The orientation is designed to give new instructors the necessary information, support, and resources as they transition into their new teaching role. The orientation includes:

- A tour of the facility where you will have an opportunity to meet fellow faculty, support staff, program managers, program directors, and the dean. In addition you will cover such things as building access, security, parking, equipment storage, classroom usage, etc.
- Assistance with administrative tasks (e.g. payroll forms, tax forms, timesheets, access cards, etc.)
- Completion of the mandatory JIBC “Respect in the Workplace” online course
- A review of relevant JIBC policies, Health Science Division program guidelines, and the Faculty Code of Conduct
- Familiarization with the Vision, Mission, and Values statements
- Overview of relevant regulatory and accreditation bodies
- An orientation to using the JIBC library and JIBC Student Services
- Assistance in using relevant educational technologies (e.g. simulation mannequins, using the Blackboard Learning Management System, or using technology enabled classrooms)
- A review of student and instructor course materials relevant to what you will be teaching

- An opportunity to observe existing faculty teach and a chance to discuss teaching strategies with faculty
- An opportunity to co-teach prior to teaching independently
- A requirement to be monitored teaching prior to being signed-off
- Program specific evaluation training, including the opportunity to observe evaluations, co-evaluate, and be monitored and signed-off

The orientation is a collaboration between the new employee, co-faculty, and the program staff. The goal is to provide a smooth and informative transition to independent instruction.

### “Sessional” versus “Contractor”

The JIBC has two classifications for part-time teaching faculty – “sessional” and “contract”. The JIBC will decide, based on Canada Revenue Agency (CRA) guidelines as to whether faculty are classified as sessional or contractor. The table below highlights the key differences.

Sessional Employee	Independent Contractor
Employees of the JIBC	Are <b>not</b> employees of the JIBC
Separate terms and conditions of employment	Have their own company or are set up as self-employed
Work on an as-needed basis	Are contracted for work of a specific nature with a start and end date. Have a written contract with the JIBC stating their liability for income tax, CPP, WCB coverage, and GST
Are paid through payroll on submission of timesheets	Invoice the JIBC and are paid through Accounts Payable
Appointment can be terminated by either party for any reason by giving written notice in accordance with the Employment Standards Act	Contract states terms for length of contract and termination of contract, with schedule of work to be performed
Are eligible for College Pension Plan	Are not eligible for pension
Are not eligible for benefits	Are not eligible for benefits

### Tips for Success

Below are some tips and strategies for obtaining a teaching position within the JIBC – Health Sciences Division:

- Complete the JIBC [Foundations of Instructional Practice](#) course
- Begin working on completing the JIBC [Instructor Development Certificate](#)
- Complete an appropriate Instructor training course for programs for which the JIBC is an ‘authorized provider’ and for those courses you want to teach (e.g. Heart and Stroke Foundation of Canada instructor courses or the International Trauma Life Support instructor course)

- Try to get some teaching experience. Volunteer if need be. Consider contacting the program area that you are hoping to teach in and ask if you can assist in any way – for example, assisting with student tutorials and practice sessions
- Enroll in courses that will give you academic and professional credentials at or above what you are hoping to teach. For example, taking JIBC courses that will lead to having an EMS diploma in Health Sciences
- Obtain training or take courses in the use of educational technologies

## Contact Information

Individuals interested in teaching for the JIBC Health Sciences Division are encouraged to contact us and to drop by to meet program managers and faculty.

### **Paramedic Academy:**

First Responder and Emergency Medical Responder courses, email: [emr@jibc.ca](mailto:emr@jibc.ca)

Primary Care Paramedic program, email: [pcp@jibc.ca](mailto:pcp@jibc.ca)

Advanced Care Paramedic program, email: [acp@jibc.ca](mailto:acp@jibc.ca)

### **Centre for Continuing Professional Health Education:**

Email: [cpd@jibc.ca](mailto:cpd@jibc.ca)

### **Centre for Academic Studies:**

Email: [emsdiploma@jibc.ca](mailto:emsdiploma@jibc.ca)

### **Centre for International Development:**

Email: [sohs.international@jibc.ca](mailto:sohs.international@jibc.ca)